

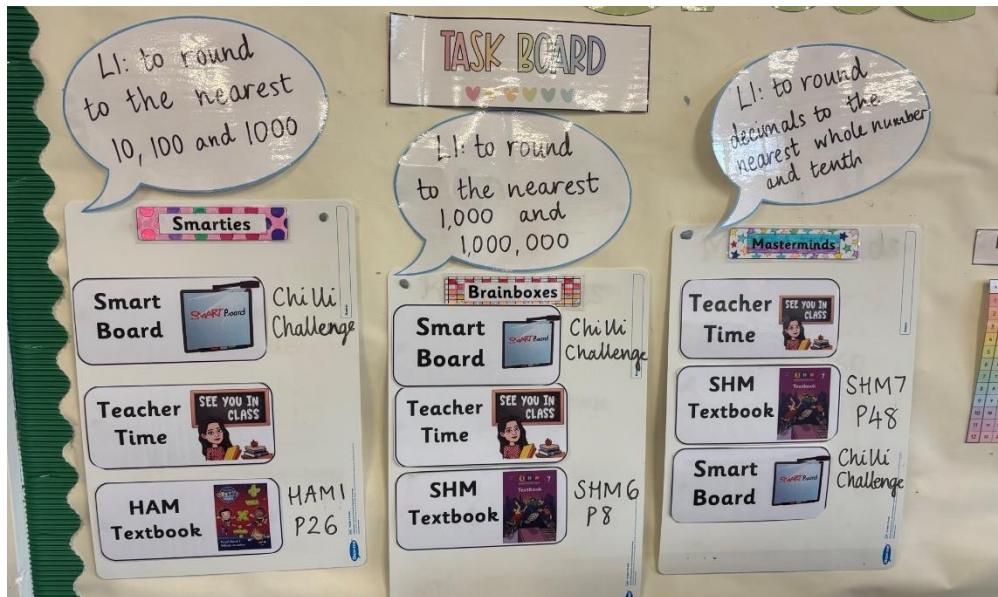
# The Circle

## CPPS Non –Negotiables



<b><u>Physical Environment</u></b>	<b><u>Social Environment</u></b>	<b><u>Structures and Routines</u></b>
<ul style="list-style-type: none"> <li>• Boardmaker Visual timetable</li> <li>• Sassoon Primary Infant font used for displays</li> <li>• Resources clearly labelled around the classroom</li> <li>• Calm corners in all classrooms and consistent display/resources for these</li> <li>• Universal supports accessible in class (concrete materials, ear defenders etc)</li> <li>• Use of Zones of Regulation (Mr Men theme) for wellbeing check-ins</li> <li>• Agreed Formative Assessment strategies used and displayed in class (traffic lights, tickled pink/green for growth, thinking time, 2 stars and wish)</li> <li>• Consistent task board and cards used P3-7</li> <li>• CPPS Reading Tools</li> <li>• Agreed Number Talks signals</li> <li>• ICT visual aids</li> <li>• Alphabet display (P1-4)</li> </ul>	<ul style="list-style-type: none"> <li>• Class charter</li> <li>• Rocky Racoon</li> <li>• Rocky Reminders</li> <li>• Use of Nurture Princi-pals to discuss wellbeing and create nurturing environment across the school</li> <li>• Dyslexia friendly worksheets/PowerPoints/reading books available</li> <li>• Restorative Visuals</li> <li>• School vision, values and aims displayed and modelled</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent start to the day (lunches, register, wellbeing check-in, starter task)</li> <li>• Consistent language used for LI and SC</li> <li>• Rocky Reminders referred to for pupil behaviour expectations</li> <li>• House Points are given out in the form of tokens and each token represents 10 points. These are used around the school, playground, lunch hall, corridors etc and by <u>all</u> staff.</li> <li>• WOW Tokens are to be used within the class.</li> <li>• High and clear expectations with regards to transitions and movement around the school</li> <li>• Refreshing class charters (twice per school year)</li> </ul>

Some examples...







## **P1 and P2 Literacy Presentation**



- Short date written on the left hand side of the page.
- If appropriate, miss a space and write the title.
- Date and title underlined.
- Question numbers/letters written with . or )
- Worksheets neatly glued into jotters or filed in folders.



## **P1 and P2 Numeracy Presentation**



- Draw a line under the previous day's work.
- Write the short date on the left hand side of the first line of a new page or after missing a line on an existing page.
- Write the title/page number (if appropriate)
- Miss a line before beginning today's work.

### **From P2 onwards**

- Question numbers/letters written in a box with . or )
- Use 1 digit per box.
- Miss a box between each calculation and a row between each line of answers.

### **Example:**

27.3.25

TJ Book 1A, p.25

$$1. 6 + 4 = 10$$

$$2. 7 + 3 = 10$$

$$3. 8 + 2 = 10$$

$$4. 9 + 1 = 10$$



## P3-7 Literacy Presentation



- Long date written on first line (P3 can use short date)
- Miss a line and write Learning Intention (LI:)
- Miss a line and write title/page no.
- Question numbers/letters written in margin with . or )
- Underline date and title with a ruler.
- Success Criteria should be neatly glued into jotters if required for writing or self/peer assessment.
- Neatest handwriting at all times.

Wednesday 27<sup>th</sup> March 2025

**LI: To spell 'short o' words.**

**Roots and Shoots**

- 1.
- 2.

## P3-7 Numeracy Presentation



- Read previous day's feedback and write your initials next to it.
- Complete any corrections.
- Draw a line under the previous day's work, with a ruler.
- Write the short date on the first line of a new page or after missing a line on existing page.
- Write the Learning Intention (LI:)
- Miss a line and write the title/page number.
- Underline the date and title/page number.
- Question numbers/letters written in a box with . or )
- Use one digit per box.
- Miss a box between each calculation and a row between each line of answers.

### **Example:**

27.3.25

LI: To find unit fractions.

TJ Book 2A, p.25