



# Around Our School

**Why do we need rules and routines?** Routines give both teachers and students the ability to see clearly what is expected and know how to follow through. Brain research shows that we look for patterns in everything we do – including following the rules at school. When a teacher sets routines, trains pupils to follow them, then holds high performance expectations, pupils will perform better.

**What are routines and rules?** Routines and rules are a way of ensuring consistency throughout the school. They ensure pupils are engaged in learning at all times, boundaries are clear and pupils are confident with daily routines.

**We know it is effective when...?** Pupils and teachers are confident and consistent with daily rules and routines. Pupils will know what is expected of them and these expectations from the teachers will be high.

## How...?

<b>elements to be included...</b>	<b>Whole school routines and rules</b>	<p>Children line up on the playground each morning and are collected by the teacher at 8.40am. Pupils are settled in class by 8.45am. Whilst register is being taken, pupils are engaged in a morning activity with quiet music playing.</p> <p>First lesson to start at 9am. Pupils to be in the hall by 10am for assembly (2.30pm on a Friday)</p> <p>Pupils to be walked out at break time. At end of break, whistle blows; children stand still and are then sent to line up a class at a time. Children are collected from the playground by the teacher.</p> <p>If it is raining, children can come into the class from 8.30am. Wet play games and activities are available for indoor break times.</p> <p>At the end of the day, children are walked down to the playground by the teacher, where they will be collected by their parents.</p> <p>For whole school and class rules, see classroom management policy.</p>
	<b>Whole school lessons</b>	<p>Letters and sounds, handwriting and guided reading are taught at specific times throughout the school.</p> <p>Literacy and Numeracy are taught each morning (unless PPA is in the morning, then they will be taught on the afternoon)</p>
	<b>Seating</b>	<p>Pupils will be grouped according to ability for Numeracy, Literacy, Science, letters &amp; sounds and guided reading. These groups are to be flexible in that pupils can move up or down a group depending on their needs. Teacher and TA to identify and work with guided/focus groups during sessions – these groups to also be flexible.</p> <p>Pupils to work in mixed ability groups for other subjects (teacher's discretion if they decide to ability group)</p>
	<b>What to put on display</b>	<p>See display policy for guidelines on displaying pupils' work and working walls.</p> <p>Each class will display 'going for gold' posters, curricular targets, daily timetable, weekly timetable, house points, merit charts, 'good to be green' behaviour chart, school rules and any group lists.</p>
	<b>resources</b>	<p>Resources in the classroom are made available to all pupils in order to promote independence. Resources are clearly labelled, accessible and safe to use. Resources used are relevant to each child, year group and lesson. Numeracy and Literacy resources are made available on each table for pupils to use every lesson. Subject coordinators are responsible for auditing and replacing resources regularly. Whole school resources and books are clearly labelled and kept in the relevant resource area so that they are easily obtained by the whole school.</p>

## EXPECTED IMPACT...!

**Pupils are clear about rules and routines in their own class and around school.**

**Routines and rules are consistent throughout the whole school.**

**Pupils' performance will improve through use of relevant resources to support and accelerate learning.**

**Pupils will get correct support within ability groups but also have the flexibility to accelerate.**

**Displays, targets, behaviour systems will enhance learning and promote high achievement.**

**Pupils are confident with the daily routine and know what is expected of them.**

**Teachers will have clear and high expectations.**