

Staff and Student Teacher Handbook

ChessWood



Junior School

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It has been presented to the governors.	
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Chesswood Junior School
Staff and Student Teacher Handbook



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1. INDUCTION FOR ALL

Welcome

Welcome to Chesswood Junior School. We hope you feel part of the team here very quickly. This handbook is designed to give you the key information you will require to settle you in to Chesswood in the coming days, weeks and months. This is the basic, essential knowledge that you need to know. The handbook is designed to be revisited whenever needed to refresh knowledge and understand how to gain further insight into specific areas. If there is anything within this handbook that you do not understand, it is your responsibility to seek clarification and develop understanding. This can be done through

- asking peers / line manager / leaders – we are more than happy to help
- additional reading, including policies and guidance are signposted within this handbook.

The expectation is that staff develop increasing understanding of policy over time at Chesswood through CPD and personal reading (appropriate to role).

1.1. Introduction to Chesswood

Chesswood Junior School has 550+ pupils across Years 3 to 6, with a minimum of 4 classes per year group. There are 90+ staff working across the school. We support up to 50 Initial Teacher Training (ITT) Students per year from the University of Brighton and accept work experience students from local secondary schools.

It is recommended that you read the School Brochure to understand the full breadth of the Chesswood offer to children and parents: [School Brochure](#)

Further information can be found on our school website: www.chesswood.w-sussex.sch.uk

Key pages that will be useful to start with:

- [Meet the staff](#)
- [Term dates and diary](#)
- [Timetables](#)



1.2. Staff Code of Conduct



Staff Code of Conduct

All staff and governors must proactively support the school vision throughout their time at Chesswood:

At Chesswood Junior School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

In order to achieve our vision and maintain a positive inclusive culture all members of our community **must agree and proactively seek to promote the following values** with children and adults alike – consistently and throughout their employment or voluntary service at Chesswood Junior School – they are of fundamental importance:

- **Safeguarding** – The welfare of children and young people is paramount – know, understand and apply core policy and practice consistently.
- **Acceptance and freedom** – allowing others to express thoughts, actions and feelings positively.
- **Honest, open and frequent communication** – listening, understanding, discussing and confronting.
- **Inclusion and equity** – Empowerment and involvement of members of the school community.
- **A compassionate community** – caring, empathy, collaboration and co-operation.
- **A positive reality** – solution focussed, expect success, 'looking on the bright side'
- **Personal responsibilities** – personal professionalism, assertiveness, commitment, confidentiality, responsibility and accountability.
- **Drive and determination** – Be pro-active; Maintain high expectations for yourself and others: Be an important part of ensuring Chesswood Junior School is exceptional.
- **A shared purpose** – vision, mission, aims and objectives; know and tangibly support them
- **Acknowledgement of others** – achievements, ideas and efforts of others
- **Team work** – shared trust, collaboration, respecting the agreed decision making process & finite professional time of others.

This list is not exhaustive, staff and volunteers should use it to guide wider actions in the 'spirit' of the code.



1.3. Chesswood Values



1.4. Absence – staff only

(Students and long-term work experience/ volunteers see ITE section below)

Online Staff Request for Absence and Sickness Form

[Link](#)



Use the online absence and sickness form - staff should use the link or the QR code available if they are unable to attend their normal work for any reason. This form can be completed in advance for known absence, i.e. medical appointments, or should be completed as soon as possible during or following unplanned injury or illness.

It is also best practice (if you are well enough to do so) to contact your line manager by text/phone/email directly to ensure they know you are unable to attend.

1.5. Safeguarding

The Single Central Record is the central record of the safeguarding checks that have been carried out on all staff and other relevant people in school. See table below for checks, limits, zones



and emergency area associated with the relevant types of people using this induction handbook:

Group	Checks	Limits with children	Zones used	Emergency Area
Staff	ID Check Enhanced DBS Personnel Information	No specific limits	All zones	As directed for class or staffing group
Supply Teachers	ID Check DBS confirmed by agency Personnel Information Reception sign in/out	No specific limits – advise leader if any experience appears untoward. No first aid or medical intervention	All zones – typically year group zone and general staff areas	As directed for class - specific emergency number and muster
Student Teachers	ID Check DBS confirmed by Uni Personnel Information Fob sign in/out Temporary badge	No specific limits – advise leader if any experience appears untoward. No first aid or medical intervention	All zones – typically year group zone and general staff areas	Stay with assigned class
Training & Work Placements (16+)	ID Check DBS or Risk Assessment Personnel Information Reception sign in/out Temporary badge	Specific to training purpose - typically meaningful discussion restricted to designated children. Common pleasantries otherwise. 1to1 live risk assessment if checks completed. No first aid or medical intervention; alert school staff*	All zones except children's toilets - refer to member of staff. Typically year group zone or assigned area	Front Playground - visitor muster zone - if with specific children they exit with them and stay on front playground hand over to senior staff immediately
Work Experience (11-16)	ID Check Risk Assessment Personnel Information Reception sign in/out	Specific to training purpose - typically meaningful discussion restricted to designated children. Common pleasantries otherwise. 1to1 live risk assessment if checks completed. No first aid or medical intervention; alert school staff*	All zones except children's toilets - refer to member of staff. Typically year group zone or assigned area	If attached to specific class remain with class at emergency station. Otherwise front Playground - visitor muster zone - if with specific children they exit with them and stay on front playground hand over to senior staff immediately
Regular Volunteers (18+)	ID Check DBS Personnel Information Reception sign in/out	Specific to voluntary purpose - typically meaningful discussion restricted to designated children. Common pleasantries otherwise. 1to1 live risk assessment if checks completed. No first aid or medical intervention; alert school staff*	All zones except children's toilets - refer to member of staff. Typically year group zone or assigned area	If attached to specific class remain with class at emergency station. Otherwise front Playground - visitor muster zone - if with specific children they exit with them and stay on front playground hand over to senior staff immediately

A key part of induction will include safeguarding procedures at Chesswood. This is a core part of everyone's role in school and an annual staff refresher is held to update and maintain knowledge and expertise.



• Lanyards and badges

All staff are issued with a staff badge and lanyard. Student teachers and long-term volunteers are issued with a temporary badge and lanyard, while work experience students and short-term volunteers will be issued with a visitor badge each time they visit. Please wear this at all times when you are on site. The purpose is mainly around safeguarding, with the additional aim of enabling staff to quickly identify you as a member of the team and address you by name. At the end of your placement, please return the lanyard and badge to the office.

Photographs are taken of every member of staff for display on the staff board in reception, on the 'meet the staff' section of our website and for the staff badge/lanyard. Student teachers have their photograph taken to distribute to key staff.

• Keeping Children Safe in Education Part 1

All staff and volunteers MUST READ & UNDERSTAND KCSIE part 1

- READ: [Keeping children safe in education 2021 \(part one only\)](#)
 - Safeguarding and promoting the welfare of children is everyone's responsibility
 - All staff should be prepared to identify children who may benefit from early help.
 - Early help means providing support as soon as a problem emerges at any point in a child's life.

All staff and volunteers Must Recognise Abuse and Neglect

Physical	Emotional	Sexual	Neglect
May involve: <ul style="list-style-type: none"> • Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating. • May also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. 	Persistent maltreatment – <ul style="list-style-type: none"> • Worthless / unloved / inadequate. • Not allowed to express views. • Silencing & making fun of. • Inappropriate expectations. • Seeing / hearing maltreatment of others. • Bullying / cyber bullying. 	Involves <ul style="list-style-type: none"> • Forcing or enticing to take part in sexual activities. • May involve physical or non-contact – inc. encouraging behave in sexually inappropriate ways. • Online / offline. 	Includes <ul style="list-style-type: none"> • Persistent failure to meet a child's basic physical and / or psychological needs. • Inadequate food, clothing, shelter. • Failure to protect from harm (physical & emotional). • Inadequate supervision.

All staff and volunteers Must be particularly alert to the needs of :-

Disabled / special educational needs / mental health need / young carer / anti-social or criminal behaviour / frequently missing/goes missing from care or from home / is at risk of modern slavery / trafficking / sexual or criminal exploitation / risk of being radicalised or exploited / family member in



prison, or is affected by parental offending; family circumstance - drug and alcohol misuse, adult mental health issues and domestic abuse / returned home to their family from care / risk of 'honour'-based abuse such as FGM / privately fostered child / persistently absent from education, including persistent absences for part of the school day.

All staff and volunteers Must be aware of specific safeguarding issues:-

Child Sexual Exploitation / Child Criminal Exploitation / Female Genital Mutilation / Mental Health / Peer on Peer Abuse: bullying; physical abuse; sexual violence; sexual harassment / County Lines / Cybercrime / Domestic Abuse / Homelessness / Preventing Radicalisation / The Prevent Duty

- **Prevent Duty**

All staff MUST UNDERTAKE Prevent Duty training

Complete: [Prevent duty training - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- Prevent duty course options – click on the relevant link (progress on courses can be saved – note the course code at the beginning). Once complete, email the certificate to the Admin team to file and update records, admin@chesswood.chesswood.w-sussex.sch.uk
 - **Awareness course** – 30-40 minutes: <http://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course>
 - **Refresher awareness course** – 20-30 minutes (must have previously completed the awareness course): <http://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#refresher-awareness-course>
 - **Referrals course** – 30-40 minutes (only for DSL): <http://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#refresher-awareness-course>
- Prevent is one aspect of safeguarding that must be included in the thoughts of all staff.
- Further support is available on the school website: [Chesswood Junior School - Prevent Policy](#)

- **West Sussex Continuum of Need**

[The West Sussex Continuum of Need](#) has been produced as a tool to assist practitioners working with children and young people. The aim of the tool is to help practitioners identify a child's level of need and consider whether additional support may be necessary to help them achieve their potential and keep them safe. It will be used by all agencies and teams, including the Integrated Front Door (IFD), and provides a common language and approach that will enable all practitioners to work together effectively and consistently.



The WSSCP recommends that all agencies, schools and settings working with children and their families use this tool to inform their decision-making regarding levels of need and to support their conversations with other professionals.

The table below is a summary of the kinds of indicators that support identification of the level of need. Staff must be aware of, and refer to, the full continuum linked above.

West Sussex Continuum of Need

Level 1 – Universal Needs		Level 2 – Emerging Needs	
Definition	Children are achieving expected outcomes. There are no / low level unmet needs - met by the universal services. All children whose needs can be met by universal services will occasionally experience difficulties in their lives.	Definition	Children and families with some emerging needs may require support of another service alongside universal provision to prevent an escalation of needs. A Family Early Help Assessment may be appropriate for some children at this level.
Indicators	Health: Good health, diet, hygiene, clothing Learning: Age appropriate development. Books/toys/play. Good attendance Social: Expresses well. Resilient. Belonging. Confident. Positive sense of self. Family: Stable. Good relationships. Supportive. Wider network. Housing/financial: Stable housing. Parents able to manage. Reasonable income over time Community: Positive activities. Good network. Parents: care for child's needs. Protect from danger. Emotional warmth. Boundaries and stimulation	Indicators	Health: Minor health. Inadequate diet / general hygiene. Missed appointments. Parent – physical / mental health. Learning: Limited access - books/toys/play. Absences. Poor engagement / stimulation. Social: Lack of role models. Anti-social. Lack empathy. Emerging concerns – belonging. Behaviour. Family: Significant arguments. Relationship difficulties. Anger. Isolated. Sibling aggression. Some support in family. Housing/financial: Overcrowding. Temporary. Financial pressures. Community: Victims. Poor access to leisure. Risk of gang. Negative influences. Parents: Inappropriate childcare. Low level substance misuse. Parenting issues. Exposure to negative online influence. Young carers. Inconsistent. Poor supervision.
Level 3 – Complex Needs		Level 4 – Specialist / Acute Level 4	
Definition	Children and families with more significant complex need and who are in need of targeted support without which they would not meet their expected potential. These children live in families where there is greater adversity and a greater degree of vulnerability. A Family Early Help Assessment and a Team around the Child will be required or a targeted coordinated response from the Multi Agency Team.	Definition	Specialist services are required where the needs of the child have been significantly compromised, they are suffering significant harm or impairment and statutory and/or specialist intervention is required to keep them safe.
Indicators	Health: Some chronic/recurring health problems. Developmental milestones not met due to parental care. Hygiene impacts on appearance. Learning: Risk of exclusion. Poor attendance. Not engaged – parent and child. No access to books/toys. Social: Low/ med level CSE CCE. Harmful cyber activity. Low self-esteem affects behaviour. Lack of positive role models. Regular caring responsibility. Lack of friends of same age. Family: Emerging DV. Risk of child being looked after. Concerns re inter-sibling violence. Poor family support. Housing/financial: Unsuitable accommodation. Finances impact on basic needs. Serious debt / poverty. Community: Parents socially excluded. No access to local facilities. Parents: Professionals concerned re parent mental health / substance misuse / ability to care. Erratic parenting. Inconsistent boundaries or responses.	Indicators	Health: Serious physical and emotional health concerns that are consistently not addressed by the parent. Concern about serious unexplained injury. Parent intentionally does not engage. Learning: Chronic non-attendance. No interest in the child's education. Consistent failure by parents to engage with services. Social: Serious offending behaviour – neglectful absent parenting. Serious concerns of CCE / CSE. Cyber engagement places them at risk of harm and is not managed. Family breakdown due to child's behaviour. Child is subjected to physical, emotional, sexual abuse or neglect including peer on peer exploitation. Family: High levels of DV. Harm from violent sibling. Young carer impacts on development. No effective support from extended family. Housing/financial: Destitute / homeless. Accommodation places child in danger. Extreme poverty. Community: Persistent anti-social behaviour from parent. Parents: Mental health / substance misuse seriously compromises health / welfare / safety of the child. Parents unable to safeguard – eg grooming.



- How to report a concern

Chesswood Junior School

Safeguarding Our School Community

It is everyone's responsibility.

Are you a parent or a member of the community with a welfare or safeguarding concern for a child or children?

Based on what you know, in good faith, at the time:

- Has the child or children come to **actual significant harm** as a result of action or inaction of others?
- Has the child or children been at **risk of coming to significant harm** now or in the future?
- Do you have a general concern or feeling about the welfare of a child?
- Is the child likely to come to some harm or be at risk of coming to some harm in the future?

If the answer to ANY of the above is YES or MAYBE contact our safeguarding team and we will provide direct help, refer to an external safeguarding team or sign post for further help, support or guidance.

Our Senior Safeguarding Staff			
Safeguarding Manager (SM):	Designated Safeguarding Lead for Child Protection (DSL):	Deputy DSL:	Lead Governor for Child Protection:
 Sally Harvey Safeguarding Manager	 Jez Himsworth Head of School	 Chris Yelling Assistant Head Teacher	 Lee Boddy Governor

Contact our safeguarding team
Please contact us in writing, wherever possible, using the email address opposite. Provide as much detail as you can about the child, your concerns and details of any specific incidents.

Email

cplo@chesswood.w-sussex.sch.uk

If information is highly sensitive use email below:

cpp@chesswood.w-sussex.sch.uk

If you need to chat something through first or are worried about sharing information call: 01903 204141 and ask to speak to our safeguarding manager

External Contacts	Contact Details
West Sussex Children's Services - Integrated Front Door	Tel: 01403 229900 (Out of Hours – 01403 229900) wschildrenservices@westsussex.gov.uk
Immediate danger?	Emergency Services & Police 999

In terms of safeguarding, speed of reporting is often a critical factor. Once you realise you hold a concern – report it immediately, even if you are not sure or worried about what will happen next – Children come first.

Dream Aspire Achieve



Chesswood Junior School

Staff: What to do if you have a child protection concern?**Based on the information available**

- Has the child or children come to **actual significant harm** as a result of action or inaction of others?
- Has the child or children been at **risk of coming to significant harm** now or in the future?

No		Yes	
<p>Do you have a general concern or feeling about the welfare of a child?</p> <p>Is the child likely to come to some harm or be at risk of coming to some harm in the future?</p>		<ul style="list-style-type: none"> ○ Ensure child's needs are put first ○ Listen and take handwritten notes immediately after disclosure (take originals to safeguarding manager as soon as possible for safe storage). Check with the child, if appropriate, that you have an accurate account of their report. Recording must be a clear, precise and factual account of the observations and disclosure. ○ Your role is to report immediately not to further an investigation, however they may say things only once, so record it. <p>Inform Safeguarding Manager, if unavailable the most senior DSL available IMMEDIATELY and IN PERSON.</p>	
No	Yes	<p>As soon as possible after informing SM and before leaving the school premises at the end of a shift ensure there is a written account available for future reference:</p> <p>Bromcom Category: New Safeguarding Incident Email: CPLO@chesswood.w-sussex.sch.uk Sensitive? CPP@chesswood.w-sussex.sch.uk</p>	
No further action	<p>If you have: observed non-urgent negative changes in behaviour, engagement or appearance. Heard comments first hand or passed on by others that raise some concern, including a child. This is a non-exhaustive list As soon as possible and before leaving the school premises at the end of a shift: Bromcom Category: New pastoral concern Email pastoral@chesswood.w-sussex.sch.uk</p>	<p>Have you been able to contact the Safeguarding Manager Sally Harvey or DSL Jez Himsforth or Deputy DSL Chris Yelling?</p>	
		<p>Yes</p> <p>Although you may be involved at a later stage i.e. clarification, your core role is completed. Safeguarding can have significant emotional impact, if you would benefit seek additional support from the DMS, colleagues or from the Employee Assistance Programme 0800 030 5182 – <i>respect child confidentiality issues throughout.</i></p>	<p>No</p> <p>If you can't make direct contact or disagree with SM, DSL or his deputy make immediate contact with IFD (formerly MASH) Tel: 01403 229900 (Out of Hours – 01403 229900) wschildrenservices@wessex.gov.uk https://www.westsussexcp.org.uk/professionals/ or Police 999</p>

Dream Aspire Achieve



- Code of conduct**

In schools, the requirement for a Code of Conduct for staff became mandatory following the safeguarding guidance Keeping Children Safe in Education. All staff must read, understand and follow the [Code of Conduct](#). The areas covered include the following:

Conduct outside work	Setting an example	Safeguarding children	Language	Online and mobile
Physical contact	Reasonable force	Power to search	Isolation & 1to1	Relationships
Confidentiality	Comments, views & opinions	Infatuations & crushes	Transport	Letters & gifts
Socialising	Alcohol & drugs	Use of images	Photography	Dress & appearance
IT acceptable use	Curriculum	Reporting of concerns	Whistleblowing	Outside school

- Safeguarding: further reading**

Further Reading	
Resource	Link
KCSIE ESSENTIAL	Keeping Children Safe in Education
Child Protection Policy	..\Child Protection and Safeguarding - Statutory\Child Protection Policy September 2021.docx
What to do if you have a concern	https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=16530&type=pdf
Staff Code of Conduct	..\Child Protection and Safeguarding - Statutory\Staff Safeguarding Code of Conduct.docx
West Sussex Continuum of Needs	https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance



1.6. Behaviour management

We expect all children to respond equally to all adults, from Mr Jolley through to a work experience student, by following instructions and showing courtesy, care and kindness at all times. Adults should develop positive relationships with children and follow school procedures.

• Key principles

Respect	Inclusion	Excellence	Positivity
All working together with respect for each other.	We include all, positively, regardless of any background.	Strive for excellence – academically and socially.	Promote a school-wide culture of positivity – courtesy, care, kindness.
Partnership	Resolution	Equity	Celebration
Actively work with parents to promote good behaviour. Involve early.	Seek resolution following negative behaviour.	Fairness is not all getting the same but all getting what they need.	High levels of praise and celebration of pro-social behaviours.
Proactive	Intervention	Reflection	Restoration
Behaviour management is proactive – modelling, teaching, expecting positive behaviours.	We don't seek to punish but intervene to support all children.	Teaching children to reflect on their behaviours and their impact on others (empathy).	Where children get things wrong, we support them in being able to make restoration.

• Proactive strategies

Know and understand your pupils and their influences				
Be aware of negative experiences that influence behaviour (ACEs).	Adults proactively seek to build positive relationships – get to know the child and their interests.	Meet and greet (at the classroom door) is an established and visible routine.	Establish, Maintain, Restore (EMR) is an important framework to support positive relationships.	
Teach learning behaviours alongside managing misbehaviour				
Emotional: relationship with self	Social: relationship with others	Cognitive: relationship with curriculum	PRAISE & positive reinforcement	
<ul style="list-style-type: none">Emotional vocabularyManage impulsive behaviourShow pride in success	<ul style="list-style-type: none">Focus in classBe attentive in class – active listeningShow empathy and appreciate diversityDemonstrate pro-social behaviour	<ul style="list-style-type: none">Organise time and space for own learningSet goals and monitor own progressTalk purposefully with peers, valuing other opinions	<ul style="list-style-type: none">High expectations5:1 positive v corrective classroom cultureHighlight positive to address negative	
Classroom management strategies				
Routines and consistencies	Whole school routines	Community Code	Time Management	Celebration & reward
Establish clear classroom routines – teach / practice / embed.	<ul style="list-style-type: none">End of playMoving around schoolUniform	Use the Bright Sparks code as a consistent expectation – use the language as a script.	Communicate and adhere to clear time so children understand the expectations	<ul style="list-style-type: none">PraiseCertificatesPostcardsResponsibilityHouse points



- Reactive strategies

Responding to negative behaviours – unsocial / anti-social			
Reporting	Educational Consequences - Reflection	Restorative Consequences - Restore	Protective Consequences - Prevention
Staff use CPOMS to report and record behaviour incidents https://chesswoodjun.cpoms.net/	<ul style="list-style-type: none"> Adults provide support to help children understand the impact and expectations Timers / lunch & after school session used to reflect – <ul style="list-style-type: none"> Quality resource e.g. anti-racism Leader check-in cards Positive play support Social stories Over-learning – repeated positive expectations Resource led – eg anti-racism programme Etc. 	<ul style="list-style-type: none"> Adult support Timers / R&R Informal corrective talk and apology Community tasks Letter of apology (resource – how to apologise) Restorative action – repairing, tidying, completing work Etc 	<ul style="list-style-type: none"> Increased adult support Seating Supported play Directed day / timetable Motivation chart Part-time timetable Behaviour plan / risk assessment Snowdrop / calm room
Decision Making - consequences Take into account – SEN / ACEs / Risk / Impact / Previous / Family support / Behaviour Level			

- Further routines guidance

Moving around school	Assembly	Playtime
In addition to Bright Sparks: Walk in single file with your class. Walk in pairs with your friends. Walk around school calmly and quietly. Walk safely on the stairs. Walk on the left within the school building.	In addition to Bright Sparks: Entry: Sit down without speaking when asked. Keep your hands and feet to yourself. Listen to the music and think about the assembly focus. Wait patiently and silently for the assembly to begin. Exit Stay seated without communicating until guided to exit. Stand without making any sound. Leave the hall in one line without making any sound. Remain in seating order – no over-taking	In addition to Bright Sparks: Playground Ask before entering the building. Leave the building as soon as possible for the playground unless permission to stay in. Stay out of the 'No Go' areas Move quickly through the 'no stopping areas' Always tell the truth about permission you have! Use school playground sports equipment only. Only bring and eat healthy snacks Go to the toilet during playtime Treat midday supervisors like royalty! 1st whistle stand still, wait for your class card to be shown before entering class. Do not enter with another class. Wet Play



		Only leave the classroom with permission – always ask. Use your time constructively Pack up your activity when the bell goes
The Dining Hall	Computers	Lockers
In addition to Bright Sparks: Queue quietly – as you would in a restaurant Courtesy, care and kindness - Use: Please may I have... Thank the kitchen staff every day. Eat your food sensibly with the correct cutlery. Remain in your seat until you have finished eating. Be calm and sensible when eating and drinking. Try your best to eat all or nearly all the food you have. Hot meals – scrape plates thoroughly and dispose of food carefully in the bin provided. Hot Meals - Place cutlery and plates carefully in the place provided.	In addition to Bright Sparks: Always follow the IT acceptable users policy. Always place the iPads back on charge after use. Only use computers in the common areas with permission Leave the computer on after use. Report any problem immediately to your teacher.	In addition to Bright Sparks: Locker zones - Only use your own property: unless you have permission to use other children's! Keep all your belongings inside locker ensure nothing is trying to escape. Close and lock the locker door before leaving it. Never enter another child's locker. Keep the locker zone tidy – nothing on top of the lockers.
Toilets	Home Time	
Act sensibly in the toilets. Always flush the toilet. Always wash your hands. Check all taps are turned off before you leave.	Clear your desk area – table and floor, leaving it neat and tidy. Pack your equipment, reading book and any homework carefully. Collect bags and coats calmly and quietly. It is a busy and dangerous time - Use the green cross code Find the safest place to cross Stop just before you get to the kerb Look all around for traffic and listen If traffic is coming let it pass When it is safe, go straight across the road – do not run. Be Bright (Sparks!) – Be Seen	

• Whistles and high-viz jackets

Staff can obtain a whistle and high-viz jacket from the Leadership/Finance Office.

Student teachers and volunteers will be supplied jackets for trips, playground duties and other areas where they are supervising children, different colour jackets signify different duties performed:

Green = First Aid

Pink = Pastoral

Blue = 1:1 staff

Yellow = all other members of staff and/or volunteers



- **Code of conduct: 'Bright Sparks'**

Chesswood Bright-Sparks

Be the best we can be, at all times
Respect the rights of others and take our responsibilities seriously
Innovate – we are creative, ask questions, investigate new ideas
Go “the extra mile” in everything we do
Hold high expectations of ourselves and others
Turn up, turn up on time, turn up ready for action
Seize the opportunities we have and make the most of them
Persevere when challenged - think positively, find solutions, never give up!
Aspire to great things – ‘Dream Aspire Achieve,’ be extraordinary
Recognise our part in the community – school, local, national and international
Know we are part of the Chesswood team – we are willing to help and be helped
Show courtesy, care and kindness, all of the time

The Bright Sparks code of conduct is central to setting a culture of high expectations. It should be used proactively – displayed around school and referred to in highlighting positive behaviours. It should also be used to support reflection – ‘Have you been the best you can be?’, ‘Did you demonstrate courtesy, care and kindness?’.

- **Rewards – House Points**

- Verbal praise (be liberal in praise – identify positive behaviours)
- House Points - Award between 1 and 5 points; Gold Award = 10 points
- Bright Spark of the Week certificate
- Monthly Cups: Be The Best; Go The Extra Mile; and Courtesy Car and Kindness



- **Behaviour: further reading**

Further Reading	
Resource	Link
Behaviour Policy	..\Behaviour and Discipline - Statutory\Behaviour Policy September 2021 22.doc
EEF – Improving Behaviour in Schools	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour
Paul Dix	https://whentheadultschange.com/

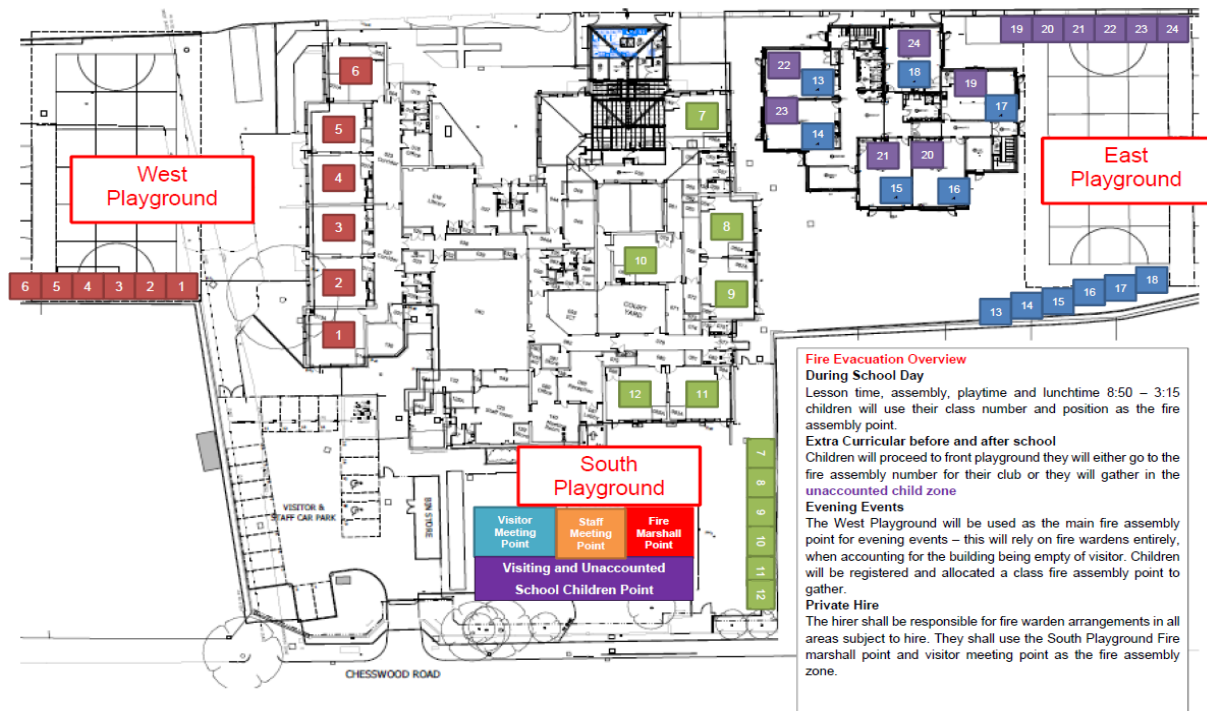
1.7. Evacuation procedures

- **Fire procedures**

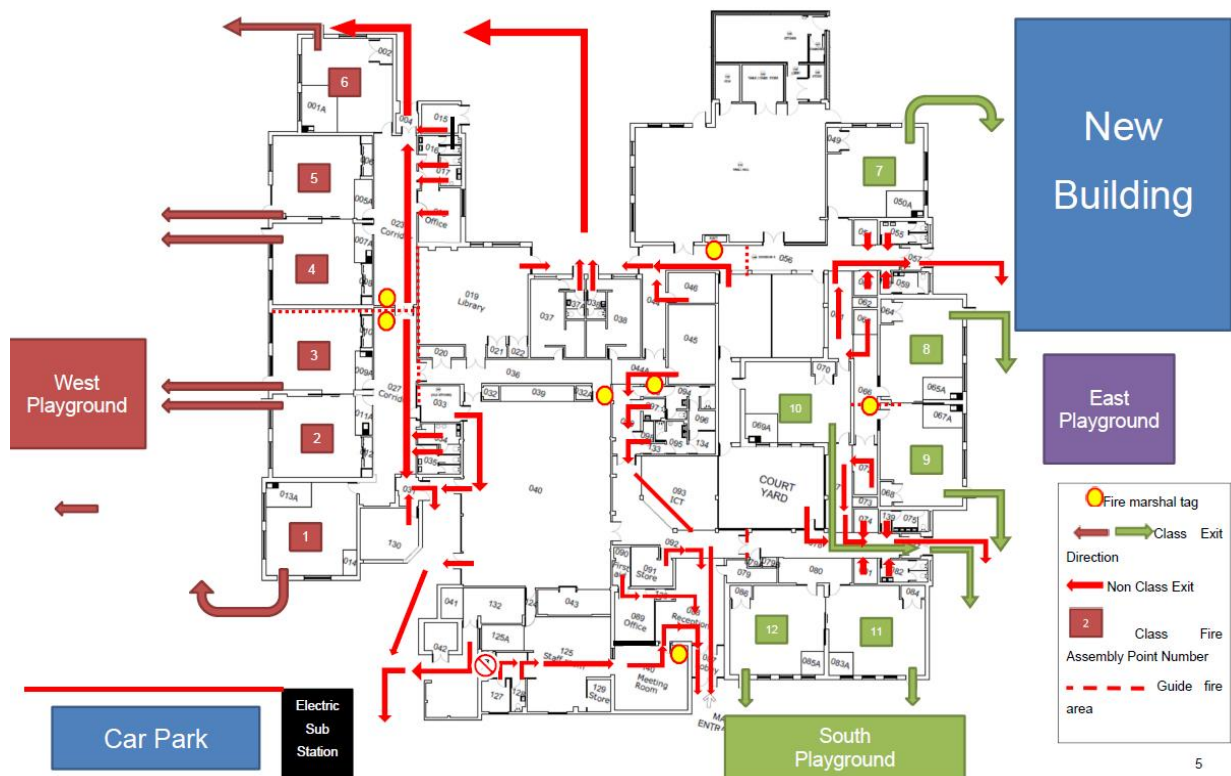
- Each class is allocated an evacuation number, located on the nearest playground to their classroom (see map below). If you are allocated to a class, please make a note of it on your induction day – each class number will be displayed in the classroom (see map below).
- The evacuation process is as follows:
 - A continuous bell will sound.
 - Children line up silently. Clarify the way in which your class have been trained to do this. Some line up in alphabetical order, others do this later.
 - The first child in the line will lead the class out to their designated number. A TA should lead the class out if available.
 - A designated child will collect the first aid box and register from within the classroom.
 - Complete a head count: where a child/children are missing, complete the register.
 - Confirm to the year lead teacher that the class are all accounted for. Where a child is missing, inform the year lead teacher, or most senior team member, immediately.
 - Continue to manage behaviour, ensuring children all face forwards silently.
- A summary of the above is included on the reverse of Student Teacher lanyards.
- The most senior member of staff in each area is responsible for collecting the fire marshal tags, checking the areas relevant to the tag (written on the back) and returning the key to the Fire Marshal on the South playground (see evacuation routes maps for locations of tags).
- Year lead teachers affirm via radio to the Fire Marshal when their year group is fully accounted for.



Evacuation numbers



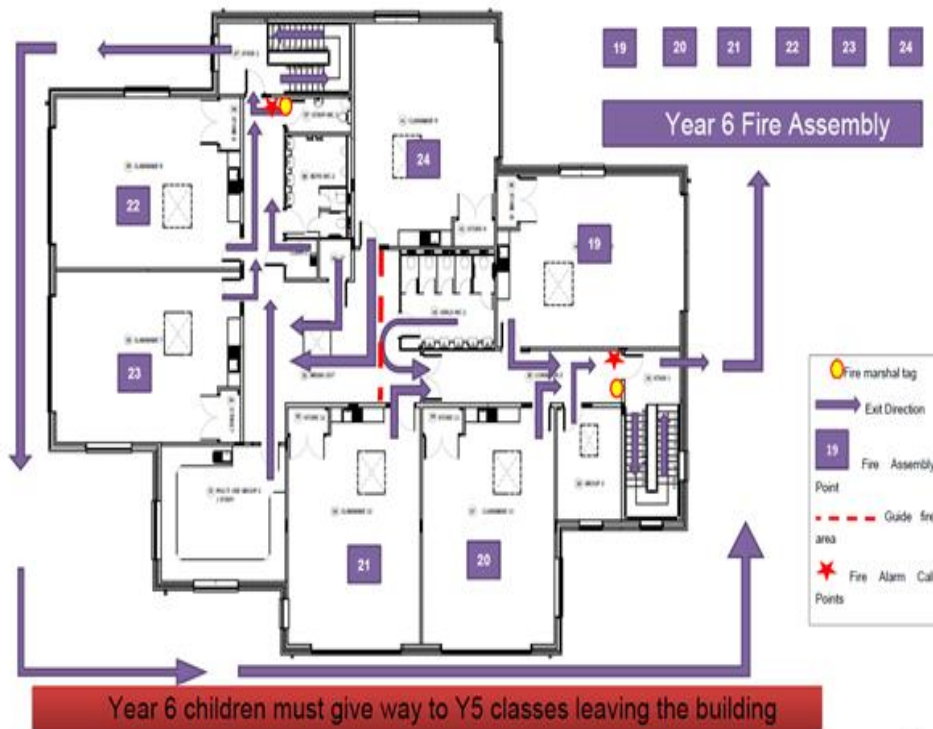
Evacuation routes



4. New Building Ground Floor Evacuation Routes




6. New Building First Floor Evacuation Routes



9



- Lockdown procedures**

Communication Flow Chart			Partial Lockdown	Full / Full+ Lockdown
	First Responder	Dial 605 – All Admin Or Use Walkie Talkie - Admin Or Direct communication - Admin	Definition: potential threat in the local area	Definition: an immediate threat to the school and may be an escalation of a partial 'lockdown'. The aim of a full 'lockdown' is for the school and its rooms to appear empty.
	Emergency Management Team	Admin Contact – <ul style="list-style-type: none"> • PE Staff + Outdoor • Site Manager • Headteacher • Learning Leaders • 999 • Parents 		
	Learning Leaders	Contact year team Directly and/or use of telephones - state FULL or PARTIAL LOCKDOWN	Key Actions	Key Actions
	Academic Staff	<ul style="list-style-type: none"> • Register Children • Account for immediate staff and visitors - do not seek to find them unless it is safe to do so. • Contact 605 • Confirm numbers and any child, staff member or volunteer unaccounted for. 	<ul style="list-style-type: none"> • Staff and pupils must remain in the school building and all doors leading outside must be locked. • Everybody in from outside immediately • Close and lock windows (seal if needed) • Continue working as normal 	<ul style="list-style-type: none"> • Everybody into safe classrooms immediately • All areas outside and internal general areas - corridors, halls and toilets vacated • Register and report attendance and unaccounted for children, staff and visitors to 605 • Full: circle time organisation • Full+: Shelter Organisation - children under tables in centre of class • Lights, smartboards and computer monitors turned off.
	All Clear	Emergency management team contact all staff to end lock down procedures when it is safe to do so		

- Evacuation procedures: further reading**

Further Reading	
Resource	Link
Emergency Contingency Plans	Y:\School Level\Policies\Emergency Contingency Plan – Recommended



1.8. Computer access

You need individual access to the school network in order to fulfil your role, this includes access to work emails, for essential school information, and access to the staff section on our website. You will be given an individual log in name and password, as well as a key fob for access to photocopiers and the school entrance gates.

- By logging on to the school's ICT systems, you agree to abide by this Acceptable Use policy and other policies that relate to the use of ICT (see further reading below).
- You are expected to act in a responsible, ethical and lawful manner.
- No one may use ICT resources in violation of license agreements, copyrights, contracts or national laws.
- You must not load or download software on any device without authorisation from IT manager.
- Please don't use memory sticks: see IT manager, Ben Miller for guidance for Remote Access.

Further Reading	
Resource	Link
ICT Acceptable Use policy	..\ICT Acceptable Usage Policy\Acceptable Usage Policy May 2020.docx

1.9. Photography

You are not expected to use your own personal equipment to take images of pupils at or on behalf of the school. We have many iPads and cameras, which can be used for this purpose.

Images must not be used in the public domain unless parental permission has been given. Details of this can be located with the class teacher and admin team.

1.10. Data confidentiality

All data is subject to the new GDPR rules, and all information discussed or overheard about staff, student teachers, volunteers and pupils is strictly confidential and should not be used outside of the school.

Further Reading	
Resource	Link
Data protection policy	..\Data protection\Data Protection Policy.docx
Privacy Notice	..\Data protection\Chesswood Privacy Notice - Workforce.pdf



1.11. Dress code

It is our school policy that staff are dressed smartly, decently, safely and appropriately for the tasks they undertake. For example, the PE department dress differently from other teachers in school.

If you choose to wear a skirt, please ensure it is knee length or longer, with thick tights or leggings underneath; where they are shorter, they may become revealing when sitting. Ties are not required when wearing a shirt, although you may choose to wear one. Jeans, ripped trousers and cold shoulder-style tops are not promoted as appropriate attire. As a general suggestion, smart-casual is advised. Take guidance from your line manager, mentor and other members in your team: look at how they are dressed for their role.

1.12. Parking and access to the school site

Chesswood has a very large staff, with very few parking spaces available. We are therefore unable to provide all staff an onsite parking space; no student teacher parking spaces will be issued for placements. Parking immediately outside the main school entrance requires a permit, however, there is plenty of free, unrestricted parking to the North of the train line, which is very close to a footbridge, which brings you to the rear entrance of our school. Please see the map below for parking suggestions and further clarification:





1.13. **First aid and medical**

The Medical Lead, Mrs Nicola Solterman, is the main contact for all staff medical needs and should be informed of any personal needs that school ought to be aware of.

First aid boxes are found in each classroom and in key locations about the school. Where possible, first aid cases are dealt with by the teacher or TA in classrooms or by designated first aiders on each playground at playtimes. If incidents cannot be dealt with in class or on the playground, the medical room should be called by phone or walkie talkie in advance to warn that the child will be attending. **All head bumps** must go to the medical room and children should be accompanied by an adult or responsible child. Class files contain medical information for the class and should be readily accessible if needed.

First aid boxes should be taken (by a nominated child or adult) with the class whenever they are out of the classroom for extended periods of time, e.g. computing, music, PE, assemblies, use of the DT room, outdoor learning. This is especially important for evacuation procedures.

1.14. **Local shops and amenities**

If you are traveling by train, our local train stations include Worthing central station and East Worthing station. Our most local shops include Tesco Express (BN14 8LB) – a 10-minute walk from Chesswood, or Morrisons (BN11 1JU) – just under a 10-minute walk from Chesswood.

1.15. **References**

All references are officially from Andrew as the Head of the school - his role is to check them for accuracy, consistency and safeguarding purposes. The reference will be passed to the line manager to write and send back to Andrew to check and send off. This is the same process for student teachers – the referee should be named as Andrew but the teacher mentor will write it.

1.16. **School Dogs**

Any teacher, TA or student teacher can use the school dogs (Holly, Lenny, Milo, Gryff) as an incentive or pastoral intervention. They are usually available every day of the week and can be used to support pupils (and staff) who are finding life a bit tough that day (encourage children into school, comfort sad children, as a distraction or as a reward for completing work or targets. In the building, they are always on the lead and when outside, a long lead may be used. They prefer to meet a few children at a time, rather than larger crowds, and prefer an adult who is in command of them and the



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children with them. Please read the risk assessment before taking them out for a walk (they don't always want to go, so be prepared to change plans!) and see the notice on office door for more information. All are welcome to pop into the Senior Leadership/Finance Office for a quick dog stroke or calm time. Class visits can be requested and will be accommodated if possible. If you have any queries or concerns about the dogs, please speak to Chris or Kate Brown in the SLT/Finance office.

Further Reading	
Resource	Link
Risk Assessment for a School Dog	..\Risk_Assessments\Risk_Assessment_for_a_School_Dog.docx
School Dog Risk Assessment for Children	..\Risk_Assessments\School_Dog_Risk_Assessment_for_children.docx

2. FURTHER INDUCTION FOR ALL ACADEMIC STAFF AND STUDENTS

2.1. Pastoral & Inclusion

- If you have a non-urgent concern**

From time to time, many children will have rising needs that may result in a need for extra care or intervention. They may demonstrate negative behaviours, emotional / wellbeing needs, lack of engagement etc. and require extra support or attention. It is essential that all staff are vigilant to changes in behaviour and arising needs. This poster outlines how to address arising concerns and needs, and the support that is available in school.

If the concern is of a safeguarding or child-protection nature, please follow the advice in 'What to do if you have a concern' poster - <https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=8428&type=pdf>

**STEP 1****If you have a non-urgent concern – for example
Low frequency / Low intensity of behaviour**

- Arising challenges in learning behaviours
 - Low-level disruption
 - Disengagement

Have you tried the following?	Guidance	Responsibility
Read all relevant information on the child?	<p>It is essential that class teachers know their children. This helps in identifying triggers and gaining an understanding of underlying factors which may contribute to the arising concerns.</p> <p>Key documentation includes (where relevant): Context information; pupil reports – teacher full detail (termly); SEN file; provision map; learning plans; risk assessments; child protection file</p>	Class Teacher
Are you implementing any agreed plans and strategies for the child?	<p>If any agreed plans exist, the strategies must be followed and reviewed before any changes are made. (EHCP / Learning Plan / Risk Assessment / Pastoral Support Plan etc.)</p>	Class Teacher
Listened to the child views?	<p>The class teacher and other adults in the classroom are the most important relationships, in school, for the overwhelming majority of children. They are best placed to gain the views of the child to try and understand the issues and determine next steps. Expect to know the child as an individual e.g. what is the name of their pet?</p>	Class Teacher
Spoken to parents?	<p>Working in partnership with parents at an early stage supports a united, consistent approach. Parents <u>MUST</u> be aware of arising concerns. Their intervention will often help resolve issues or help shed light on the child's needs and help in identifying strategies to support.</p>	Class Teacher
Spoken to line manager?	<p>There is a lot of experience in school. For class teachers, the year leader is available as a first port of call to offer guidance, support and suggest strategies. Concerns about children should be raised with the year leader e.g. during PPA / pupil progress meetings. They may suggest simple interventions – e.g. check-in card to try.</p>	Class Teacher
Spoken to previous teacher?	<p>This is particularly important early in a new school year. The previous teacher will have a wealth of knowledge about the child and strategies used that were successful (or unsuccessful).</p>	Class Teacher
Taken a positive approach to building relationship with the child?	<p>The impact of a proactive, positive, relationship-building approach is key. Do you know the strengths, weaknesses, interests of the child? Do you show an interest – meet and greet, short non-school based chats, high levels of positivity (5:1).</p>	Class Teacher

**STEP 2**

Having exhausted guidance in Step 1, consider opportunities at Step 2 i.e. Moderate frequency / Moderate intensity of behaviours

- Negative learning behaviours are becoming regular and affecting learning
 - Low-level disruption is becoming regular
 - Disengagement is extended

Process	Guidance	Responsibility
Discuss with year leader and identify support required	At this stage, the year leader will be aware of the issues arising and have an understanding of the strategies attempted. They are well placed to support the class teacher in seeking further support from the wider team – typically SEN or pastoral.	Class Teacher & Year Leader
Agree and publish a plan to enable a consistent shared approach	It is essential that once a child is at this stage, there is a written plan. This is to ensure a shared and consistent approach to addressing these issues. These can then be agreed on a regular basis.	Class Teacher / Year Leader / Assigned specialist staff
Communicate the agreed plan with all relevant staff and parents	The relevant plan must be shared with parents. Best practice is a face-to-face meeting to support a consistent home-school approach. A copy of the plan must be available for all relevant staff including pastoral / SEN / Snowdrop.	Class Teacher / Year Leader / Assigned specialist staff
Consistently apply the agreed plan – monitor and review	It is essential that all agreed plans and strategies are followed consistently by all staff and are reviewed regularly to monitor impact.	Class Teacher / Year Leader / Assigned specialist staff

STEP 3

Having exhausted guidance in Step 2, consider opportunities at Step 3 i.e. High frequency and or severe intensity of behaviours

- Negative learning behaviours are becoming regular and affecting learning
 - Low-level disruption is becoming regular
 - Disengagement is extended

Process	Guidance	Responsibility
Seek further advice from professionals in school – esp. pastoral & SEN	Where strategies are not having the required impact, a meeting should be held with leaders in school – typically including SENDCO and / or pastoral leader or other representative with sufficient expertise. This will support ensuring all strategies have been attempted and followed consistently.	Class Teacher / Year Leader / Assigned pastoral or SEN member
Seek further guidance and support from external agencies	At this stage, there will be well documented evidence of strategies to support the child. Where these are not having the desired impact, wider expert support / advice may be required e.g. LBAT. Pastoral and SEN leads will support engagement with external agencies.	Assigned pastoral or SEN member
Implement, monitor and review agreed strategies	It is essential that all agreed plans and strategies are followed consistently by all staff and are reviewed regularly to monitor impact.	Class Teacher / Year Leader / Assigned pastoral or SEN member
Specialist setting	At this stage, all reasonable adjustments and strategies have been implemented consistently. The child will already be known to external services. Conversations around the suitability of mainstream setting will be undertaken.	SENDCO / Pastoral Lead



- If you require urgent support**

Should I call for immediate support?					
Is there an agreed plan for the child? EHCP / Risk Assessment / Learning Plan etc					
Yes			No		
Have you followed all strategies agreed in the plan?			Is learning of others or teaching being disrupted?		
Yes		No	Yes		No
Is learning being disrupted?		Ensure agreed strategies are used	Call for support using the guidance below.		Allow time to regulate (e.g., 15 mins). If learning is not being disrupted – e.g., work refusal – and the child is not distressed, follow the guidance for non-urgent support.
		Once completed – is learning being disrupted?			
Yes	No	Yes	No		
Call for support using the guidance below.	If learning is not being disrupted – e.g., work refusal – and the child is not distressed, follow the guidance for non-urgent support.	Call for support using the guidance below.	If learning is not being disrupted – e.g., work refusal – and the child is not distressed, follow the guidance for non-urgent support.		

Calling for urgent support – Snowdrop Room		
The Snowdrop Room will be staffed by at least one learning mentor at all times. Typically, there will be two members of the pastoral team based there. They will co-ordinate all calls for immediate support whilst supporting children whose plans state that they use the Snowdrop Room as a base as part of their provision.		
Action	Guidance	Responsibility
Radio for support OR Call 255 / 256	The staff in the Snowdrop Room will answer the call. Please state the area / room where support is required and the name of the child requiring support.	Class Teacher Learning Mentor - response
Who will respond?	Typically, the learning mentor on duty will respond themselves. However, they will have all relevant plans for children and if there is a named adult who is better placed to support, they will seek to contact them to respond.	Learning Mentor - response
What will happen? Removing from class	As support has been requested, the child is in need of bespoke support and/or has disrupted learning. The child will need to be removed from the classroom (even if the presence of the responding adult, calms the situation). This is to prevent multiple calls and a cycle of disruption to the class. If Teamteach is required, further support may be requested.	Learning Mentor - response



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Where will the child be removed to?	<p>The learning mentor will assess the situation <u>taking into account</u> the following:</p> <ul style="list-style-type: none">• How dysregulated the child is• Capacity within possible spaces <p>e.g., if a child is significantly dysregulated and the Snowdrop Room has children already in there, a calm-down room may be a better option. Options include – Snowdrop Room, calm-down room, outdoor space e.g., bird hide.</p>	Learning Mentor - response
What will the child do?	<p>The priority for the child is in the following order</p> <ol style="list-style-type: none">1. Regulation – this may involve known strategies for the child to help them calm. Although this may appear to be 'rewarding' the child, this is not the purpose. They <u>have to</u> regulate before the following can be attempted.2. Learning – where possible, picking up on the learning that has been missed is desirable. Where this is not possible, year appropriate curriculum work (e.g., knowledge organisers / IXL) will be available in the Snowdrop Room.3. Reflect and Restore – when the child is regulated an appropriate level of reflect and restore should be undertaken. For children who are regularly removed from the classroom, this process will be outlined clearly in the relevant plan.	Learning Mentor - response
When will the child return to class?	<p>The child must remain out of the class for at least the remainder of that session – typically up to the next available break. However, if they were removed first thing in the morning or afternoon (where there are two hour-long sessions) they may return after the first hour if they have been regulated and engaging in learning activity for at least half an hour.</p>	Learning Mentor - response
Returning to class	<p>To aid transition into class, the learning mentor should support this for a short time to ensure the child is regulated and engaging in learning.</p>	Learning Mentor - response

Role of 1:1 in urgent support

Role of the 1:1	<p>The 1:1 is the key adult for their child. Where the child needs to be removed from the classroom, they should remove the child unless support is required – e.g., TeamTeach.</p> <p>The 1:1 can use the Snowdrop Room as a base for the child as well as all other available spaces – e.g., calm-down rooms.</p> <p>They should remain with the child to lead the regulation – learning – reflect and restore process outlined above.</p> <p>Further support can be requested from learning mentors – especially where a break is required following the intense and sometimes upsetting nature of supporting a child with high needs.</p>	1:1 Learning Mentor - response
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- **Pastoral & Inclusion: Further Reading**

Further Reading	
Resource	Link
Inclusion response team – Snowdrop Guidance	Y:\School Level\Pastoral\Snowdrop Room\Inclusion response team.docx

2.2.Clubs and interventions

Homework Club, available Mondays to Thursdays (2 TAs provide access to space and iPads to complete homework).

- No child should be told to attend without first being booked on.
 - Places can only be allocated by the child's Lead Teacher or Assistant Head.
 - Child added to Bromcom for the days required.
 - Children selected must struggle to complete their homework (child is 'sometimes', 'rarely' or 'never' on termly homework judgement for reports).
 - Teachers should check this and liaise with the Lead Teacher or Assistant Head.
 - Children who access the club should be completing the majority of their homework ('always' or 'mostly' each term).
 - Teachers should check this and liaise with the Lead Teacher if this is not the case.
- It is good practice for the teacher to be aware of children attending this club as it is a form of intervention and to inform parents of success or need to improve as part of parent consultations.

Katy Haddick's homework support club, Y3 Monday, Y4 Tuesday, Y5 Thursday, Y6 Friday (bespoke support from Katy).

- No child should be told to attend without first being booked on.
- Places can only be allocated by the child's Year Lead Teacher after consultation with Ness.
 - Katy or the Lead Teacher can add child to Bromcom for the relevant day.



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Breakfast Club and After-School Club, available Mondays to Fridays all year (Chesswood's wrap around care club, managed by Kate Brown)

- No child should be told to attend without first being booked on.
- Families book children on via Bromcom, including payment.
- No teacher or Year Lead Teacher can assign pupils to these clubs - discussions about free PP places can be initiated with Tracey Rainford or Kate.

After School Clubs, individual days and times for set clubs, only provided in designated club, tutorial and intervention time each term (managed by Leonie Popplestone).

- No child should be told to attend a club without first being booked on.
- Families book children on via Bromcom, including payment within the designated sign-up period.
- Tracey can add pupils to groups as part of intervention (i.e. pupil premium).
- There are set sign up and payment procedures that must be followed - staff must not promise families attendance, withdrawal or payment changes unless agreed by Tracey/Leonie.

Interventions (not tutorials as these are during curriculum time)

- All interventions are by direct invite only and are signed up via Bromcom
 - Bespoke clubs for cultural capital (i.e. Science Club for PP, history project, etc.)
 - School representation (i.e. sports teams, choir, etc)

Many of these are called 'clubs' when they are interventions, we will try to make this clearer in the next academic year.

2.3. Parent consultations

Chesswood hold three consultation evenings a year, approximately October (settling in), January (Autumn reports) and Y6 March (SATs progress) / Y3-5 April/May (Spring reports). Appointments are for 10 minutes each on Tuesdays and Thursdays with times alternating each term: one day 15:30-17:30 and the other 15:30-19:00 (pizza is served at 5pm for 30 minutes). Year 3 & 4 hold meetings in the gym, while Year 5 & 6 meetings are in the hall.

Year/Phase Leaders will be in the gym/hall primarily to communicate with parents as required but can support colleagues with appointments if necessary.



Teachers must have an iPad with them to be able to view the parent reports for their class. Teachers paired together will both cover the consultations together. Student teachers are welcome to attend appointments, as long as the family agree.

2.4. Assemblies

Chesswood have two types of assembly, each with different agendas. There is an annual assembly plan (covering a two-year cycle) that is followed to ensure the key messages are delivered to the children across the year, complementing the curriculum planning and linking with topical events and Junior Governor awareness days.

Year Assemblies (Single year group) – run by a Learning Leader for 30 minutes.

- Curriculum learning in the form of retrieval of knowledge learned through spaced practice (quizzes from current and prior learning – 1/2 weeks, 1/2 terms, 1/2 years).
- Celebration of achievements

Phase Assemblies (Year 3/4 and Year 5/6) – run by Head, SLT or Claire Cossins/Tim Quick for 25 minutes to one phase and then, with a change of hall, to the other phase for 25 minutes.

- PSHE or People Places and Events
- RE or music

Staff meetings run concurrently to the phase assemblies. 1:1 TAs and Learning Mentors attend assemblies, with Ness/Sally to disseminate information from staff meeting at a later date.

Children who are not expected to attend the assemblies, such as reading buddies, will not attempt to join the assembly mid-way through.

Behaviour sanctions from assemblies will be administered immediately in the following breaktime (5-minute timer).



3. FURTHER INDUCTION FOR STUDENT TEACHERS

3.1. Absence

University of Brighton (UoB) guidance from the UoB handbook (page 38 - below):

3.9 Absence

If a trainee is absent, they must observe the following:

- Phone the school at the start of the day and inform the Partnership Office via EducationPlacementAbsence@brighton.ac.uk or 01273 641041, a 24 hour answerphone;
- Where possible, set appropriate work for those lessons that they miss;
- Check with the school in the event of unexpected closure (e.g. adverse weather).

If a trainee does not contact the school in the event of absence, the mentor/class teacher/university tutor should contact the Partnership Office.

Should a trainee fail to contact either/both the school and the Partnership Office in the event of absence the trainee is in breach of both the UoB Code of Personal and Professional Conduct for Trainee Teachers and Part 2 of the Teachers' Standards. This breach may result in a fail.

Contact your mentor (first initial + surname @chesswood.w-sussex.sch.uk) and copy in cyelling@chesswood.w-sussex.sch.uk, if unsure contact **Chesswood Office (Tel: 01903 204141 or email: office@chesswood.w-sussex.sch.uk)** remembering that you need to state who your mentor is/ what class you are in.

In the email, please inform them as early as possible, including any lesson details they may need to teach in your absence.

South Downs SCITT guidance from handbook (page 23 - below):

You will find that schools have their own procedures for reporting absences. It is very important to familiarise yourself with these and follow them. The total number of days' absence must be recorded on your mentor log.

If you are absent from School for any reason you must inform the SCITT Co-ordinator by email as well as following your school's absence procedures.

Amanda Hoey, Co-ordinator, ahoey@southdonwsscitt.co.uk, 01903 705671

Contact your mentor (first initial + surname @chesswood.w-sussex.sch.uk) and copy in cyelling@chesswood.w-sussex.sch.uk, if unsure contact **Chesswood Office (Tel: 01903 204141 or email: office@chesswood.w-sussex.sch.uk)** remembering that you need to state who your mentor is/ what class you are in.



In the email, please inform them as early as possible, including any lesson details they may need to teach in your absence.

SCITT Training Days will be at Durrington High School on Fridays – you do not need to message about these.

3.2. **Signing in and out**

Sign in and out by scanning your fob (see computer access above) at the main gate entrance every day. This must be completed by every individual and is to ensure your safety should an evacuation take place. Please only sign yourself in and ensure you sign out when you leave the site.

3.3. **Time keeping**

University of Brighton state you must be in school by 8:30am each day.

We recommend that you arrive before this and leave no earlier than 15:30. Time before and after school is crucial to prepare and review pupils' learning, evaluate your own teaching and maintain your teaching files. The class teacher/mentor may wish to meet with you or have you help prepare for the next day. Even if you are not required to teach or be in the classroom, it is essential you are on the school site and have checked in and out with your class teacher/mentor.

South Downs SCITT recommend being in school from 8am to 5pm daily.

3.4. **Data confidentiality**

Following consultation with UoB and SD, we have adapted our guidance according to the new GDPR rules:

- **Please only use a child's initials on any documentation you create**, including short-term lesson plans.
- **Any copies of our school documentation must have pupil photographs/names removed and replaced with initials only.**
- **Do not take home any documentation where a child can be identified (by photograph or name). These documents must be stored in a secure location within school.**
- At the end of your placement at Chesswood, please shred all documentation where a child or adult can be identified. This is following the new GDPR guidance.



3.5. General conduct around the school, including in the staffroom

All adults who work at Chesswood set examples of behaviour and conduct, which may be used as a model by other staff and by pupils.

- The staffroom is a space where visitors, children and external agencies pass through or meet regularly. Please ensure you keep the space and your belongings organised and tidy at all times.
- When you are using the staffroom during non-contact sessions, please remain professional. As mentioned, a range of users could be present or within earshot of your personal conversations.

3.6. The role of your mentor

Your mentor will typically be your class teacher. Where you are placed within a job-share class, the mentor will often be the teacher in class on 3-days a week.

Weekly meetings and observations

Your mentor will hold weekly meetings with you and base feedback on formal lesson observations, they will also provide general feedback upon your placement as a whole, including informal lesson observations, team teaching, planning and general areas for comment. Any concerns or worries should be recorded in your weekly meeting notes.

Organisation

While the mentor has overall responsibility for the expectations of your placement, the more that you, as the student teacher, can be organised and ready to inform about deadlines and support you require from week to week, the more smoothly the placement will run.

Handing in of planning to the class teacher/mentor

It is expected that you submit and discuss your lesson plan with your class teacher/mentor in good time ahead of the lesson. We ask that this takes place at least the night before you are to teach the lesson. We acknowledge that last minute changes may be made, but please discuss these with your mentor.

ITE Portfolios

It is the student teacher's responsibility to provide the mentor with access to their Pebble Pad / e-Portfolio and to discuss the contents of the portfolio with their mentor during one of their early mentor meetings (i.e. Subject Knowledge Audit).



3.7. **PE and music specialisms**

ITT trainees **must** observe and teach within our PE and music subject specialisms because this is the best training you will get for these subjects (applies to BA / PGCE / SCITT students). It is each student's responsibility to ensure that they complete the following practice:

- SBT1: within 25% professional development time, co-teach weekly PE (1 hour) and music (1 hour) - following school planning and working under the guidance of the subject teacher.
- SBT2: within professional development time as teaching commitment builds towards 75%, co-teach weekly PE (1 hour) and music (1 hour) - following school planning and working under the guidance of the subject teacher. Within 75% teaching time, plan and teach a series of 3-4 lessons (adapting school plans and working under the guidance of the subject teacher).
- SBT3: Within 75% teaching time, plan and teach a series of 3-4 lessons (adapting school plans and working under the guidance of the subject teacher). Observe and co-teach whenever appropriate within their timetable to build confidence and expertise (under the guidance of the subject teacher).
- SCITT: first placement - within 12-hours teaching time in the summer term. Second placement – only observe / team teach a minimum 3 music and 3 PE lessons.

3.8. **TS8 – fulfil wider professional duties**

Throughout your placement, you will experience life as a teacher and gather evidence for each of the teaching standards to demonstrate this. It can happen that TS8 (fulfil wider professional responsibilities) is harder to evidence. While it is optional, we will support and encourage you to engage in the broader life of the school, through activities such as joining staff on the playground at break times, running or assisting an extracurricular club and joining teachers at parents evening. Your mentor will provide extra support with this, as will Tim Quick (PE Leader) and Claire Cossins (Music Leader). The start of your placement may provide more time and flexibility to complete these activities, before your teaching load increases.

3.9. **Progress review organisation (UoB)**

It is common for multiple students to complete their placements at Chesswood alongside others from their course. It often happens that a University Tutor will be assigned to multiple students. When the Tutor contacts you to organise your observations and reviews, please liaise with the other students



Staff and Student Teacher Handbook

and team members to best timetable these lessons. Please then share this plan with the University Tutor and the Chesswood admin team (via admin@chesswood.w-sussex.sch.uk), so they are aware of where the Tutor is going and at what times.

3.10. **Placement feedback from trainees**

Chesswood, the University of Brighton and South Downs SCITT are keen to hear your feedback throughout your placement. It is in everyone's best interest that we continue with good practice and improve in all areas. Should you wish to raise any concerns or areas that you think improvements can be made, please speak to (or email) the Lead Mentor and or your placement tutor.

3.11. **Absence arrangements and cover**

If your mentor/class teacher is absent, there is a possibility that ITT student teachers can be used to provide the class cover – this is dependent on the following criteria that will be assessed on an individual basis:

- The experience level of the ITT student and/or the proportion of the course completed – i.e. third year trainees may be more qualified than first year trainees.
- The time that the ITT student has spent in school – i.e. cover is only possible once a relationship has been built with the class.
- The support levels required by the ITT student – assessed formally through the university and informally through the mentor.
- The teaching expectation for the ITT student at the time the cover is required – i.e. BA3/PGCE placements build up to 75% leading the learning.
- The level of need in the class being covered.

In the event of an unplanned staff absence, if Chesswood staff believe that the ITT student is capable of covering a class, contact will be made by phone to ask whether the student is willing to do so – this requires permission for Chesswood staff to use phone records taken from the initial data collection on entry to the school, which will be confirmed as part of the formal induction process. For planned staff absence, cover arrangements will be discussed with students as required in advance.

- No supply required - where leaders feel it is appropriate for students to cover and they feel confident to do so, the student will lead the class; where possible another adult will be present in the class (TA) and support identified (year lead teacher) for teaching



Staff and Student Teacher Handbook

related enquiries and check-ins. This needs to be included within commitments for leading the learning for that week and adjustments made later in the week - supply will be brought in later in the week to ensure non-contact time is honoured.

- Supply provided - where leaders feel it is not appropriate for students to cover, or they do not feel confident to do so, the student will still be able to lead the learning as planned with their mentor.

In the case of longer-term absence, discussions will be initiated between the Lead Mentor, provider, and the trainee to find the most appropriate solution for class cover, mentoring and continuity of provisions.

3.12. **Links to files on our school system**

There are various files you may need to access on our school system.

Resource	Link
School Policies	Y:\School Level\Policies
Lesson plans and resources	Y:\Teaching & Learning\Subjects
Class Organisation Files	Y:\Teaching & Learning\Class Organisation

3.13. **Contact details for the Lead Mentor and Primary Link Tutor**

Chris Yelling – Lead Mentor: cyelling@chesswood.w-sussex.sch.uk

Elaine Cackett – University of Brighton Primary Link Tutor – E.Cackett@brighton.ac.uk

Ann Yates – South Downs SCITT Primary Lead - ayates@southdownsscitt.co.uk

3.14. **References**

If you require a reference from Chesswood, please use the following information:

Andrew Jolley, Headteacher, head@chesswood.w-sussex.sch.uk, 01903 204141.

Your mentor will write it, but it must be signed by the headteacher to verify safeguarding information from a legal perspective.



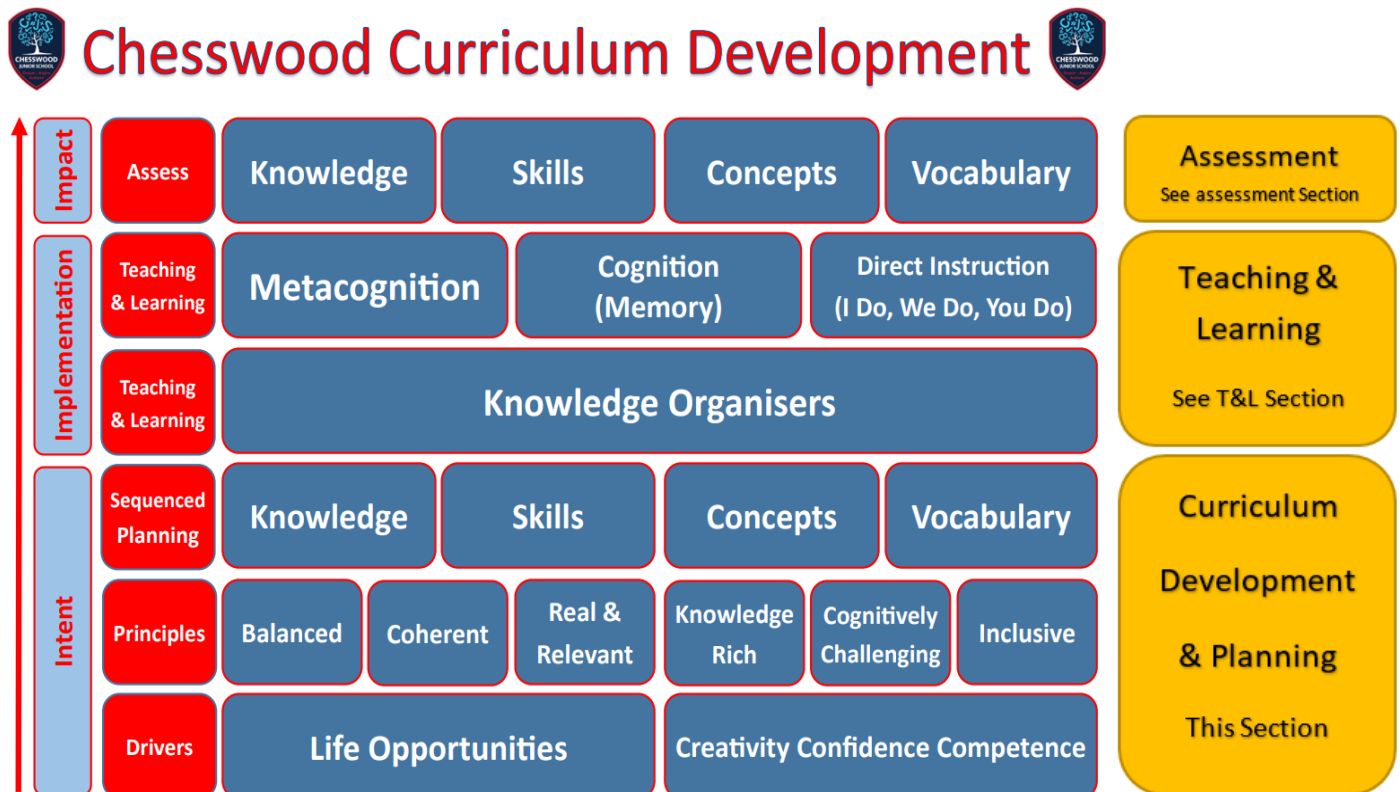
4. ESSENTIAL INFORMATION FOR ACADEMIC STAFF AND STUDENTS

4.1. Curriculum

- Curriculum Design**

The curriculum at Chesswood has been designed to take account of evidence-based research in cognitive science and what we know about how children learn best. See Teaching and Learning section for detail of the impact of cognitive science on learning strategies.

The following diagram shows the core components in the development of the curriculum at Chesswood. Subject leaders must align their subject with the Intent, Implementation & Impact within this model.





Curriculum Drivers

Curriculum Drivers underpin curriculum planning and design – they were developed by the whole school community to meet the needs of children at Chesswood

Life Opportunities

- Cultural Capital – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said
- Embedding real life within the curriculum – why are we learning -jobs and careers
- Solar School ACRO learning skills
 - Embedding learning skills
 - Self-assessment of learning skills
 - CV development – children knowing their skills
 - Enterprise education
 - Promoting and celebrating learning skills – awards
 - Careers library
 - Careers aspirations – eg visitors sharing their jobs / roles / skills
 - ACRO Champions
- Community Involvement
 - Seek to be regularly involved in community events
 - Promote Chesswood in the community
 - Promote local clubs and charities
 - Seek to involve community role models in the life of the school
- School Motto – Dream, Aspire, Achieve
- Pupil leadership roles – whole school and within the classroom. Developing responsibility, collaboration and leadership skills
- Wide range of school clubs – especially promoting performance and competition

Creativity Confidence Competence

- Specialist teaching –
 - Specialist music (performing arts) and PE provide children with high quality learning experiences which develop creativity and confidence
 - Seek to engage pupils in performances and competitions on a regular basis
- Develop pupil choice and independence
- Develop a knowledge-rich curriculum which broadens and deepens learning – building knowledge upon knowledge so that children progress with confidence and competence
- Providing children with the essential knowledge to be able to think and form their own views and opinions
- Cultural Capital – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said. With a secure knowledge, children will move from novices towards levels of expertise, developing confidence and competence which will underpin real creativity.

Curriculum Principles

All subjects adhere to the whole curriculum principles outlined below

Balanced	Coherent	Real & relevant
The time available for the curriculum will balance with the content (KSCV) that children are expected to learn. The curriculum promotes intellectual (KSCV), moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	It respects subject disciplines, developing progression within a subject. It makes explicit connections and links within & between the different subjects, within & across year groups. Knowledge, skills, concepts & vocabulary are coherently planned and sequenced progressively. There is clarity about what getting better at the subject means, moving children from novice to expert.	It seeks to connect learning to real life; applying knowledge, skills and concepts to the real world. Children know why they are learning. It responds to the needs and diversity within the local community.
Knowledge Rich	Cognitively Challenging	Inclusive
Knowledge-rich curriculum; it provides pupils with an introduction to the essential knowledge they need to be educated citizens. <ul style="list-style-type: none"> • knowledge provides a driving, underpinning philosophy • knowledge content is specified in detail <ul style="list-style-type: none"> • knowledge is taught to be remembered, not merely encountered • knowledge is sequenced and mapped deliberately and coherently 	It seeks to include content – text and tasks – that are chosen / designed to stretch children cognitively.	It is constructed in a way that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.



• Curriculum development and planning

The following documents are all essential for reference and planning when developing the curriculum at Chesswood. Staff should be aware of what subject leaders have planned and refer / adhere to these as part of the planning process to ensure the planned curriculum is delivered in the way intended.



• Curriculum: further reading

Further Reading	
Resource	Link
Curriculum Policy	..\Curriculum - Statutory\Curriculum Policy 2019.doc
Subject Policies	Y:\School Level\Policies\Foundation subject policies (Temporary)
Research Reading	Staff website – links to articles, blogs, research papers on curriculum related aspects



4.2. Learning and teaching

- **Learning defined**

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. Progress, therefore, means knowing more (including knowing how to do more) and remembering more.'

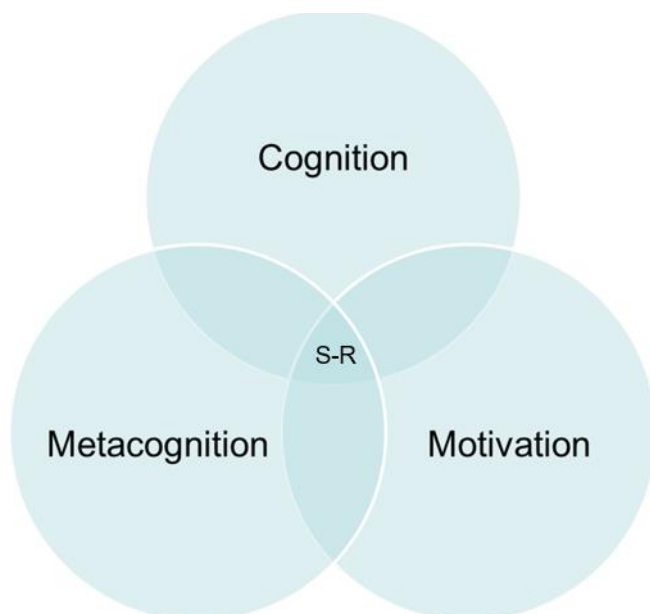
The above quote (used by Ofsted to define learning) is paraphrased but based on the following research paper:

[Why Minimal Guidance During Instruction Does Not Work](#) Kirschner et al 2006

It must underpin our understanding of learning and therefore the teaching, learning & assessment strategies required to ensure learning takes place and children progress. The following are essential theories and strategies that form the basis of teaching and learning at Chesswood. They must be understood and used to plan for learning.

- **Self-regulated learners**

We seek to develop self-regulated learners at Chesswood. This includes developing -



Cognition: The mental process involved in knowing and understanding – see strategies outlined below

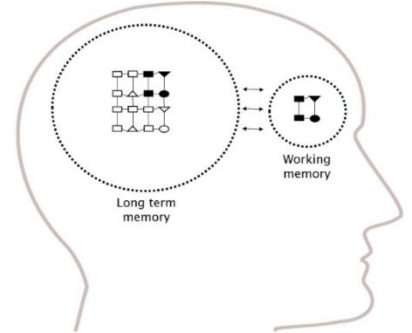
Metacognition: The way learners monitor and purposefully direct their learning – see below

Motivation: The willingness to engage our metacognitive and cognitive skills and apply them to learning – developing positive learning habits and behaviours.

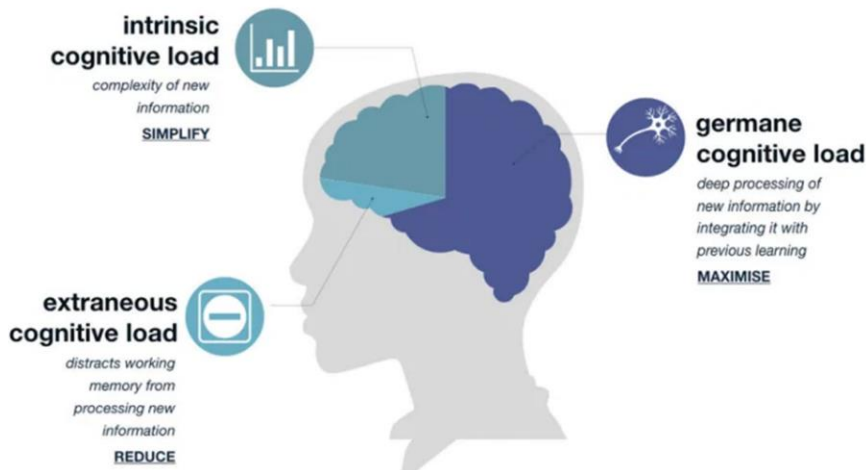
• Cognitive Load Theory

Cognitive load theory is based on a number of widely accepted theories about how human brains process and store information. These include ideas –

- that human memory can be divided into
 - working memory (can hold 4-5 elements of new information)
 - long-term memory (theoretically unlimited capacity)
- that information is stored in the long-term memory in the form of schemas (units / webs of knowledge)
- that processing new information results in 'cognitive load' on working memory which can affect learning outcomes.



Because short-term memory is limited, learning experiences must be designed to reduce working memory 'load' in order to promote schema acquisition.

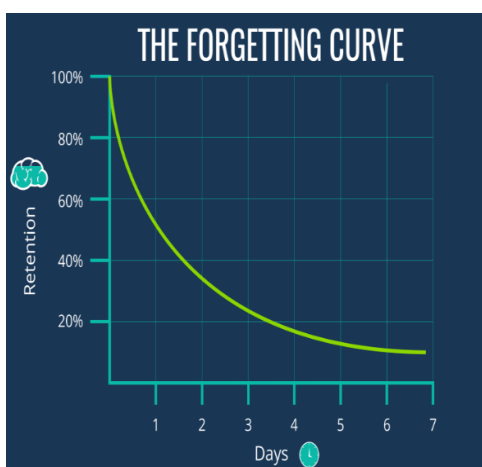


Intrinsic Load – SIMPLIFY
(Build on prior knowledge; break down content; sequence delivery – step by step)

Extraneous Load – REDUCE
(Clarity of instructions; dual-coding; minimising distraction in the environment)

Germane Load – MAXIMISE
(use strategies to support embedding in the long-term memory)

• The Forgetting Curve



Ebbinghaus' Forgetting Curve is a visual representation of how learned information fades over time.

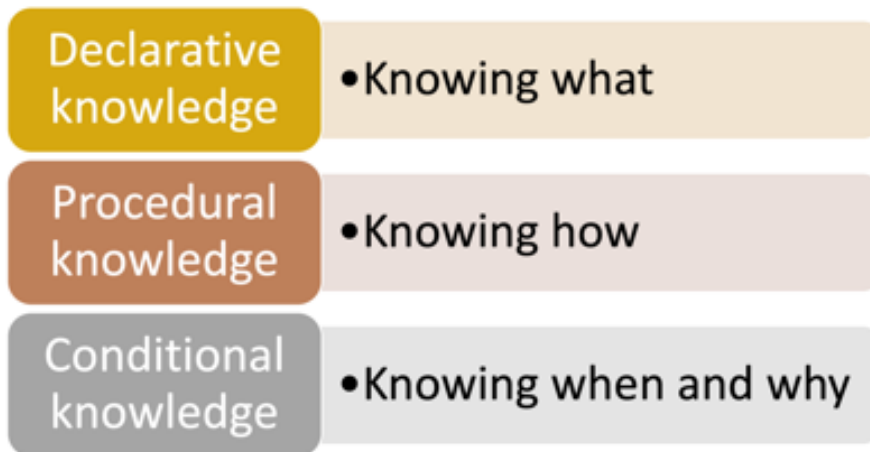
- Memories weaken over time
- The biggest drop in retention happens soon after learning
- It is easier to remember things that have meaning (linked to knowledge already remembered)

Therefore, teaching and learning must focus on combatting the forgetting curve so that learning becomes embedded in the long-term memory – using the strategies outlined here.

• Knowledge




Knowledge becomes sticky: the more you know, the more you embed some of that knowledge... when connections are made, then knowledge sticks together' (Sean Harford).

The acquisition of knowledge (and schema) is a fundamental part of learning. The curriculum is designed to build knowledge upon knowledge, developing schema (webs of knowledge) in children. Knowledge is taught in the 3 following forms:



• Schema

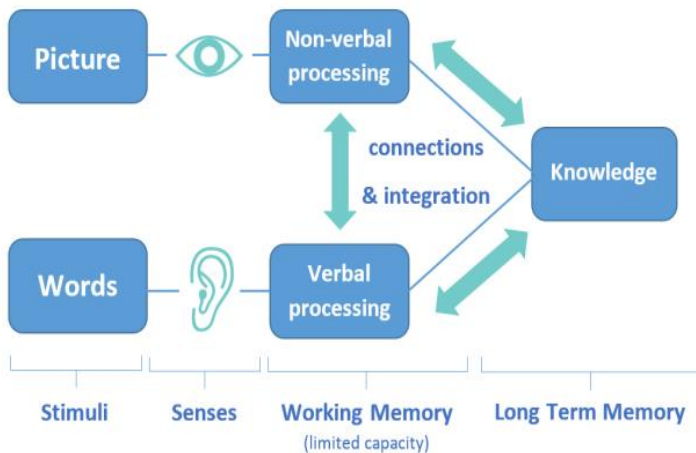
LEARNING is the ACQUISITION of SCHEMA

Stage of learning	NOVICE	DEVELOPING	EXPERT
			
When presented with new information	The student struggles to connect the content with existing knowledge: they can't refer it to anything.	There are more connections and some reliance on existing knowledge can be made	Multiple connections. Student fluently refers to and recalls existing knowledge
Consequences for learning	Working memory used exclusively. Strong scaffolding required	Some automaticity relieves pressure on working memory. Faded examples are effective	Working memory freed. Deeper exploration of content. Self-directed investigations possible

- **Developing memory – strategies**

1.1.1.1. Dual-Coding

Allan Paivio's Dual-Coding Theory



- The principle of dual-coding states that our brains can process information from **two channels** at the same time

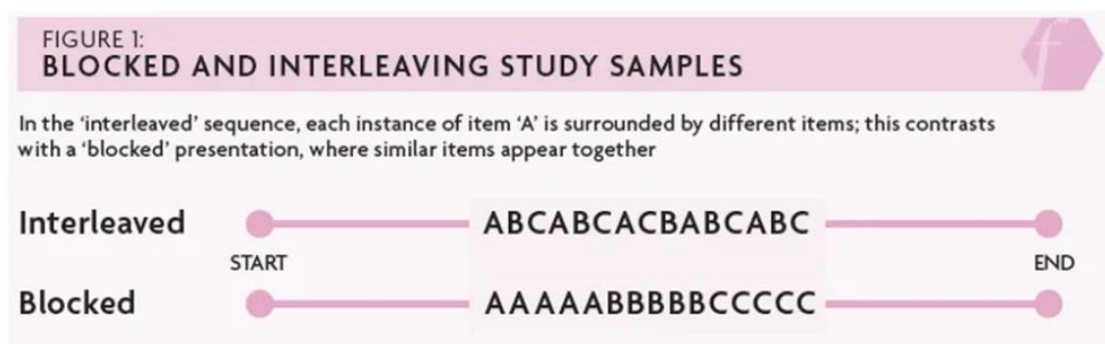
- We can take in things that we **hear and read** on one channel (the written word is processed like sound by our brain); and things that **we see** on another – **visuals and graphics**

- Dual coding – at its simplest, presenting images alongside text or speech – can help. When verbal information is presented alongside relevant images, it becomes much more memorable.

Sciencetoolkit.wordpress.com – ideas for dual-coding

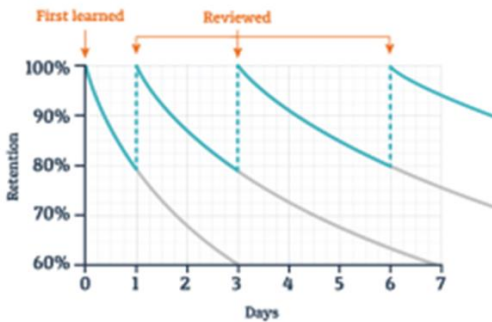
1.1.1.2. Interleaving

The opposite to blocking, interleaving allows learners to contrast different problems or examples. Ensuring problems are mixed up ensures children have to choose a strategy, not just use a strategy.



1.1.1.3. Spaced-Practice

Typical Forgetting Curve for Newly Learned Information



Spaced practice seeks to combat the forgetting curve by spacing out and revisiting learning. Information is more easily learnt when it is split into short timeframes and repeated multiple times, with time passing between repetitions.

Short term: Recapping and revisiting, retrieval, homework, knowledge organisers

Medium to long term: Ladder curriculum / spiral curriculum

1.1.1.4. Retrieval Practice

Retrieval practice refers to any activity that forces you to generate (remember) an answer to a question. It has consistently been proven to help pupils improve retention and recall. **It is one of the most powerful strategies to make learning stick.** It is the act of 'getting information out of pupils' heads' to ensure that we 'get information into pupils' heads' (long-term memory). Bringing information to mind enhances and boosts learning; the struggle to remember improves memory.

Flip Reading	Flashcards	Self/Pair-Quizzing
Knowledge Organisers	Label blank diagrams	Kahoot Quiz
Mindmaps	Brain Dumps	Top Tips
Retrieval grids	Summarising	Starter Quizzes
Exit Tickets	Think, Pair, Share	Multiple Choice

Retrieval Practice Challenge Grid!

What's your score? 🏆

Who was Head of the Cheka in 1917?	Explain the term bourgeoisie.	Who was Anatoly Lunacharsky?	List four different enemies of the Cheka.
Describe Khrushchev's attitude towards religion.	Explain the term 'Proletkult'.	List three aims of the NEP.	What was the October 1917 Decree on Land?
Explain the term 'show trial'.	Who was Patriarch Tikhon?	What were the aims of agitprop?	Describe one strength and one weakness of War Communism.
Last lesson (1)	Last week (2)	Two weeks ago (3)	Further back! (4)

4 Methods of Retrieval Practice

Before you start put away all your books & classroom materials

RETRIEVAL PRACTICE
Examples:
• Exit Tickets
• Starter quizzes
• Short answer tests
• Free write
• Think, pair, share
• Reading & writing
• Challenge grids

BRAIN DUMP
Write, draw a picture, create a mind map on everything you know about a topic.
Give yourself a two minute time limit. Then, take a look at your brain dump. If you have time, you can improve it.

FLASHCARDS
Create your own flashcards. Question on one side, answer on the other. Can you make links between the cards?
You need to spend the first 10 minutes for flashcards, you put on more frequently if you frequently forget your answer correctly.

QUIZZING
Create practice questions on a topic. Keep your questions on a topic of interest.
Question: What is a metaphor?
• A comparison using 'like' or 'as'.
• A comparison where one thing is another.
• A comparison with a human attribute.

KNOWLEDGE ORGANISERS
Complete a knowledge organiser template for key information about a topic.
Definition: A topic is a subject.
Example: A topic is a subject.
You can use knowledge organisers to help you think of more facts or ideas about a topic.

After you have retrieved as much as you can go back to your books to check what you've missed. Next time focus on that missing information.

Infographic created by <https://www.impact.wales/>

9 Ways to use retrieval practice

by @inner_drive | www.innerdrive.co.uk

- 1** PAST PAPERS
- 2** PRACTICE TESTS
- 3** QUIZZES
- 4** MULTIPLE CHOICE TESTS
- 5** ESSAY ANSWERS
- 6** ANSWERING A SPOKEN QUESTION
- 7** TESTING YOURSELF ON WHAT WAS ON YOUR FLASHCARDS
- 8** MAKING YOUR OWN QUESTIONS AND ANSWERING THEM
- 9** HAVING SOMEONE ASK YOU 3 QUESTIONS ABOUT A TOPIC

[Loveteach87.com](https://www.loveteach87.com) Kate

[Inner Drive – How to actually use retrieval practice](#)



1.1.1.5. Knowledge organisers & gamification

Knowledge organisers contain the essential knowledge taught to be remembered (sticky knowledge) in each topic / unit of work. They should form a central part of learning and assessment within the Chesswood Curriculum.

Gamification is the application of game-design elements and game principles in non-game contexts. We have developed many online games which support retrieval practice linked to many units in the Chesswood Curriculum.



Knowledge Organisers CHESSWOOD JUNIOR SCHOOL



What are Knowledge Organisers?

A Knowledge Organiser contains all the most important information you need for a subject.

How to use a Knowledge Organiser effectively.



Tip 1 Memorise a few key points at a time –

- Read the information
- Cover it up
- See how much you can remember (write it down)
- Check. What did you get correct? What did you miss?
- Keep repeating this until you have memorised the information.

Tip 2 Self-quizzing –

- make yourself a quiz – using the information on your knowledge organiser
- Make flashcards to test your memory of the facts and definitions
- Blank out areas of the knowledge organiser – can you remember what goes there?



Tip 3 Work on memorising small chunks at a time.

Focus on the areas you are most unsure of first and leave the easier bits until the end

Tip 4 Spread out your learning

Short bursts of learning spaced out over time is a better way of learning than cramming a lot in during a short period.

Tip 5 Mix it up

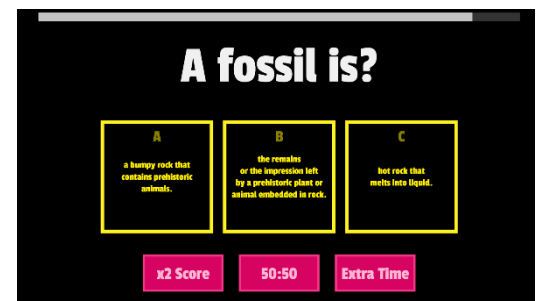
If you have made flashcards in other topics, mix them up and see if you can still remember the facts

Tip 6 Test – Test - Test

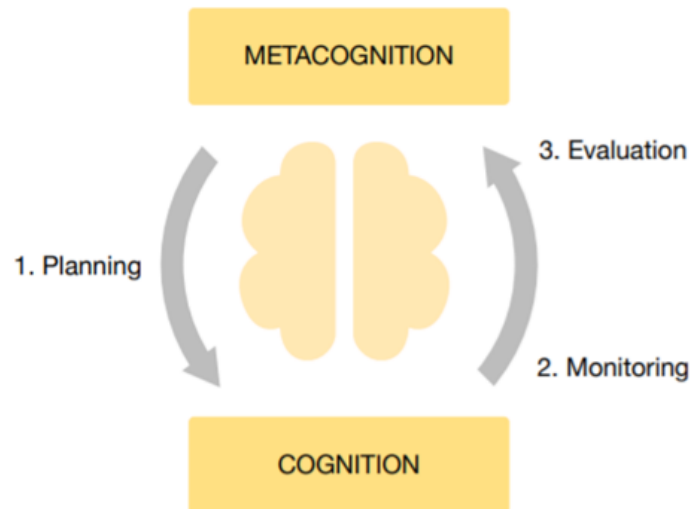
When you think you have learnt it, get someone to test you

Tip 7 Have fun

Gain lots of new knowledge. Test your parents – do they know the answers to your quiz?



- Metacognition**



The Metacognitive Cycle divides metacognitive strategies into 3 stages – Planning, Monitoring & Evaluation. Academic staff must refer to the stages of the metacognition cycle explicitly to support its development in pupils.

Planning	Monitoring	Evaluation
<p>Pupils plan how to approach the task.</p> <ul style="list-style-type: none"> What am I being asked to do? Which ways of working will I use? Are there any ways of working that I have used before that might be useful? What resources do I need? Have I done this before and was it successful? What have I learned from lessons that will help me? Will any displays / resources in the classroom help me? 	<p>Pupils implement their plan and monitor the progress they are making towards their learning goal.</p> <ul style="list-style-type: none"> Is the way of working that I am using effective? Do I need to try something different? Am I doing well? 	<p>Pupils determine how successful the way of working they have chosen has been in terms of helping them to achieve their learning goal.</p> <ul style="list-style-type: none"> How well did I do? Did my chosen strategies work? Did the resources I chose help? What did not go well? What could I do differently next time? What went well? What other types of problem can I use this way of working for? How could I improve? What do I need to remember next time I face this challenge?

Any learning task requires metacognitive knowledge about -

- Knowledge of ourselves as learners- strengths and weaknesses
- Knowledge of strategies
- Knowledge of the task – have I undertaken a similar task before?

This knowledge, used alongside the metacognitive cycle, will support the development of metacognition and self-regulated learners.



Teachers must:

1.1.1.6. Explicitly plan for and teach metacognitive strategies

Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents.

While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way.

Teacher – lead learner & instructor

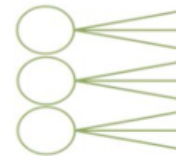
Modelling (I do) & Questioning (we do)

1. Activating prior knowledge
2. Explicit strategy instruction
3. Modelling of learned strategy
4. Memorisation of learned strategy
5. Guided practice
6. Independent practice
7. Structured Reflection

Example - Persuasive letter

1. What are the arguments for? Against? Counter arguments? Use of language? Facts and statistics?

2. Frame



3. Teacher models one part (I do)
4. Teacher checks understanding – key aspects of PEE
5. Teacher models further with pupil input (We do)
6. Pupils complete (You do)
7. How effective were they? How did the model help? What would they improve next time?

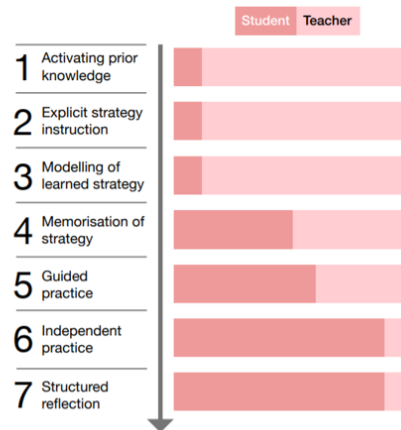
1.1.1.7. Model your own thinking

Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.

Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.



- Be aware of your expertise
 - Model deliberate difficulties
- The purpose of modelling
 - is to help novice pupils become more capable of learning independently and thinking metacognitively
 - Gradually remove the scaffolding



1.1.1.8. Set appropriate challenge

Challenge is key to developing self-regulation and metacognition: if learners are not challenged, they will not develop new and useful strategies; nor will they reflect deeply on the content they are engaging with, or on their learning strategies, or stretch their understanding of themselves. Put simply, and somewhat paradoxically, if pupils have to undertake a task that makes them struggle (remember 'deliberate difficulties'), they are more likely (in the future) to recall information from such tasks from their long-term memory.

Knowledge of Task	Knowledge of Self	Knowledge of Strategies
<ul style="list-style-type: none"> • Is this task too challenging for me? • What are the most difficult aspects of this task? • How much should I devote to this task? • Are there easy bits I can get 'done'? 	<ul style="list-style-type: none"> • Is this task asking for subject knowledge I can remember? • Do I understand the concept(s) that underpins this task? • Am I motivated to stick at this tricky task? • What can I do to keep myself focused? 	<ul style="list-style-type: none"> • Are my notes effective for understanding this task? • Do I need to ask the teacher for help? • What strategies can I deploy if I am stuck? • What can I do to ensure I remember what I have learned?

1.1.1.9. Promote and develop metacognitive talk in the classroom

As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies. However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.



- **Direct Instruction**

Why Minimal Guidance During Instruction Does Not
Work: An Analysis of the Failure of Constructivist,
Discovery, Problem-Based, Experiential, and
Inquiry-Based Teaching

The definition of learning at the beginning of this section came from the research paper above (Kirschner, Sweller, Clark). This research paper has had significant impact on current research in education, underpinning key principles in cognitive science. It looks at the impact of two opposing approaches to learning – Constructivism v Explicit / Direct Instruction. Teacher should understand, plan for and use the principles of direct instruction in the classroom.

	Constructivism X	Explicit / Direct Instruction ✓
Theory	People learn best in an unguided or minimally guided environment. Bruner believed that the most effective way to develop a coding system is to discover it rather than being told by the teacher. The concept of discovery learning implies that students construct their own knowledge for themselves	Novice learners should be provided with direct instructional guidance on the concepts and procedures required by a particular discipline and should not be left to discover those procedures themselves.
Teacher Role	The teacher's role is to facilitate learning. For pupils simply to acquire a body of knowledge or set of facts is not a constructive approach or adequate achievement for the pupil. The teacher must set the classroom in a way that allows pupils to enquire, by posing problems, creating a responsive environment and giving assistance to the pupils to achieve autonomous discoveries. This applies to all areas of education. From discovering prose in English to design problems in technology.	The purpose is to encode develop schema in the long-term memory so that these can be used, applied and progressed. The teacher is the expert imparting knowledge and instructing children.
Cognitive Load	Working memory is limited. Any learning technique that ignores this will be inefficient. Minimal instruction (constructivism) overloads the working memory and is poor at developing schema.	The purpose of learning is to develop (encode) schema in the long-term memory. Developed schema distinguish experts from novices. Direct/explicit instruction is more effective at developing schema.

1.1.1.10. Direct Instruction models

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2a.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



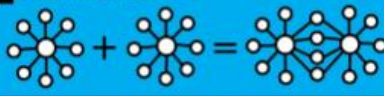
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

At Chesswood, teaching and learning focuses on a direct instruction approach. [Rosenhine's Principles of Instruction](#) provide clear principles based on evidence-informed practice which underpin teaching and learning. Rosenshine's principles emphasise the importance of giving pupils sufficient time to practise retrieval, ask questions, and get the desired help. Pupils must not stop after learning the information once, they must continue to rehearse it by summarising, analysing, or applying their knowledge.

The 'I do, We do, You do' model is a simplified and combined version which must be clear in planning and delivered within lessons. It ensures the teacher is driving the learning, being the expert within the classroom, seeking to impart knowledge to pupils, taking them from novices to increasing degrees of 'expertness'.

I Do

We Do

You Do

Model
Think aloud
Instruct

Collaborate
Step models
Question
Discuss

Independent
Support
Coach
Question
Overlearn



- **Learning and teaching: further reading**

Further Reading	
Resource	Link
Teaching and Learning Policy	Y:\School Level\Policies\Learning and Teaching Policy\Learning and Teaching Policy 2020.pdf
Metacognition and Memory	Y:\Teaching & Learning\Subjects\Learning and Teaching\Retrieval Practice\Embedding Learning - Metacognition and Memory.pdf
EEF Guidance Reports	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports EEF guidance reports are an excellent resource and way to keep up-to-date with current research – much of which forms the basis of policies at Chesswood.
Professional Development Research Articles	<p>A wealth of articles / blogs / videos linked to current educational research can be found on the staff section of the website:</p> <p>Home> Staff > Professional Development > Professional Development Research Articles</p> <p>This includes recommendations of various blogs / sites / individuals to follow. An active engagement with current research will enhance individuals understanding and career prospects. It is an essential element of a professional's role to keep up-to-date with current research.</p>

4.3. Assessment

- **Assessment principles**

‘Start from where your students are, not from where you would like them to be.’ Dylan William, 2018.

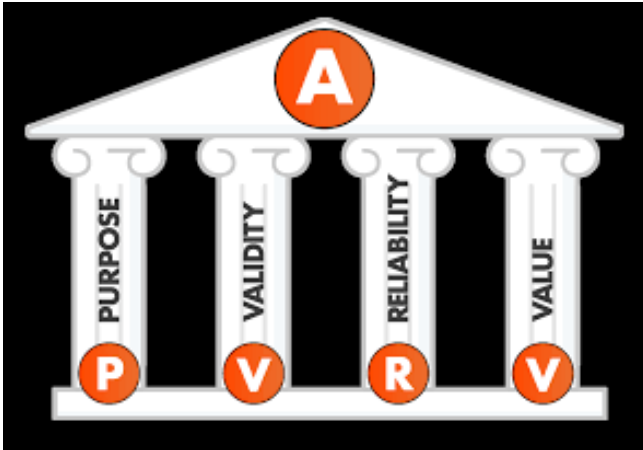
The purpose of assessment is to measure the acquisition of knowledge and serve teaching:

- Leaders and teachers at all levels know the gaps in student knowledge and can adapt their leadership, intervention, planning and practice accordingly.
- Students know the gaps in their own knowledge and can adapt their study accordingly.
- Students have a clear understanding of how to improve their current and future learning.
- Students do not forget the feedback provided by the assessment.
- Leaders and teachers at all levels have a clear picture of how students are performing and can intervene appropriately.

Assessment must be informative, accurate, independent, generalisable and replicable. It should contain a mixture of formative and summative practices.

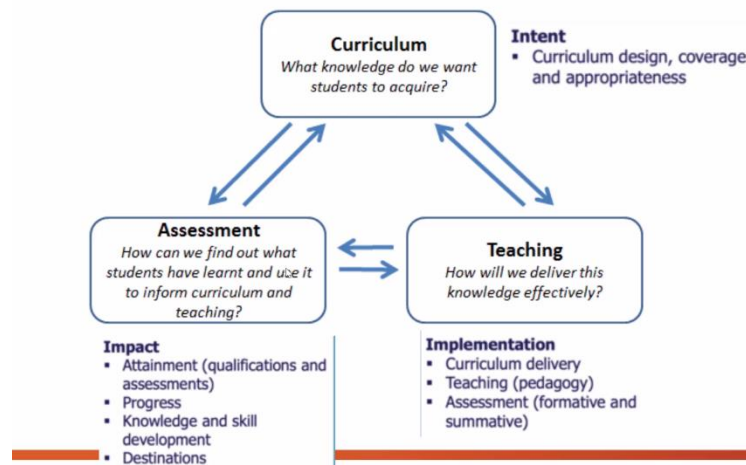
• Pillars of assessment

Subject leaders plan assessment based around the 'Pillars of Assessment' principles:



1. Purpose: Identify the specific knowledge, skill or understanding to be assessed; what will happen with the information generated; and the most appropriate and efficient way to assess.
2. Validity: The ability of the assessment to test what it intends to measure and the ability of the assessment to provide information which is both valuable and appropriate for the intended purpose. Assessments will need to be regularly reviewed to ensure they remain fit for purpose.
3. Reliability: Assessment of student learning is about the accuracy and consistency over times and context.
4. Value: Assessment time versus the value the assessment has to the learning process.

• Curriculum, teaching and assessment links



• Responsive Teaching: Assessment for Learning or Formative Assessment

Responsive Teaching refers to a wide variety of methods that teachers use to conduct on-going evaluations of pupil understanding, their ability to engage and self-regulate, their learning needs and academic progress. It focuses on what the next steps are on an individual level and is used to improve a teacher's ability to tailor and deliver personalised learning.

As the primary purpose of assessment at Chesswood Junior School is to support high-quality learning then formative assessment must be understood as the most important assessment practice



Staff and Student Teacher Handbook

by all members of learning and teaching staff. Principles for teachers: it must be regarded as a key professional skill for teachers; be part of effective planning; be central to classroom teaching; be sensitive to the emotional impact on children; take account of child motivation and commitment; effectively record and report the full range of achievements; and be used to communicate next steps with the child.

There are many examples of this type of assessment, including quizzes, reading and observation of students at work, chunking and diagnostic questions.

- **Tracking: Assessment of Learning or Summative Assessment**

The attempt to summarise pupil learning at key points in time: starting point, end of term, end of year and end of a key stage. Most standardised tests are summative. Reliability is essential as they are used numerically to establish progress against other pupils within school, year groups, locally or nationally. Additionally, they are used to support the performance management process. High-quality summative information, particularly through question analysis, should shape how teachers and schools organise their programmes of study in the future both strategically and operationally.

- **Standardisation and moderation**

A key aspect in determining the validity, reliability and value (see Pillars of Assessment) is standardisation and moderation. Responsive Teaching and Tracking must be monitored and cross-checked to ensure that it is accurate: moderating children's work and assessment pieces to establish the desired ability level and producing standardised work from a number of children for teachers to use as a comparison is essential to this accuracy.

The tests used (AR, NFER, PUMA) are nationally moderated and have standardised scores associated with them. Maths and English Subject Leaders complete moderation within school to confirm the standards to which all teachers are assessing against, using the national End of Key Stage 2 exemplification materials to help form their judgements.

As 'End of Unit Assessments' and 'Challenge Tasks' are set by subject leaders, it is even more vital that these are reviewed annually, from termly teacher feedback, to ensure that they are accurately representing the number of children reaching ARE and Greater Depth. Standardisation work and assessment pieces that have been moderated to the appropriate levels are vital in this instance. The aim for other subjects should be for assessment to be 50/50 responsive teaching and tracking.



- **English and maths**

Reading policy: [Reading - 1 page policy](#)

Writing policy: [Writing – 1 page policy](#)

Maths policy: [Mathematics Two Page Policy 2021](#)

Further information can be gained from the full policies or by speaking to the English or Maths Leaders. The short policies are designed to give the most basic level of information that academic professionals require.

- **Further reading**

Further Reading	
Resource	Link
Assessment Policy	..\Assessment - Recommended\Assessment Policy\Assessment Policy 2021 DRAFT.docx
English Policies	Y:\School Level\Policies\English
Maths Policies	Y:\School Level\Policies\Maths Policy