



GROUVILLE SCHOOL

Kindness, Responsibility & Challenge

We have high expectations of children at Grouville School - what does this look like?

As a school we have the highest expectations for all of our children, with regards to their wellbeing, academic achievement and as a member of our school and wider community. We encourage our children to be the best that they can be in every aspect of school life and take responsibility for themselves and their actions: from looking smart in the correct school uniform to being organised with their school equipment and homework. Our values (Kindness, Responsibility and Challenge) and school rules (We are Responsible, Respectful and Safe) set out our aspirations and these are underpinned by everything we do, including our School Charters and our commitment to being a Gold Rights Respecting School.

Behaviour

We promote a high standard of behaviour at all times and our values are built on a mutual trust and respect for all. When a child is involved in an incident, or their behaviour choices do not meet our expectations then that child will be held accountable and a consequence may follow as a result of such choices. Class teachers will take time to reflect on incidents/ behaviour with the children involved. We do not enforce a 'one-size fits all' list of consequences as all situations and individual needs may differ. We use [The Decider Skills](#) and the Zones of Regulation as tools to help children manage their emotions effectively. Our [Peer Mediators](#) are also on hand to support minor conflicts in the playground.

[Please refer to our Behaviour Policy for more information.](#)

Class Charters

At the start of every school year, the children work with their new teacher to create and agree a Class Charter. All children sign up to the expectations and standards expected in their class. The charters are visible in each classroom and are reviewed and reflected upon regularly.



Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community

Successful Learning Ingredients

Our Successful Learning Ingredients help all children to take responsibility for their learning to ensure they can be the best they can be. We celebrate the children's achievements in assemblies and share photos and quotes of their Successful Learning throughout the school and on the school website to inspire others. [Please click on this link to find out more.](#) In order to develop these traits, we teach specific units in PSHE about Growth Mindset and metacognition, so that children can better understand what they can do to help themselves learn best.

Ingredients for Successful Learning

Try, try, try; don't give up.

Challenge yourself; be the best you can be.

Be independent; stand on your own two feet.

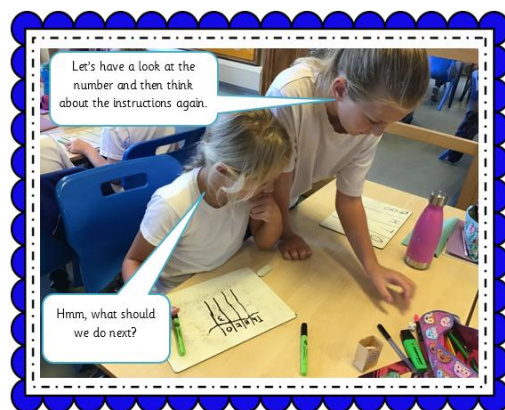
Work well together; look after each other.

Believe in yourself; anything is possible!



UNICEF Article 29 - Your rights to be the best you can be.





Teachers plan learning carefully to support and challenge children in all areas. Each year group has sets of non-negotiables in writing and maths to help children to achieve the standard expected. Very often teachers will ask children to edit and up level their learning so that children are achieving their full potential.

Year 4 Maths Non Negotiables

Maths Journal	Maths Work Book	
<ul style="list-style-type: none"> Use a pencil to write. Write the short version of the date. 3.9.20 Write my LQ on the top line. Underline my LQ and my date. One digit per square. One symbol per square. Draw my margin three squares in from the left. Write the question number inside the margin. Always use a ruler when drawing lines. Mark my work in blue pen. Use my blank page as my whiteboard. Use maths sentence stems when I record my thinking. Tag my learning <div style="border: 1px solid red; padding: 2px; margin-top: 5px;"> <p style="font-size: x-small; margin: 0;">3.9.20 LQ Can I count in hundreds?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td style="width: 10px;">1</td></tr> </table> </div>	1	<ul style="list-style-type: none"> Use a pencil to write Write the short version of the date at the top of the page. Mark my work in blue pen. Use the space around the questions to journal my thinking. Always use a ruler when drawing lines. Tag my learning. Use maths sentence stems to record my thinking.
1		

Year 6 Written Work Non-Negotiables

I will.

- Write in black handwriting pen.
- Write and underline the long date.
- Write and underline the learning question.
- Use my checklist to help me be successful.
- Make sure my handwriting is neatly joined and reflects the pride I take in my learning.
- Check unfamiliar spellings using a dictionary.
- Use a thesaurus to expand my vocabulary choices.
- Use a range of punctuation accurately, looking for opportunities to be adventurous with my sentence types.
- Cross out any mistakes errors using a single ruled line.
- Proofread all of my work carefully – looking for errors to correct and opportunities to improve and up-level.
- Edit my work effectively using a blue handwriting pen.
- Complete my checklist using highlighters and a blue handwriting pen.
- Stick any work into my book properly – no folding, curly corners or overlap.
- Set myself realistic, but challenging learning targets that will help move my own learning forwards.
- Respond to feedback and show expected progress in the next piece of work.
- Apply all of my previous learning – capital letters and full stops are essential and are expected to be accurate.

Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community

We are Inclusive

We are committed to ensuring equality of education and opportunity for all irrespective of age, disability, gender, race, religion or belief and sexual orientation. All pupils are of equal value and deserve equal access to all aspects of school life. We believe in supporting the development of personal and cultural identities of all pupils and preparing them for full participation in a diverse society. We aim to develop a culture of inclusion and diversity, in which those connected to the school feel proud of their identity and able to participate fully in school life. Understanding children's rights through our Rights Respecting School work and our 'No Outsiders' learning, helps our staff and children to embrace and understand the importance of equal opportunities for all. We aim to ensure that every member of the school community is given an equal opportunity to be the best that they can be within a supportive environment.

Positive Relationships

Our high expectations are based on a foundation of positive relationships as we know that relationships are key to your child's success and development. We take time to get to know our children, understand them as individuals, listen to them, support their learning, celebrate their success and show them we care. We know that sometimes children will make mistakes, but with our support and your support they can learn from them and move forward in a positive way.

We are proud of all our children. We expect the best from each and every one of them. We expect them to take responsibility for themselves and their learning, make good choices and be an excellent role model for our school in all they do.



Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community