

ST MALACHY'S CATHOLIC PRIMARY SCHOOL, A VOLUNTARY ACADEMY

STAFF HANDBOOK 2018-19

School telephone number is: 01422-244628

Website address: www.stmalachysprimary.org

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admin@st-malachys.calderdale.sch.uk
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THE SCHOOL DAY

<u>Activity</u>	<u>KS1</u>	<u>KS2</u>	<u>Notes</u>
School start	8.50		Collect children from front playground.
Registration closes	9.00		Return register to office.
Lesson 1	9.00-10.45		
Morning break	10.45-11.00		
Lesson 2	11.00-11.55	10.45-12.30	
Lunch	12.00-12.45	12.35-1.10	
Afternoon lessons	12.45-2.45	1.10-2.45	
End of day	2.45	2.45	Ensure children are handed over to parents/carers at end of day.
After school clubs	2.45-3.45		Children not to go from after school clubs without supervision.

WORKING HOURS

TEACHING STAFF DIRECTED TIME

Teaching staff are expected to start the day at 8.45am and to finish at 2.45pm **as a minimum requirement**. In practice, the staff at St Malachy's work a much longer day.

Teaching Days (190 days – 8.45am – lunch – 2.45pm)	(190 days @ 5.6 hours)	1064.00
Inset days (5 days annually) 8.30am-12noon and 1pm-3pm	(5 days @ 5.5 hours)	27.50
Staff meetings (weekly after school 3.00-4.30) (weekly Friday morning briefing 8.15am-8.30am)	(39 @ 1.75 hours)	68.25
Parent Evenings	(2 @ 3.75 hours, 1@2hrs)	9.50
Support school events (2 hours half termly)	(6 @ 2 hours)	12.00
Report writing		10.00
Collaborative working (2 hours half termly)	(6 @ 2 hours)	12.00
Contingency		61.75
TOTAL		1265.00

Support staff working hours - All support staff are expected to be in school and ready in place to start work at the beginning of their allocated time.

It is a requirement that all staff sign in and out when entering and leaving school premises.

STAFF ABSENCE

All doctor's, dentist's and optician's appointments should be out of school time, whenever possible, as LA directive. If appointments are in school time or it is a hospital appointment (over which you have no control) please bring the appointment card with date and time for Headteacher to see and place in the diary. Please refer to the Calderdale Staff Leave of Absence policy. Any absence should be requested from the Headteacher in writing. Any member of staff employed 52 weeks must ensure holiday leave is booked through the Headteacher at the beginning of the financial year.

If you are not able to attend work, please inform the SBM **by telephone conversation** by 8am on the first day, so that cover can be arranged. It is your responsibility to maintain contact with school during absences and keep school informed about potential length of absence. Absences will be monitored and may trigger Absence Management Procedures. On return to work, a 'Return to Work' interview will take place with a member of the Senior Leadership Team to ensure the transition back to work is smooth and to offer any support. Please refer to the LA Attendance Policy for further information.

POLICY STATEMENTS

There is a central copy of all policies kept on the School Website. All staff are asked to refer to these documents should the need arise. Safeguarding policies are also on the website.

All our policies have been developed and agreed collaboratively and should reflect practice. It is essential that they are referred to and adhered to. We recognise however, that policies need to change for a variety of reasons and that they are therefore always subject to review.

All new staff are directed to read the following policies: Staff Code of Conduct, Health and Safety, Safeguarding, Child Protection, Positive Behaviour and Anti-bullying, Whistleblowing, Inclusion and SEN. New teaching staff must also read: Curriculum Policies, Marking and Feedback, ARRA.

RECORDS

Administrative records are kept CPOMS. Children's contact details are kept in a red folder in the office near the hatch.

THE STAFFROOM

The staffroom is available for all teaching staff, non-teaching staff, students, volunteers, visiting professionals and guests to use. Parent helpers may use the staffroom however should be aware that conversations therein are confidential.

HEALTH AND SAFETY

Prior to commencing work, new staff should read and sign the Health and Safety, Child Protection and Safeguarding policies. **It is the responsibility of all staff to ensure the health and safety of all members of the school community.** Staff are reminded to report any potential hazards to the Headteacher or SBM. Serious incidents need to be reported to the LA(info in the staffroom). Staff should regularly remind children about health and safety issues, act as role models and maintain a well-organised, orderly and tidy learning environment.

A list of our qualified First Aiders can be found in the reception.

The Headteacher is our Child Protection Officer and Designated Senior Leader. Any concerns or disclosures should not be investigated but should be reported immediately. In the absence of the Headteacher, the Assistant Headteacher, Julie Morris, is the Deputy Designated Senior Leader.

PLAYTIME PROCEDURES

The rota for playtime duty is on the staff notice board. If you have a planned absence which coincides with your duty, please arrange to swap with another member of staff.

Whilst on duty, it is important that you are outside promptly. Any equipment used during playtime/lunchtime must be checked by the member of staff on duty/play leader at lunchtime prior to use to ensure it is safe and suitable. Once the children are outside, they should not go back into school without permission. If any child needs to go inside for the toilet, they should ask the teacher on duty. Children should be encouraged to wait until the end of playtime and should not be coming into school.

Adults must be on duty in each playground used. Classes 1 and 2 stay in the small playground on a morning and lunchtime playtime. All other children play in the big playground plus all children spend time on the KS2 playground on Friday morning. The large gate should always be locked when children are outdoors and it is the responsibility of the teacher on duty to ensure this happens. Doors to outside must always be closed once all children are indoors.

Any injuries should be treated by a teacher or teaching assistant, not another child. More serious injuries should be referred to Mrs Horner or the Headteacher/Deputy Headteacher. ANY head injury, however slight, needs a bumped head letter to take home to parents and parents need to be phoned. All accidents should be recorded in the Accident Book in the main office. If unsure, please ring parents to inform them of any accidents.

For safety reasons, children are not allowed to play with balls brought from home. It is usually at the teacher on duty's discretion which activities take place at playtimes and they must ensure all activities and equipment used are safe. Some areas of the school are 'out of bounds'. These areas include behind the bins, the ramp to the Y3 classroom, the steps/ramp near the school entrance. The grassed area is only to be used during dry weather. Contact rugby is not allowed.

Procedures for evacuating the playground into the school building. Staff on duty must blow their whistle 3 times in quick succession. This indicates to children that they must return into the building. When children are outdoors, the external hall door must be wedged open to allow quick access back indoors. Year 1 children must enter through the door between classes 1 and FS. Everyone else will re-enter through the KS2 playground doors.

At the end of playtime, the child will be asked to ring the bell. They should first inform the staffroom so that staff are ready to collect children from the playground. Children will be lined up outside in two lines per class. Staff must ensure that classes are quiet and orderly before leading classes in to their classroom. Any incidents involving any children in your class will be passed on to you by the teacher /staff on duty.

WET PLAYTIMES

All children remain in classrooms, quietly occupied with specific wet playtime activities. All classes should have a well-stocked wet playtime box. Classes should be supervised by a member of staff and never left unsupervised.

LUNCHTIME SUPERVISION

Their role is to support gently all the children and model the good manners and behaviour expected. When requesting the children to do anything they must be polite and always say please and thank you. The Senior Supervisor (Mr Kendall) draws up the rota equitably. The Senior Supervisor will liaise with the Head Teacher/ Assistant Head Teachers when there is a shortage of staff. The gates should be closed throughout lunchtime.

Procedures for allowing children into school are the same as at playtime but KS2 and Y2 enter by the fire door onto the front office playground.

EXPECTATIONS

- Questioning- Open questions to deepen learning, rather than closed.
 - Ask question to whole class, allow thinking time and a chance to share their ideas with their partner. All ready to respond. Ask question randomly e.g. lollipop sticks to randomise who is to answer.
- Use the Good to be Green Behaviour system.
- Use AFL learning techniques. Assess what they can do from the Year Group's New Curriculum Objectives. Teach to cover and use all learning opportunities.
- PM- Cover Maths and English objectives hidden through other curriculum objectives e.g. reading comprehensions to learn about Topic information. Writing across the curriculum.
- No learning time is to be wasted. Plan fully with extension materials.

- Support staff need to know who to target support with and how they can help to achieve the target. Support staff are the biggest resource so cannot just sit and listen to teacher talk. They need to help small groups to understand the main discussion and to check their learning for the class teacher.
- Differentiate planning- how can the HAs be challenged?
- Reading- Reading Extract Comprehensions. Teaching comprehension through a Text. We try to link the text to the class Topic. Guided reading groups. Read to an adult at least twice weekly (use of TA) books are from the school's reading list depending upon reading ability.
- Writing- A year's plan of texts to be covered is planned for Y1-6. Sometimes incidental writing will be related to the text. Writing needs to be for a purpose. The genre should be taught e.g. modelled examples/ WAGOLLS to identify features. Use Talk for Writing, to box up features. Demonstrate how to plan and put the writing together. Smaller parts and build up. Peer writing if needed. Try their own examples. Independent assessed pieces.
- Writing- Alan Peat sentence types.
- Grammar- Curriculum objectives, taught discretely through Grammar Hammer and RWI/ KS2 RWI Spellings to be taught.
- Marking - a green and red pen system is operated. Green for very brief positive comments, red for aspects to respond to/correct. Children to respond to red in blue biro at the beginning of the next lesson.

ST MALACHY'S CATHOLIC PRIMARY SCHOOL, A VOLUNTARY ACADEMY

STAFF CODE OF CONDUCT

The following statements reflect our vision for our school:

- Our Catholic Christian values are an essential part of our school lives.
- We promote a positive, healthy lifestyle with respect for ourselves, others and the environment around us.
- We respect the beliefs and cultures of other communities.
- We all have individual gifts, talents, skills and abilities.
- We are all on a fun learning journey in order to achieve our full potential.
- We work together in a safe and stimulating environment, having high expectations of ourselves and others.

This Code aims to give guidance to all employees as they carry out their roles within the school. It is important that the environment which we create is one which is enjoyable, supportive, non-threatening, safe, clean and conducive to working and learning. We are all expected to conduct ourselves in a responsible and professional manner when undertaking our duties and fulfilling our responsibilities, and to comply with lawful and reasonable instructions from the Headteacher. We all have a responsibility to understand what is expected of us and the role we have to play in working within the spirit of these guidelines.

Code of Conduct

This Code is designed to give clarification about key issues which we may come across in the course of our work. It cannot provide a complete checklist of what is, or is not, appropriate behaviour for us. It does highlight behaviour that is illegal, inappropriate or inadvisable.

DEALING WITH ANY NEW OR UNFORESEEN CIRCUMSTANCES

In such cases, we are expected to make judgements about our behaviour, in order to secure the best interests and welfare of the children in our charge and colleagues they, or we, work with, and in so doing, will be seen to be acting reasonably. If it isn't clear what the right action is, we are expected to consult the Headteacher.

This means that where no specific guidance exists we should:

- *discuss the circumstances that informed the action, or the proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.*
- *always discuss any misunderstanding, accidents or threats with the Headteacher.*
- *always record discussions and actions taken with their justifications.*

PERSONAL CONDUCT

We should maintain high standards in terms of language and behaviour in order to avoid giving offence to other employees, children or visitors to school.

<p>Appearance/Dress Code While there is no formal dress code in school, we are expected to present ourselves in a professional and business-like manner. We should dress appropriately to our professional role. We should ensure we are dressed decently, safely and appropriately for the tasks we undertake.</p> <p>General Conduct at Work We are expected to conduct ourselves within the overall values of the school, school policies and procedures and our contractual obligations.</p> <p>Language and attitude We are expected to be sensitive and considerate in the way we communicate with our colleagues and our children. We should talk to others in the way we would like to be spoken to ourselves. Constructive criticism can be expressed clearly but in a way which lets the other person retain their dignity and self- respect.</p> <p>Confidentiality and Corporate responsibility We should all be aware of our duty to manage a united school approach when dealing with members of the public and children. This means taking responsibility for incidents of dispute or dissatisfaction and not 'washing dirty linen in public'. This applies equally to criticising the school publicly and using the press to air your concerns or grievances.</p>	<p><i>This means that we should wear clothing which:</i></p> <ul style="list-style-type: none"> • <i>promotes a positive and professional image.</i> • <i>is appropriate to our role.</i> • <i>is not likely to be viewed as offensive, revealing, or sexually provocative.</i> • <i>does not distract, cause embarrassment or give rise to misunderstanding.</i> • <i>does not have any political or offensive slogans.</i> • <i>would be considered discriminatory.</i> <p><i>There are certain actions school would consider as either general or gross misconduct.</i></p> <p><i>For example:</i></p> <p><i>Staff should avoid publicly blaming colleagues for failures in process or experience.</i></p> <p><i>Staff are expected to manage any dissatisfaction and reassure the person that school will do everything it can to put things right.</i></p> <p><i>It is a disciplinary offence to 'go public' with</i></p>
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information that could potentially harm the school's reputation.

Staff with concerns should always follow school procedures in the first instance.

OUTSIDE ACTIVITIES

Membership of Societies

The school encourages membership of societies and professional bodies. However, should you find that when acting in an official capacity you may be influenced by a membership or association, you should report the conflict of interests to the Headteacher.

Other Employment

You should not engage in other employment if doing so will have an adverse effect on the way in which you perform your duties, or could result in a conflict of interests. If you have any doubts then you should speak to the Headteacher.

For example:

Private work, or work connected with an outside interest, must not be done in school time, nor with the use of school materials, without the consent of the Headteacher. Staff are required to register any business interests on the 'Register of Business Interests' form which is available from the school office.

GIFTS AND HOSPITALITY

Staff receiving gifts

We all have to take care that we do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. If such a gift is offered it should be tactfully refused and the Headteacher informed that the offer was made.

Invitations to working meals, a social function to which other employees are invited, or some other general celebration are generally acceptable. If in doubt, advice should be sought from the Headteacher.

Staff giving gifts/rewards

Any reward given to a child should be recognised practice within the establishment, consistent with agreed strategy, recorded and not based on favouritism.

This means that you should:

- *ensure that gifts received or given in situations which may be misconstrued are declared.*
- *where giving gifts other than as above ensure that these are of insignificant value and given to all equally.*
- *there are occasions when learners or parents wish to pass small tokens of appreciation to staff (e.g. at Christmas or as a thank you) and this is acceptable, as are small gifts from companies such as calendars, diaries, pencils etc.*
 - *generally, only give gifts to an individual young person as part of an agreed reward system.*

USE OF INFORMATION COMMUNICATIONS TECHNOLOGIES (ICT), AND SOCIAL NETWORKING

The Acceptable Use of School ICT facilities is clearly outlined within the 'Acceptable Use of ICT' Policy.

The aim of the guidelines are to ensure security of school IT systems and to safeguard the school, you

See the 'Acceptable Use of ICT Policy' for full details.

<p>as an employee and our children.</p> <p>Social Networking</p> <p>Social networking is a phenomenon that raises issues for the school in terms of interactions between child and child, staff and child and staff and staff. Facebook, Bebo and Twitter are ways in which members of the school community can communicate with each other. As these methods of communication are relatively new, children and staff can be unaware of the implications of their comments/postings.</p> <p>Often, comments which may be understood as humorous or flippant by the people making them can be misinterpreted or cause great offence to a wider audience and bring the school or individual into disrepute.</p> <p>For these reasons a code of practice has been developed which</p> <ul style="list-style-type: none"> • Makes clear the limits of ‘free speech’ on the internet. • Draws clear boundaries that staff must not or would be ill-advised to cross. • Lays out the potential penalties for breaking the code of practice. 	<p><i>See the ‘Acceptable Use of ICT Policy’ for full details.</i></p>
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USE OF SCHOOL RESOURCES

<p>All staff must endeavour to use school time, resources and property responsibly and efficiently at all times. Inappropriate or dishonest use of resources can merit disciplinary action. Similarly, if you become aware of dishonesty or maladministration by another employee, you are expected to draw this to the attention of an appropriate senior member of staff. If in doubt, ask the Headteacher.</p>	<ul style="list-style-type: none"> • <i>As a general rule, employees should not gain financially from using school resources, equipment or materials.</i> • <i>If in doubt, always check with your line manager.</i>
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CONFIDENTIALITY

<p>Within the school, communication should be open and accessible to all. However, during your employment, all information should be considered confidential to outsiders and academic records of students should not be divulged unless required by law or expressly authorised to do so.</p> <p>Personal information on anybody is internally confidential unless part of agreed procedures. Any breach of confidence is a serious disciplinary offence. If you are in doubt about such a matter you should consult the Headteacher.</p>	<p><i>This means that staff:</i></p> <ul style="list-style-type: none"> • <i>are expected to treat information they receive about children and young people in a discreet and confidential manner.</i> • <i>in any doubt about sharing information they hold or which has been requested of them, should seek advice from a senior member of staff. All staff need to be cautious when passing information to others about a child.</i>
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However, there are circumstances in which it is our responsibility to share information e.g. when the safety of a child is at risk.

RELATIONSHIPS

Please also see our guidance on 'Safeguarding'.

For the purposes of the Code, the definition of 'relationships' includes:

- business, commercial or financial relationships
- close friendships/social relationships
- family relationships
- intimate relationships including marital, sexual, romantic and emotional

Relationships between staff and students

There is potential for exploitation and harm of vulnerable children and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour, which might be interpreted by others, and report and record any incident with this potential.

You should conduct yourself at all times in ways that are consistent with school policy and procedures and acknowledge your professional and ethical responsibility to protect the interests of children and accept the obligations and constraints inherent in that responsibility.

Should a personal relationship already exist when the member of staff or child enters the school, it is the responsibility of the member of staff to declare their involvement to the Headteacher. There will be no requirement to give details of the involvement.

You should not establish or seek to establish social contact with children for the purpose of securing a friendship or to pursue or strengthen a relationship.

You must not have any sort of friendship or romantic or sexual relationship with any child who is under the age of 18. To maintain the relationship with children based on trust, confidence and equal treatment, you must not enter into an intimate relationship with a child for whom you have a responsibility in the areas of teaching/learning, assessment, selection, pastoral care or research.

Such relationships can lead to perceived or actual conflicts of interest, which can have a detrimental effect on the teaching and learning environment for other students and colleagues.

Examples:

This means that you should not:

- *Behave in a manner which would lead any reasonable person to question your suitability to work with children or act as a role model.*
- *Compromise your position within the work setting by your behaviour outside work e.g. invite learners to join your social networking site or join theirs.*
- *Where you are a person aged 18 or over in a position of trust with a child under 18, engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity as these are criminal offences.*
- *Make sexual remarks to a child (including email, text messages, phone or letter).*
- *Discuss your own sexual relationships with, or in the presence of, children.*
- *Discuss a child's sexual relationships in inappropriate settings or contexts.*

PHYSICAL CONTACT WITH CHILDREN

<p>It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. You should therefore, use your professional judgement at all times.</p> <p>Physical contact should never be secretive, or for your gratification, or represent a misuse of authority.</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none">• <i>be aware that even well intentioned physical contact may be misconstrued by the child, an observer or anyone to whom this action is described.</i>• <i>never touch a child in a way which may be considered indecent. (Staff who are required to provide personal care of an intimate nature are fully trained and follow clear protocols.)</i>• <i>always be prepared to explain actions and accept that all physical contact be open to scrutiny.</i>• <i>never indulge in horseplay, tickling or fun fights.</i> <p><i>Considerations should be made to children for whom touching is particularly unwelcome. For example:</i></p> <ul style="list-style-type: none">• <i>Some children may be particularly sensitive to physical contact because of their cultural background, or because they have been abused.</i> <p><i>Touching children, including well-intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle, staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils. Teachers and other staff do, however, have the right to use reasonable physical force to restrain pupils in certain circumstances.</i></p> <p><i>Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.</i></p> <p><i>Some staff are likely to come into physical contact with children from time to time in the course of their duties. Staff should be aware of the limits within which such contact should properly take place and the possibility of such contact being misinterpreted.</i></p>
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CHILDREN IN DISTRESS

<p>There may be occasions when a distressed child needs comfort and reassurance. This may include age-appropriate physical contact.</p> <p>You should use your discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact,</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none">• <i>consider the way in which you offer comfort to a distressed child.</i>• <i>make sure that the physical contact is what the child wants. It might be appropriate to hold a</i>
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<p>particularly with the same child over a period of time.</p> <p>You should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.</p> <p>If you have a particular concern about the need to provide this type of care and reassurance you should seek further advice from a senior manager.</p>	<p><i>child's hand if he/she is distressed – ask them first.</i></p> <ul style="list-style-type: none"> • <i>always tell a colleague when and how you offered comfort to a distressed child.</i> • <i>record situations which may give rise to concern.</i> • <i>don't give someone a hug because it would make <u>you</u> feel better if you did.</i>
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CARE, CONTROL AND PHYSICAL INTERVENTION

<p>There may be occasions where it is necessary for staff to restrain a child to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the child.</p> <p>Whilst the school does not expect you to physically intervene with children, we recognise that some staff will feel they have no option in certain situations. This should happen only in the most extreme and unusual occasions. You should be aware that any such physical intervention could be open to challenge and must only be at a minimum level of restraint.</p> <p>Under no circumstances should physical force be used as a form of punishment. You should have regard to the health and safety of yourself and others.</p> <p>The use of unwarranted physical force is likely to constitute a criminal offence.</p> <p>Where an employee has taken action to physically restrain a child they should make a written report of the incident to the Headteacher.</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none"> • <i>always seek to defuse situations using strategies other than physical interventions.</i> • <i>always use minimum force for the shortest period necessary – preferably with assistance from a colleague.</i> • <i>understand that the school will support you if you have to physically intervene to stop a child harming him/herself or others – if you have used minimum reasonable restraint.</i> • <i>understand that the school will take action against you if you have acted unprofessionally, or used force to punish a learner or used unnecessary force.</i>
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POSITIVE BEHAVIOUR MANAGEMENT

<p>All children have a right to be treated with respect and dignity. Our recommended approach is based on strong evidence which shows that the encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focusing on unacceptable actions and trying to minimise them through use of sanctions and penalties.</p> <p>You should not use any form of degrading treatment to punish someone. The use of humour can help to defuse a situation but the use of sarcasm,</p>	<p><i>How we do this is dependent on the individual's or group's accomplishment. Therefore, rewards and recognitions may take many different forms, from structured reward systems to a smile and a 'thank you'.</i></p> <p><i>This means that you should:</i></p> <ul style="list-style-type: none"> • <i>not use force as a form of punishment</i> • <i>try to defuse situations before they escalate</i> • <i>Apply the Positive Behaviour Management and Anti-bullying Policy consistently and fairly.</i>
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demeaning or insensitive comments towards children are not acceptable in any situation.	
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ONE TO ONE SITUATIONS

If you are working in one to one situations with children you may be more vulnerable to allegations.	<p><i>This means that you should:</i></p> <ul style="list-style-type: none"> • avoid meetings with children in remote or secluded areas. • ensure there is visual access and/or an open door in one to one situations. • inform other staff of the meeting beforehand, assessing the need to have them present or close by. • always report any situation where a child becomes distressed or angry to a senior colleague. • consider the needs and circumstances of the child involved. • only give children a lift in a car with permission from the Headteacher.
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WHISTLEBLOWING

<p>Whistleblowing is the mechanism by which staff can voice their concerns, without fear of repercussion. We have a clear and accessible Whistleblowing Policy that meets the terms of the Public Interest Disclosure Act 1998.</p> <p>Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.</p>	<p><i>This means that you should:</i></p> <ul style="list-style-type: none"> • report any behaviour by colleagues that raises concern.
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ATTENDANCE

Any deviance in core contracted hours must be agreed with the Headteacher.	<p>Unauthorised Absence <i>This is defined as any absence from work without the prior agreement of the Headteacher. This is regarded as serious misconduct and could result in disciplinary action. A deduction would be made from your salary for any unauthorised absence.</i></p> <p>Lateness <i>You, or someone acting on your behalf, must notify your manager as soon as possible that you are going to be late. The time of your anticipated arrival should be given. Avoidable or persistent lateness is seen as gross misconduct and could result in disciplinary action being taken.</i></p> <p>Other Absence <i>See Staff Handbook</i></p>
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BULLYING AND HARASSMENT AND VICTIMISATION

St Malachy's Catholic Primary School firmly believes that the dignity of all employees must be respected, that staff should behave courteously and considerately towards those with whom they come into contact and that the school environment should be pleasant for all.

The school is firmly opposed to any form of discrimination based on these human attributes or values and is committed to appropriate positive action.

There is a detailed 'Dignity at Work Procedure' which all employees should familiarise themselves with.

St Malachy's Catholic Primary School, A Voluntary Academy Marking & Feedback Policy 2018-19

Rationale

St. Malachy's Catholic Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking and feedback is the most important factor in pupil learning, so this policy is crucial for the school. In reviewing this policy (July 2016) we have taken into consideration recommendations made in the report of the Independent Teacher Workload Review Group 'Eliminating unnecessary workload around marking'.

'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'

Mission Statement:

St Malachy's Catholic Primary School has the presence and power of Jesus Christ at its centre. It is a community which is governed by Gospel Values and where Christ's command for us to love God, and to love one another, is central to all we do.

Through the clear, visual Catholic identity of St Malachy's, our vision for Catholic education is fulfilled through the educational experiences and personal curriculum we provide for our children.

Prayer and Worship are at the heart of day to day life within our school and it is our desire for each child's journey of faith to celebrate their unique gifts and talents, made in the image and likeness of God.

Aims

- At St. Malachy's Catholic Primary School we aim to value each child as an individual so that they can develop their potential through taking an active role in their own progress, thus becoming independent learners.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue with the learner which will aid their progression.
- Strive for excellence in all things.

Purpose of Marking and Feedback

- To communicate regularly with children during and at the end of lessons so they can improve their individual progress.
- To provide teachers with feedback as to how well the children have understood the current work, to inform the **next steps** in a child's learning and to enable teachers to plan future lessons which move children's learning on.
- To help teachers to monitor children's progress and to diagnose what has not been understood so as to assist in forward planning.
- To assist children, by setting clear targets, to focus on aspects of their work which need further development.
- To motivate children to further their effort by celebrating current achievements and raising self-esteem.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments.
- To promote high quality work.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.
- It is acknowledged that parents often look for 'traditional' marking when they look at their child's books. For this reason we will communicate the main points about our Marking & Feedback Policy to parents by uploading our policy to the school website.
- Marking & Feedback will vary by age group, subject and what works best for the child and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.
- Marking practice should be proportionate not complex, and should be time effective for teachers.
- Marking should help motivate children to make progress.

Effective Marking and Feedback should:

- Be meaningful, manageable and motivating for pupils and staff.
- Be formative and children's work closely monitored throughout the lesson with one - to-one feedback regularly given.
- Take place during lessons, wherever possible, by the class teacher or learning support assistant and give children the opportunity to mark their own or others work as a self-assessment tool.
- Provide clear feedback to pupils about the strengths and areas for improvement in their work and the next steps they need to take both during the lesson, where appropriate, and in future lessons.
- Give children suggestions on how they can improve their work so they can redraft and edit work effectively.
- Provide a record of each pupil's progress.
- Encourage pupils to strive to improve by giving help, encouragement and constructive comments.
- Direct pupils to what they need to do to improve their work.
- Acknowledge the Secrets to Success / Growth Mind-set Characteristics that the pupils have demonstrated during the lesson.
- Engage with the pupils' self-assessment.
- Show questions or key words, written in the margin, from time to time during the lesson for children to act upon (KS2).

Guidelines for Marking and Feedback

- Assess children's work in a positive manner reflecting the ethos of the school.
- Wherever possible mark written work and give feedback during the lesson.
- Feedback not given during the lesson should be shared with the children as soon as possible.
- Mark work consistently in ways which highlight strengths and allow for improvements to be made using approaches which are understood by children and parents.
- Provide helpful and age appropriate constructive feedback to children so they know how they can move their learning forward.
- Recognise achievements giving encouragement and recognition of Secrets to Success / Growth Mind-set Characteristics.
- Focus on particular aspects of work at different times rather than highlighting every mistake which is disheartening. Children will need to understand what aspects of their work will be the focus of marking linked with the learning intention.
- Encourage children to proof-read and redraft their work for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation and, where appropriate, use their blue pens of progress to self-correct and edit.
- Allow children to correct mistakes independently using dictionaries, word banks and the classroom environment rather than writing the correction for them.
- Plan for and give children time to respond to feedback by editing/redrafting their work.
- Help parents understand strengths and areas for improvement in their children's work.

Oral Feedback

Research (including feedback form the Sutton Trust) shows that effective, high quality oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning intentions. It should be interactive and developmental. It may give reassurance or a check on progress during a lesson, or may be in the form of a learning review in a plenary session. At St. Malachy's, we pride ourselves on giving all learners high quality oral feedback in order to improve their learning. This may be through 'edit and improve' intervention, small group, peer group and teacher led marking, or through 1:1 sessions with the class teacher.

Marking in the Early Years Foundation Stage (EYFS)

- As part of the EYFS ethos, staff continually give verbal feedback to children, whether they are working independently, with other children or with an adult.
- Praise and encouragement are given throughout the day to recognise and celebrate children's achievements.
- Children are regularly observed by staff during their independent learning according to EYFS requirements and this is recorded on long or short observation sheets, and records are kept. Next steps are identified straight away and the adult will act on them to move the children's learning on.
- Children work in small groups on focussed tasks to enable them to have guidance from an adult, especially when completing more formal recorded work, for example pieces of writing.
- Children are always supported by the teacher or Teaching Assistant when working on an adult led activity.
- The learning objective is displayed on the written work and feedback is given throughout the task, relating to the learning objective and supporting children in making progress. Verbal praise is given to children, regardless of achievement.
- The children in EYFS are encouraged to and taught how to give verbal peer feedback.

We use the following symbols on written work:



- To show where the child has been working independently



- To recognise achievements in the children's work



- Next step

- Feedback is always given verbally on how to move learning on within the lesson or the following lesson.
- We acknowledge that at relevant times within the year, or within a child's academic progress, using this symbol  may be appropriate
- All written comments and symbols will be made using a **green pen**.
- Respond to corrections in **red pen**.
- Teachers may also use 'Good to be Green' stickers or other ways of rewarding children if they feel this is appropriate.

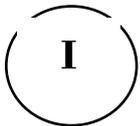
Marking and Feedback in Key Stage One

- All work in books should have the learning objective/I can statements displayed.
- Any written comments should be progressive, developmental and show how learning can be moved forward.
- Next steps should show where work can be improved or enriched.
- Rewards may be given in books as well as verbally and will take into account any Good to be Green / Growth Mind-set Characteristics shown.
- Feedback in books will show a variety of strategies used e.g. teacher/assistant feedback, peer feedback and self- assessment.
- Positive comments will be made in green pen. Red pen will be made for children to correct. Blue pen will be used by the children for responses.

We use the following symbols on written work:



Achievement / Effort



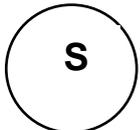
Worked independently



good point/work



Outstanding point/work



Worked with support



Next step (feedback given on how to move learning on within the Lesson or the following lesson)



Verbal feedback given - with a Key Prompt

MIC = Marked in Class

All written comments and symbols will be made using a **green pen**
 Opportunities will be given for children to act upon advice and feedback given either during the lesson or at the start of the next lesson.

Marking and Feedback in Key Stage Two

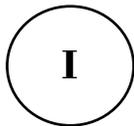
- All work in books should have the learning objective/I Can Statement displayed.
- Any written comments should be progressive, developmental and show how learning can be moved forward.
- Next steps should show where work can be improved or enriched.
- Rewards may be given in books as well as verbally and will take into account any Growth Mind-set Characteristics shown.

- Feedback in books will show a variety of strategies used e.g. teacher/assistant feedback, peer feedback and self-assessment.
- Positive comments will be made in green pen. Red pen will be made for children to correct. Blue pen will be used by the children for responses.

We use the following symbols on written work:



- Achievement / Effort



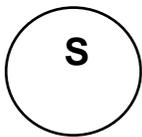
Worked independently



good point/work



Outstanding point/work



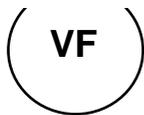
Worked with support



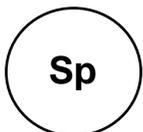
next step (feedback given on how to move learning on within the lesson or the following lesson)

PA/SA

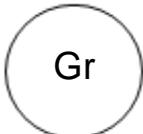
Peer Assessment/Self-Assessment



Verbal feedback given - with a Key Prompt and initials of person marking



Spelling error (acknowledged in the marking in KS2 onwards)



Grammar error (acknowledged in the marking in KS2 onwards)



Punctuation error



words missing

//

New paragraph, please

All written comments and symbols will be made using a **green pen**.

Opportunities will be given for children to act upon advice and feedback given either during the lesson or at the start or the next lesson.

Acknowledgement Marking/Prompts

To indicate a response to marking, pupils will edit work or respond to a 'have a go' comment in blue pen. When pupils are given their marked work they are given time to respond to marking. In KS1 this may be supported by staff as a small group activity. In KS2 pupils will be given time to respond to comments that inform their learning in the form of a reminder, scaffold, prompt or challenge.

A Reminder Prompt: Most suitable for more able children as this reminds them of what could be improved without any additional support given.

E.g. 1: Your target was to use an embedded clause – can you add one where I have starred?

E.g. 2: We practised looking for number bonds that help...can you use this method to help you correct your work?

A Scaffold Prompt: Useful for children who need more structure than a subtle reminder. This prompt could also be a further way of adding further challenge for more able children.

E.g. 1: Can you describe how this person is a good friend?

E.g. 2: What adverbs could you use to describe how this character talks? I have added one into your work...Can you add another where I have starred?

E.g. 3: It is important that you use this method to help you...I have started another example...can you complete it?

An Example Prompt: Successful with all children but especially middle or lower ability children, this prompt gives even more support by offering a choice of words, phrases or options for the child.

E.g. 1: Which of these adverbs best describe how the character is speaking: grumpily, angrily, mournfully, sulkily? Can you add this in an appropriate place in your work, using your blue pen?

E.g. 2: Choose one of these statements to describe the friend in your story: She had really long blonde hair with a lovely smile. She was always kind and smiled at everybody she met.

A Challenge Prompt: The teacher poses a challenge to the child,

E.g. Use your blue pen to find a place in your work to add a metaphor.

E.g. 2: The next step would be to use the grid method for TU x TU...Look at my example and see if you use it to help complete this challenge...

Correcting Mistakes in Maths: Where a Maths question is incorrect, the teacher will highlight the error, e.g. draw a box / or create an opportunity for the child to self-correct. If there is evidence of misunderstanding / repeating the same mistake, then this will be addressed in future teaching.

Monitoring and Review:

Implementation of this policy will be monitored and evaluated through the school monitoring cycle including work scrutiny and pupil interviews. In future monitoring the following questions will be posed:

- Does work scrutiny suggest that teachers are using the M & F Policy as agreed?
- Are children actively involved in assessing their own work?
- Have children taken on board corrections and attempted to rectify their mistakes or have they taken action on the next steps identified?
- Has marking led to evident progress in children's work?

APPENDIX 1 Marking Spelling:

There are many strategies to use when marking spelling. Research in school has helped us discover that in the past we have possibly given children too much direction when marking spelling and therefore the children have been passive in this aspect of their learning. It is important that children understand when they have spelt key words incorrectly and that they take some responsibility for their learning here.

Marking Spelling in KS1: emerging writers who are developing a love of writing

The main emphasis here is on key words being spelt incorrectly. Words like: said, because, friend, was, people etc.

In most cases, markers will indicate that a word has been spelt incorrectly by underlining the word and then giving two or three alternatives dependent on the age, maturity and ability of the child in question. i.e.

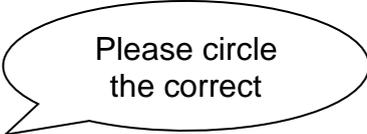
I ran home becos I was scard sed Lucy as she hurrid back to her howse.

It would be wrong of the teacher to pull up all of these sentences from a Year 1 or even a Year 2 child. However, the teacher may pick out a couple that she feels the young person should (or needs to) know.

I ran home becos I was scard sed Lucy as she hurrid back to her howse.

The marker could write the following in the learner's book:

becos	because	becoz
sed	seid	said
house	howse	hows



Please circle
the correct

The child would then circle the correct spelling and practice it three or more times. This reinforces the strategy used in the Grammar Hammer exercises.

Marking spelling must meet the needs of the individual and should reflect that child's stage in their learning journey (especially those with S&L development and dyslexic tendencies).

Marking spelling in LKS2 (Y3 and Y4): developing writers who are beginning to experiment

In LKS2, the children will begin to interact with their spelling in a slightly more mature way though for many lower ability children the KS1 method above will be more appropriate. If a child is developing as a confident writer in the middle of the school, then there is no reason why they cannot begin to use a simple dictionary to start to spell more common words or even words that are contextually incorrect but would be good for the child to learn.

I was walking along the street corshushly as I wasnt shure what I wud find lurking behind the stranje metal gates.

Again there is much to correct here but the marker should be selective given that this child is just beginning to emerge as a more expressive writer. In this case, we might pick up the following words as these are words we would expect him to know:

 I was walking along the street corshushly as I wasnt shure what I wud find lurking behind the stranje metal gates.

It should be part of the routines in Year 3 and Year 4 that they know that highlighted or underlined words need to be corrected by themselves by using either a word bank in class or a simple dictionary. Again depending on the child, markers may give the child the spelling with others that are incorrect for him/her to choose. BUT the active learning should be on the part of the child not the marker.

Marking spelling in UKS2 (Years 5 and 6): more confident writers

Once again, as the child matures into a more confident writer and the spelling mistakes become more subtle or more diverse, then the marking should reflect this level of writing maturity. The responsibility should rest firmly with the child now and the confident writer should be able (often with peer support) to spot their own mistakes and self-correct. When the child is ready for this approach (and only when they are really ready and confident as writers) then the following strategy can be applied. If a child is not a confident writer (regardless of their age), asking them to find their own spellings without highlighting them will be both confusing and counter-productive.

S I crept out of the door anxiously as I was very unsure what I was going to find lurking in the shadows. Almost immediately I noticed that there was a light shining in the room at the end of the long corridor and I was drawn inexorably towards it.

There would in this case need to be a learning conversation with the young writer and they may need to be led to the incorrect spellings, but how much more powerful is it for them as part of their drafting and editing if they were able to find the incorrect spellings for themselves or even find them with their learning partner.

This approach is not suitable for a writer who is poor at spelling and makes lots of basic errors in their work but we find it works well with the more confident writers who see the editing process as both affirming and challenging.

APPENDIX 2 Marking Grammar:

Grammar Appendix

With grammar being such an integral part of our Primary Curriculum, we at St. Malachy's feel that whilst grammar must be taught and marked explicitly, it must also be marked and commented upon throughout writing. Research in school has suggested that teaching grammar discreetly and within the lesson has enabled our children to become both confident and competent at using grammar to enhance their writing.

As all children throughout Key Stage One and Two need to have secure knowledge of the Grammar Curriculum each year group, will use the necessary symbol from those listed below.

P 'P' will be used to indicate missing punctuation. As this will be year group specific, the marker will give the learner options to choose from e.g. ? ! " ' () -

Marking Grammar in KS1:

The main emphasis in Key Stage One is for children to show that they can competently demarcate sentences using full stops, capital letters, question marks and exclamation marks. Children who can achieve this should also be showing use of commas in lists and apostrophes for possession.

We will therefore use the following marking code to allow children to correct their work and achieve year group expectations.

/ Finger space needed

T Incorrect tense

^ Words or letters omitted

Marking Grammar in KS2:

As children progress through school, they encounter a wealth of new terminology and punctuation. Therefore markers will use the same symbols found in this appendix, with the additions below. It is important that teachers reinforce basic grammar requirements, whilst also giving children the opportunity to manipulate grammatical structures, in order to improve their writing.

// Paragraph needed

GR Grammatical error- this could be the incorrect use of: homophones, homographs, plurals or verb form

V Improve the vocabulary you have used

Appendix 3

Key Stage 2 Marking Pupil Prompt Sheet

Symbol	Function
✓/✓✓	This is good/outstanding (aim for 3 per piece of work)
LOA	Lesson objective achieved
→	Next step
^	Omission
~	Re-read / re-draft /does this make sense?
Sp	Spelling mistake – in margin for child to correct
P	Punctuation error – in margin for child to correct
T	Incorrect tense
Gr	Grammatical error
V	Improve the vocabulary
*	Put that word / section here
?	What do you mean / Explain?
/	Finger spaces between words needed
//	New paragraph
E	Example – shows how it could have been done
C	Challenge – a chance to show what you know
PA	Peer Assessment
SA	Self-Assessment
MIC	Marked in class

Codes to use when working with children:

VF – Verbal feedback

I – Independent work

S – Supported work

G – Guided work

Su – Supply Teacher

ST – Student Teacher

- **All staff to use a given stamper to indicate whether a child has achieved the learning objective, made progress towards it, or has not met the learning objective.**
- **Staff to use a green coloured pen to mark work, so it stands out from children's work. Red to be used to indicate corrections needed for the children to re-do in blue pen.**
- **Staff to indicate in the child's book if they have missed work due to absence.**
- **Staff to initial work they have marked.**
- **Children to self-assess / make corrections using a blue pen.**
- **When assessing writing, teachers to highlight good aspects of work to support levelling.**

Annie McNally
Headteacher
September 2018

Signed _____ Date _____