



**VICTORIA COLLEGE**  
**PREPARATORY SCHOOL**

<b>Policy</b>	Curriculum, Teaching & Learning		
<b>Reviewer</b>	Emily-Rose Kimber		
<b>Reviewed</b>	February 2024	<b>Next review</b>	February 2026
<b>Relevant CYPES policies</b>	<a href="#">Understanding the curriculum</a> <a href="#">Jersey Curriculum</a>		

### **VCP Policy**

This document outlines our curriculum vision, our aims and strategies for teaching and learning at Victoria College Preparatory School, aiming to create consistency, coherence and continuity and a shared understanding of our core purpose. The policy makes explicit the shared and agreed principles and practices upon which teaching and learning are based across all areas of school life.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create a holistic, effective learning environment both in and out of the classroom. This also provides a framework to support and monitor high quality teaching to provide our students with opportunities for outstanding learning and outcomes.

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our curriculum we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **Our Vision and Aims**

Achievement and a genuine love of learning are at the heart of life at Victoria College Preparatory School (VCP). We endeavour to develop and nurture aspirational students who are respectful, aspirational and resilient by providing a wide range of opportunities in our broad and balanced curriculum. We see learning as a collaborative process between adults and students, between home and school, with a focus on developing well rounded students ready to embrace local and global challenges and continuing future success.

At VCP we recognise that PSHE and SMSC is central to the education of all pupils and permeates the whole curriculum and ethos of the school.

All aspects of VCP life offer challenge in a stimulating and nurturing environment. Traditional values and ethos are encompassed with a flexible and creative approach to teaching and learning.

We are committed to providing a wide range of opportunities for all our pupils both in and out of the classroom. The learning that happens outside of the classroom setting is a rich and valued part of our curriculum. We actively seek opportunities to plan a variety of trips across all year groups to bring learning to life. We take part in community events and believe it important to be active participants in our local community. We have extensive extra-curricular opportunities for our pupils both at lunch time and after school which pupils are encouraged to take part in. Pupils also have opportunities to enjoy a variety of residential trips during their time with us.

We have an understanding that global developments and change are constant; we believe learning is a continuous process of acquiring new knowledge, concepts and skills and support the children in developing positive attitudes and dispositions. Ultimately, it is our aim that our children will develop a desire to learn and succeed through their own personal motivation and perseverance, based on the development of our three Victoria College Preparatory School core values. We aim to develop responsible and respectful global citizens who will make positive contributions to society and the community.

We are committed to protecting the environment. We aim to teach our pupils to learn about their responsibilities for looking after the environment and seek to develop active opportunities to contribute to the wider global effort of reducing our impact on the environment. As a result, each year the school will commit to an 'environmental pledge', as part of our School Improvement Plan, the content of which will be influenced by the Eco-Team and will be a focus for the whole school in that academic year.

### **Our Core Values – Our vision and aims for teaching and learning**

Each of our core values and how will they look in practice have been discussed, agreed and are displayed throughout our school. We recognise that for learners to develop positive attitudes, teachers need to be role models by demonstrating and nurturing positive skills and dispositions. We actively seek opportunities to teach, practice, experience, learn from, model and promote our core values.

We encourage and teach pupils to *Aspire to Achieve*, whilst developing as *Respectful*, and *Resilient* young men.

### **The Curriculum:**

***Our curriculum at VCP aims to be inspiring, challenging and engaging. We seek to provide a wide range of opportunities and experiences which ignite interest and create a continuous desire to learn.***

Our curriculum has been created to provide quality teaching and learning experiences. We aim to:

- nurture a positive and passionate approach to learning.
- create academic and extra-curricular opportunities for all pupils to fulfil their potential.

VCP offers a broad, balanced, relevant, differentiated and inclusive curriculum to all pupils.

Support for pupils with Special Educational Needs, and those for whom English is an additional language, is identified, implemented and monitored in class. Pupils are provided with opportunities to extend their skills and talents, with teachers aiming to provide opportunities for challenge and to demonstrate a greater depth of learning.

## The School Curriculum in Jersey

At VCP we follow the Jersey Curriculum, which originates from the U.K.'s National Curriculum 2014.

Every school must offer a curriculum which is balanced and broadly based, and which:

- provides an entitlement for children and young people of compulsory school age to learn about local history, geography and culture
- ensures that children and young people cannot only achieve recognised qualifications but also understand and learn from Jersey's culture and benefit from a vocational programme aligned to the Island's economy and economic needs
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### Subject and time allocations:

	Year 3	Year 4	Year 5	Year 6	Total (Annually)
<b>English (inc Reading and SPaG)</b>	6 hours per week	6 hours per week	6 hours per week	6 hours per week	16380mins
<b>Mathematics</b>	5.5 hours per week	5.5 hours per week	5.5 hours per week	5.5 hours per week	14040mins
<b>Science</b>	1 hour per week	1 hour per week	1 hour per week	1 hour per week	2340mins
<b>French</b>	1 hour per week	1 hour per week	1 hour per week	1 hour per week	2340mins
<b>History</b>	1 term –10 planned sessions per term- 1.5 hour lessons	1 term –10 planned sessions per term- 1.5 hour lessons	1 term –10 planned sessions per term- 1.5 hour lessons	1 term –10 planned sessions per term- 1.5 hour lessons	900mins
<b>Geography</b>	1 term –10 planned sessions per term- 1.5 hour lessons	1 term –10 planned sessions per term- 1.5 hour lessons	1 term –10 planned sessions per term- 1.5 hour lessons	1 term –10 planned sessions per term- 1.5 hour lessons	900mins
<b>Religious Education</b>	6 planned sessions per half term 4 hours per half term (40mins per week)	6 planned sessions per half term 4 hours per half term (40mins per week)	6 planned sessions per half term 4 hours per half term (40mins per week)	6 planned sessions per half term 4 hours per half term (40mins per week)	1170mins
<b>Computing</b>	5 planned session per half term at 1 hour 1 Online Safety lesson per half term at 1 hour	5 planned session per half term at 1 hour 1 Online Safety lesson per half term at 1 hour	5 planned session per half term at 1 hour 1 Online Safety lesson per half term at 1 hour	5 planned session per half term at 1 hour 1 Online Safety lesson per half term at 1 hour	1440 minutes
<b>Art</b>	5 planned sessions per half term 3 x 1hr session 2x 1.5hr sessions	5 planned sessions per half term 3 x 1hr session 2x 1.5hr sessions	5 planned sessions per half term 3 x 1hr session 2x 1.5hr sessions	5 planned sessions per half term 3 x 1hr session 2x 1.5hr sessions	1080mins

<b>Design Technology</b>	1 unit per term	1 unit per term	1 unit per term	1 unit per term	1080mins
<b>Music</b>	1 hour per week	1 hour per week	1 hour per week	1 hour per week	2340mins
<b>Drama</b>	30 mins per week	30 mins per week	30 mins per week	30 mins per week	1170mins
<b>Physical Education</b>	1hr PE	1hr PE	1hr PE	1hr PE	2340mins
<b>Games</b>	1 hr 30mins Games	1 hr 30mins Games	1 hr 30mins Games	1 hr 30mins Games	3510mins
<b>PSHE</b>	45 mins per week + the odd extra session during special weeks i.e. anti-bullying week	45 mins per week + the odd extra session during special weeks i.e. anti-bullying week	45 mins per week + the odd extra session during special weeks i.e. anti-bullying week	45 mins per week + the odd extra session during special weeks i.e. anti-bullying week	1170mins
<b>Careers</b>	Assembly programme – 1 per Half term. 6 assemblies.	Assembly programme – 1 per Half term. 6 assemblies.	Assembly programme – 1 per Half term. 6 assemblies.	Assembly programme – 1 per Half term. 6 assemblies.	360mins
<b>Assemblies</b>	1 x Whole School assembly (30mins per week)	1 x Whole School assembly (30mins per week)	1 x Whole School assembly (30mins per week)	1 x Whole School assembly (30mins per week)	720mins

Where outstanding teaching and learning takes place, lesson planning is linked to current assessment of pupils' prior learning and is differentiated; so that it consolidates, builds upon and extends learning for all pupils.

### Long Term Planning

Our long-term planning ensures effective, efficient and creative delivery of the Jersey Curriculum. Subject Leaders, with the support of class teachers, produce long term plans (using a standard template) for their year groups. The long-term plan broadly outlines coverage of the curriculum. Relevant, appropriate links between subject areas are sought wherever possible to create meaningful learning experiences and enable pupils to apply knowledge and skills learned in one subject to others.

### Unit Plans

Our unit plans set out the learning intentions and work to be covered in a topic of study / unit of work. The unit plan should show that careful consideration to sequencing of lessons and their learning intentions has been made. There may be ideas for differentiation included, resources which may be needed, and a clear indication of what children will be learning should be made.

Curriculum progression is mapped throughout the school by Subject Leaders and monitored regularly by the Deputy Head.

Unit plans are the responsibility of the Subject Leaders who work in liaison with the teachers in each year group and are saved in appropriate folders on the school network. Ongoing, regular evaluation of unit planning allows Subject Leaders to support year groups with future planning and resourcing of their subject.

Detailed and effective unit planning should support teachers in their short-term planning and may even be directly referenced in a short-term plan. Unit plans are not expected to contain extensive

detail and content. Although they are to be adhered to, they should not hinder individual teachers' creativity and personality – they do not replace short term planning for the individual needs of a teacher and the individuals within their class.

### **Short Term Planning**

Short term plans are produced by class teachers to enable them to deliver what is in the unit plan. Short term plans are in the form of a timetable and must indicate the Learning Intention for the given session or directly reference a unit plan. This must be saved in the relevant folder 'Short Term Plans' before the start of each week. Although a standardised template is provided, the level of detail included in a teacher's short-term plan is decided by the class teacher as these plans are intended to support the teacher in the effective teaching and delivery of the lesson.

Teachers are expected to plan with the following considerations:

- A clear understanding of what the pupils are learning and how success will be measured.
- Recognise the range of needs within the class.
- Take account of previous learning and achievement.
- Plan in assessment activities including recap and review tasks.

### **Learning Environment**

We conduct all our teaching in an atmosphere of trust and respect for all. All staff at VCP are responsible for creating a positive environment and ethos where there is a culture of support, kindness and respect for all. All staff are role models for the high expectations and standards that as a school we strive for. VCP is a community, and all staff are active members of this community – upholding the wider professional responsibilities set out in the Teacher Standards as well as contributing to the wider school aims and objectives of VCP and Victoria College.

We aim to continually develop and improve our physical learning environment, working in close partnership with Jersey Property Holdings. We are committed to investing in improving our school building and physical learning spaces and SLT regularly review and plan for developments to our site.

### **Class environment**

We believe that a stimulating environment sets the climate for learning. We aim to create well resourced, welcoming and inspiring working areas. Our school displays are changed and updated regularly to keep them relevant and interesting to pupils. We ensure resources are accessible, encouraging independence. Expectations for display and the classroom environment are set out in our Display Policy.

Teachers will ensure lessons:

- Start promptly and ensure learning time is maximised.
- Are well planned and resourced ensuring children have an understanding of what they are learning, and resources are ready and prepared before the lesson.
- Give consideration to different questioning techniques. Questioning may be used to motivate, stimulate, assess and keep pupils on track.
- Are linked to previous learning or teaching where appropriate.
- Are engaging and offer suitable challenge to all pupils in the class.

- Have a good pace and structure.
- Include consideration for pupils to have opportunity to recall and retrieve prior learning and practice new skills that have been taught.
- Are well sequenced and planning is informed through the regular assessment of pupil's work to maximise pupil's progress and learning.
- Encourage a culture of enquiry where pupils feel confident to ask questions.

## Effective teaching and learning

At VCP we always strive for outstanding teaching and learning. The Teacher Standards and the Jersey Schools Review Framework document provides detailed guidance on promoting outstanding teaching and learning.

Creating a culture of high aspirations begins with an unwavering determination from teachers and leaders that all learners will succeed. At Victoria College Preparatory School there is a strong focus on needs, interests and concerns of each individual learner.

It is expected that all teachers are meeting the requirements of the Teacher Standards, 2012.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils – Teacher Standards, DFE.

<b>PART 1 - TEACHING</b>
<b>1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS</b>
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
<b>2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS</b>
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study

### **3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE**

3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

### **4. PLAN AND TEACH WELL STRUCTURED LESSONS**

4(a) impart knowledge and develop understanding through effective use of lesson time

4(b) promote a love of learning and children's intellectual curiosity

4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired

4(d) reflect systematically on the effectiveness of lessons and approaches to teaching

4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS**

5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT**

6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6(b) make use of formative and summative assessment to secure pupils' progress
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
<b>7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT</b>
7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
<b>8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES</b>
8(a) make a positive contribution to the wider life and ethos of the school
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8(c) deploy support staff effectively
8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
8(e) communicate effectively with parents with regard to pupils' achievements and well-being
<b>PART 2: PERSONAL &amp; PROFESSIONAL CONDUCT</b>
<b>Uphold public trust in the profession and maintain high standards of ethics and behaviour, within &amp; outside school</b>
(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions



(c) showing tolerance of and respect for the rights of others
(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
<b>Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality</b>
<b>Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>

All teachers at VCP strive to achieve and regularly reflect on how best to achieve “outstanding teaching”. This is defined by the descriptors from the Jersey School’s Review Framework(JSRF).

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.*
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.*
- Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind and enable almost all to catch up.*
- Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.*
- Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what they can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.*
- Any teaching assistants are deployed highly effectively and contribute strongly to pupils’ outstanding progress.*
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.*
- For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.*
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning. As a result, pupils make outstanding progress in lessons and over time.*

*•Pupils love the challenge of learning and show resilience in the face of difficulties. They are curious and interested. They seek out and use new information to develop and deepen knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.*

*•Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.*

*•Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.*

*•Teaching of pupils with the most complex special educational needs shows exceptional skill in assessing and planning small and appropriate steps and ensuring the best-possible progress is made.*

### **Monitoring of teaching and learning / self-evaluation**

Rigorous self-evaluation lies at the heart of well managed and effective school improvement. It is based on evidence about the standards achieved by pupils, the quality of teaching and the effectiveness of leadership and management. Our School Improvement Plan identifies school priorities and development areas based on the Jersey Schools Review Handbook and are reviewed regularly throughout the year. A termly meeting between our school Senior Advisor, Head teacher and Deputy Head focussing on the School Improvement Plan updates, provides advice and support towards school improvement. In addition to this, our governors support to monitor the effectiveness of the strategic development of Teaching and Learning through regular visits and termly Teaching and Learning Sub Committee meetings.

At VCP we regularly monitor teaching and learning through ongoing subject evaluations. The focus for monitoring is derived from school priorities taken from the School Improvement Plan and draws on the following:

- Lesson Observations/ Learning walks
- Week-in-learning checks (including pupil voice)
- Work scrutiny
- Planning scrutiny
- Target Takeaways
- Discussions with staff
- Discussion with pupils
- Analysis of assessment data
- Planning evaluations
- Subject Leader Termly Synopsis – a specific focus is given to subject leaders to evaluate each term.

The key aim of this monitoring is to learn from good practice. It helps us to identify strengths, recognise where improvements need to be made and identify next steps to move forward. Evidence from monitoring then feeds into school evaluation, improvement planning, support, training and professional development opportunities. All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our

teachers in developing their skills so that they can continually improve their practice and are committed to investing in CPD for all staff.

### **Curriculum Support**

We do our utmost to ensure that pupils' needs are met wherever possible. Our SENCo and Learning Support Assistants work closely with teachers and other colleagues, providing materials and training to support where necessary. Teachers and Learning Support Assistants (LSAs) are aware of each pupil's individual needs and have strategies to support each pupil. Work in class is differentiated and appropriate and LSAs provide additional support in lessons. Support may be in the form of individual or small group interventions and usually is for areas of English or Maths.

At VCP we follow a graduated response to pupils' needs recognising that there is a continuum of need, matched by a continuum of support. Pupil Progress Meetings are held termly to discuss the progress and needs of the boys within the school with class teachers and LSAs. SEN meetings are held half termly between class teacher and SENCo. These meetings enable class teachers to identify and discuss any boy whose progress is causing concern, or who is making particularly good progress, and review possible reasons and strategies. This consequently enables the SENCo to timetable support effectively to maximise progress in classes and across the school.

In order to raise attainment successfully, intervention programmes are used and based on clear assessment of learners' needs, including social and emotional needs, tightly focused on improving the progress of learners, delivered by well-trained staff that adapt and tailor programmes appropriately, and integrated effectively with whole-class teaching.

Occasionally it is necessary to request support from outside agencies. For this to take place referral forms, evidence and additional assessments may be necessary and when completed require a parent's signature. The SENCo will lead this provision for the pupils and liaise with parents and agencies.

For the majority of the boys within a typical VCP class, learning needs should be addressed through differentiated work and ordinarily available provisions provided by the class teacher.

There should be a focus on high quality teaching as the most effective form of supporting pupils.

Teachers will differentiate the curriculum appropriately to meet the various needs of their pupils by:

- Delivery
- Task
- Resources
- Outcome
- Adult Support

### **Expectations and Behaviour**

Our school Policy for Positive Behaviour Management recognises the value of positive behaviour and seeks to encourage our pupils to demonstrate appropriate attitudes and actions. We believe

every child has the right to learn and teachers have the right to be able to teach without interruption and therefore promote good behaviour, self-discipline and respect.

### **The role of parents**

We believe that parents have a fundamental role to play in helping our pupils to learn. We inform parents about their son's learning throughout the year. Parent information evenings at the beginning of the year explain how parents can help to support at home and curriculum coverage for each year group is shared and published. Each year group hold an open classroom session every term for boys to share their current work with their parents.

Parents are invited to attend parent consultation meetings in the Autumn and Spring terms at which teachers discuss pastoral issues, our core values, attainment data and progress for individual pupils. At these meetings parents receive information regarding their son's attainment in Reading, Writing and Maths. At the end of each academic year parents receive a written report on their son's achievements and progress during the year.

We ask that parents support us by:

- Ensuring that their son has good attendance.
- Ensuring that their son is equipped for school with the correct uniform and resources.
- Informing the school if there are matters outside of school that are likely to affect their son's performance or behaviour at school.
- Promoting a positive attitude towards the school, its policies and ethos.
- Fulfilling the requirements set out in the home school agreement.
- Communicating with the school about anything which they are unsure.

The Home-School Agreement is signed by both parents and pupils on admission to the school, and the content of which is revisited in class each September where the class draw up a 'Class Charter' to establish routines and expectations.