What Happens in Every Class at St Ignatius' Primary School

St Ignatius' Primary School is committed to ensuring that every child learns in an environment that upholds their rights under the **UN Convention on the Rights of the Child**, particularly:

- **Article 3** – Best interests of the child

- **Article 12** – Right to be heard

- **Article 13** – Freedom of expression

- **Article 28 & 29** – Right to education and to develop talents and abilities

- **Article 31** – Right to play, rest, and participate in cultural life

- **Article 2** – Non-discrimination

- **Article 19** – Protection from harm

- **Article 23** – Rights of children with disabilities

- **Article 39** – Recovery and support for wellbeing

These rights underpin all classroom organisation, planning, teaching, and assessment.

1. Learning Environment and Displays

Classrooms will be organised to promote children's rights to **participation, expression, and high-quality learning** (Articles 12, 13, 28, 29).

- Displays will be bright, inclusive, and up to date, showcasing pupil work and celebrating diverse achievements.

- Vision Logo and Vision Statements displayed.

- Class altar and school prayers displayed where appropriate, respecting freedom of thought and belief (Article 14).

- Jotter Presentation and Assessment Poster (A3).

- Class and school rules cocreated with pupils to ensure their views are considered. (Article 12).

- Distinct wall spaces for Literacy, Numeracy, RE, HWB, Expressive Arts and IDL.

- Literacy Wall includes core targets, strategies, word banks, genre criteria, star writers, grammar rules.

- Numeracy Wall includes current concepts, times tables, problem solving strategies, mental strategies.

- Group Task Boards differentiated where appropriate to ensure equity (Article 2).

- Higher Order Thinking Skills poster.

- Daily, Pitch, Gym Hall, ICT and ASNA timetables displayed or stored in Planning Folder so children understand their daily routines (Article 13).

2. Furniture and Groupings

Classrooms must be arranged to ensure **safety, accessibility, and inclusion** (Articles 3, 23, 19).

- Groupings (Maths, Language, Mixed Social) used flexibly to support learning needs and promote positive relationships.

- Furniture arranged so all pupils can see displays, boards, and teaching points.

- Pupils with visual or hearing needs seated appropriately to ensure equal access (Article 23).

- Clear and safe fire exit routes maintained, at all times.

- Classroom entrances kept clear.

- Recycling bins placed outside classrooms to promote environmental responsibility.

- Fire extinguishers must remain unobstructed.

- Register and flags kept at the entrance for emergency evacuation.

3. Planning and Assessment

Planning and assessment must ensure **equity, progression, and children's right to high quality education** (Articles 28, 29).

- Termly plans submitted to SMT for all curricular areas.

- Curricular Pathways used for core learning, supplemented as needed.

- Planned assessments recorded in Termly and Daily Planning.

- Assessment planning references benchmarks and E&Os.

- Assessments completed in Assessment Jotter.

- Assessment data stored in Planning Folder with clear next steps.

- Daily Plans available in class or on Teams each day.

- Planning Folder includes SIMD/FSME and HWB data to ensure equity and targeted support (Article 2).

- GIRFMe plans included and used as working documents.

- Evaluations of GIRFMe plans draw on assessment, professional judgement, and observation.

- ASNA support referenced in planning.

- Home learning uploaded to Teams and linked to Termly Planning.

- Home learning includes links to apps and websites that support ongoing learning.

4. Jotters

Jotter use must support children's **right to express themselves and demonstrate learning** (Articles 12, 13, 29).

- Maths and Literacy jotters follow Presentation and Assessment guidelines.

- Core Targets and Presentation guidelines promoted in all lessons.

- Jotters stored safely and neatly.

- Targets updated regularly to support pupil voice and ownership of learning.

5. Resources

Resources must be accessible, safe, and equitable (Articles 3, 23, 28).

- ICT equipment used as timetabled.

- ICT monitors ensure safe use and storage, supervised by the teacher.

- Sumdog, IDL2 and Reading Eggs used as starter tasks or for targeted learning.

- Resource trays clearly labelled.

- Each pupil allocated a labelled tray.

- Stationery provided for all pupils to ensure equity (Article 2).

- Personal stationery kept minimal.

- Water bottles permitted at desks (plain water, resealable lids).

- Resources prepared in advance.

- All jotters correctly labelled with teacher and pupil names.

- Correct jotter level used unless agreed with SMT.

- PE kit required for all lessons.

- Outdoor PE once per week, weather permitting; families reminded regularly.

6. Celebrating Success and Achievements

Celebration of achievement must be **inclusive, fair, and reflective of diverse talents** (Articles 29, 31).

X

- Regular updates of class work and achievements.

- No names included with photographs; staff must check permissions (Article 16 – privacy).

House Points

- Used to recognise effort and achievement.

- House captains total points weekly and announce winners at assembly.

Certificates and Awards

- CfE Certificates awarded monthly; names recorded in Tracking Achievement sheet.

- Every pupil recognised throughout the year (Article 2 – non-discrimination).

- Core Values and R.R.S.A Pupil of the Week recorded similarly.

- Cloakroom Winners ensure safe and respectful shared spaces.

- Wider Achievements displayed on X and recorded.

- SMT recognition of good work/effort when appropriate.

7. Care and Welfare Folders

Care and Welfare processes must uphold children's **right to safety, dignity, and protection from harm** (Articles 3, 19, 39).

- Each Class Teacher sends Care and Welfare documents by email to SMT each Friday.

- HWB or Child Protection concerns recorded appropriately.

- Academic or general behaviour issues not recorded here.

- SMT review issues and update Pastoral Notes where appropriate.

- Urgent concerns must be reported immediately to SMT and recorded.

- SMT update follow up actions.

- SMT update contents page to indicate if issues are recorded in Pastoral Notes.

- Information securely to protect privacy (Article 16).

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