

Mexborough St John The Baptist C of E Primary School

Sedgefield Way, Mexborough, South Yorkshire, S64 0BE.



We love and value all of God's children, creating an inclusive environment that helps all to flourish.



2 Minute Read – High Expectations

Having high expectations of pupil's learning is a belief that all pupils can make substantial progress regardless of their starting point. At St John's we teach our pupils that anything is possible if we put our mind to it and work hard. Ultimately, we want all of our pupils to be the best they can possibly be, to be ready for their next step in education and to have the best possible life chances. We believe that it is important to encourage children, help them to have self-belief, challenge them and give them the occasional push (metaphorically) when they need it.

Setting high expectations challenges children and lifts the ceiling on learning. What we believe about pupils' potential achievement affects their actual achievement. This gives rise to the truism that expectations lead to a self-fulfilling prophecy, so let's set them high!

How – school approach

As a school we set aspirational targets for every child at the beginning of the academic year. This is based on what each child has the potential to achieve. We revisit these targets each term and put additional support (intervention) in place where needed. This may be an intervention for pupil's academic needs or their social, emotional and mental health (SEMH) needs, which ultimately impacts on their ability to achieve. Our school cycle for setting high expectations and monitoring progress is as follows:

September - we set aspirational targets for each child through discussions with class teachers and scrutinising their prior achievement. This is then written into class teacher's appraisal.

October – baseline assessments followed by pupil progress meetings. During pupil progress meetings I meet with each class teacher in turn along with the English, Maths and SEN leader. We look at each child in the class and discuss what support may need to be put in place to help them achieve their targets. This support is known as an intervention and may be additional academic support or support for a child's SEMH.

November – parent/carer consultations. Pupil's targets, year group expectations, progress and how your child has settled in to their new class is communicated. Each teacher provides a written summary of this for parents. Teachers also discuss how parents/carers can support their child at home to help them achieve their targets.

December – End of term assessments followed by pupil progress meetings. Support and interventions are updated.

March/April (depending on where Easter falls) – End of term assessments followed by pupil progress meetings. Support and interventions are updated and parent/carer consultations take place.



June/July – End of year assessments followed by reports to parents/carers and optional parent/carer consultations.

In addition to the formal cycle above we have an open-door policy and many channels of communication should you wish to find out more about your child's progress, such as: school messaging, emailing, Dojo messaging or talking to your child class teacher at the end of the day.

Throughout the year the senior leadership team also conduct monitoring activities to make sure that teaching and support is well targeted and progress is being made. This includes frequent learning walks, observations of learning, looking at pupil's work books, talking to children about their learning and targeted staff training.

How – in the classroom

In the classroom teachers work hard to communicate a belief in the academic potential of all pupils' by:

- Planning and delivering learning to meet all needs.
- Providing targeted intervention where needed and implement support outlined in pupil progress meetings.
- Using language that promotes challenge.
- Creating a positive learning environment (where pupils can make, and learn from, their mistakes).
- Creating a culture of trust and respect.
- Praising and rewarding pupil effort.
- Maintaining clear behavioural expectations.
- Applying school rules in alignment with school policies.

Although this information is brief, I hope it provides a little clarity on why and how we set high expectations for our pupils. If at any point throughout the year you wish to discuss your child's progress, please don't hesitate to get in touch.

