



Learning and Teaching Policy 2016-2017

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ELMHURST PRIMARY SCHOOL'S POLICY FOR LEARNING AND TEACHING

Introduction

- The teaching and learning processes are the core business of the school

Aims:

- To maintain an interactive, e -confident learning environment where pupils' talk is encouraged and valued through talk partners and drama
- To be consistently 'Outstanding' across each year group in the school

Classroom organisation and display

1. Core subject displays & associated vocabulary should be developed.
2. The Grapheme chart and connectives list should be displayed in a central position.
3. A vocabulary board should be constantly updated to reflect more ambitious words taught during literacy sessions as well as high frequency ones. Displays of different word classes and sentence openers are also encouraged. All words should be large enough for all pupils to read.
4. Literacy and language Reading & Writing foci should be displayed for all classes concerned. Please see Literacy policy for further details on organising a Literacy and Language display.
5. There should be a central classroom organisation board which includes the following :
Class subject timetables *
Talk partner pairings (if desired)
Book club presentation timetables *

The items asterisked should also be handed into AHTs by the third week of the new school term.

6. Children's' trays must include neat name labels to ensure good presentation.
7. FS & KS1 should have a role play area.
8. There should be translated words around the class to reflect the community languages spoken in the school and our MFL focus on French
9. Classroom resources should be well organised :
Pencils, crayons etc should be centrally located in one place or be shared on tables.
Pencils should be kept sharpened. General stationery should be labelled and accessible.
10. Children's books and folders should be kept centrally and not in individual trays. Children should not write on the covers of their books.
11. Teachers should clearly label children's books with both names, subject and class teacher using labels from the office. Children shouldn't be labelling their own books.
12. Rooms will be organised to allow easy access and movement in class. Tables should be organised to facilitate cooperative group work. Seating may be organised into rows. Children should never sit with their backs to the board.

Tidiness

The classroom should be kept tidy.

Teachers should ensure that their desk, if they have one, is also cleared and tidied each day.

Display

The main purpose of displays is to value the work of children and to provide stimulating information for them. All children should have their work displayed at some time in the school year.

Displays should be of good quality and refer to the following aspects:

- Presentation Guidelines
- Majority of displays should include evidence of children's work rather than teacher generated teaching aides/published materials
- Subject specific assistance like number lines or multiplication tables
- Marking Guidelines
- Celebration of recent pupil work accompanied by a short explanation to show process and some reference to national curriculum levels to show progression
- Examples of 'good practice' to set standards for recurrent work or for current work
- Boards must be backed before work is mounted and a neat border of a complementary colour used to enhance the appearance of the work (see Art Coordinator for ideas).
- Children's work must be displayed attractively to show its value and purpose and encourage achievement. It should be easily read e.g. through word processing or enlargement on the photocopier
- Labels should be used to explain the display and the stages the pupils went through in producing the work –there should be a clear title to every display
- Displays will cover the full range of National Curriculum work and will be labelled according to context/attainment levels. Core subject displays need to be a permanent feature
- Displays will be changed 2 times a year- the work should be kept to display at other locations around the school. All tatty work should be replaced or repaired.
- Hall or corridor displays should include class number and year group and may require a plastic in 'heavily used' areas
- Where possible, artefacts, natural objects, 3D work, fabric, should be used to enhance display
- Worksheets should be avoided as part of the display
- Drawing pins should not be used in the final display but as part of the planning process
- Digital photographs of final work , particularly for 3D work or to show the process should be encouraged
- Displays should be interactive e.g. science ones where there are items to observe and microscopes are set up to encourage pupil enquiry.

Classroom management, expectations and routines

Children should be trained to be classroom monitors, responsible for the proper upkeep of resources.

Teachers should create a language rich environment.

Teachers should not be desk or computer based when carrying out their teaching unless the computer is being used as a teaching tool. Teaching time is NOT an opportunity to catch up on administrative tasks, even if the teacher has good classroom discipline which allows him/her to 'manage' the class from the desk

There should be dictionaries and thesauruses in the classroom and children should be trained and reminded to use them, especially as they move up the school.

There should be an attractive reading corner in each classroom. This should contain a variety of books, reading materials, dual texts, caption notices, pupil made books, and class made books. The books should be clearly labelled and displays could include illustrated book reviews and 3D characters. Book Week will also be used to generate large scale art work.

The date and a simple learning objective should be written on the interactive whiteboard every day. Use of questions for L.O.s is encouraged in investigation type lessons. Some lessons will lend themselves to having success criteria but these should be kept simple. The whiteboard should be used as a teaching and learning tool; pupils should be encouraged to interact with the board through using tools in Active Primary for instance.

Each year group will be timetabled to share a whole school priority e.g. children's writing
Termly curriculum letters should be given out to parents (see Appendix 1a)

Expectations

- Language – children should be encouraged to speak in full sentences
- Partner work should be embedded across the whole curriculum, with no hands up to answer questions
- Reading for enjoyment is a priority. Children should read during register. Encourage reading at home. Book Club should be timetabled and done weekly. Children should maintain reading diaries. Teachers should read good quality children's literature to their pupils regularly to enthuse them e.g. during fruit time (KS1/FS) or during timetabled Class Reader time in KS2.
- School hand signal should be used throughout the whole day (including during assembly time)
- It is school policy that children wear a school uniform and followed up by a letter to parents if necessary. If you suspect children are not wearing uniform for monetary reasons, speak to the Leadership Team. (See appendix 1b).
- Small sleepers, studs and watches are allowed. If a child wears inappropriate jewellery at school, the class teacher needs to ask the child to remove it and place it in an envelope to be stored in the school safe. It may be returned at the end of the school day.
- All staff are responsible for behaviour management. Maintain excellent behaviour, not only within the class but also around school in general(See Behaviour policy)
- Co-operative learning environment –children should be expected to share ideas , work collaboratively and use talk partners to answer questions and discuss.
- Teachers should wear appropriate kit for teaching PE – we are modelling our expectations by setting a good example. At the very least, teachers should wear trainers.
- The first 10 minutes of every PE lesson should involve a fitness session.
- Teachers should attend Certificate Assembly. (If it is your duty day, take 5 minutes and return for your class's certificates. If you are away, please swap duties.
- Unless specified as PPA time support the music and P.E. specialists to develop your own practise and set a good example for the children – do not use this time as additional PPA.

Debating:

Speaking and listening is a high priority at Elmhurst Primary School. All children are encouraged to speak clearly and contribute to discussions. Debating is becoming an important part of our teaching. Debate topics are incorporated across the curriculum. In the summer term each class is involved in the cross year group debate competition. These skills need to be taught throughout the year to ensure the children are their most confident and articulate.

Layout and Presentation of work in Exercise books

The following guidelines are to be observed:

The date must be written on the board daily, both in the worded and numbered form.

In year 1, children will write the date in numbers at the top of their work.

By the end of year 2 children should be able to write the date in either formats.

From the end of year 2 children should begin to title their work and underline with a ruler.

From year 3 children should do this regularly. The learning objective should be the title and it should be written in child speak and turned into a question (e.g., in science). Those children who have difficulties writing with speed and fluency should not be expected to write the full learning objective. Exercise books are to be kept tidy. No unnecessary writing, stickers or graffiti on covers

Reception and some year 1 children will start a new page for each piece of work.

From year 2 if more than half a page has been used, then start a new page, if less then they rule off and continue by again dating and titling the new piece of work (See presentation guidelines in Appendix 1d) Presentation guidelines should be adhered to.

*Letter formation, handwriting and presentation. It is imperative that from the very beginning, correct letter formation is taught regularly in the dedicated handwriting slots. There will be two scheduled 'Book Walks' every year – Shahed and the relevant LT member will be coming round to have a look through books of all subjects to ensure that handwriting and presentation are of a high standard.

*Encourage children to work neatly. This also includes the way sheets are stuck in, the lines children draw in their books, teacher handwriting in their books and the number of worksheets used. Please be conscious of this when planning – train children to draw their own tables/ charts etc. whenever possible, trim sheets well – (something really simple like children's names – get them to write the on the back of the sheet in pencil, not sprawled across the front of the worksheet).

Rubbers are not to be used other than for final draft work, artwork or under the direction of the teacher. Corrections to be crossed through once with a ruler.

No felt pens in exercise books. Use coloured pencils for illustrations.

Children can use a pen if they write in clear, neat, joined up handwriting. Children ready to write in pen will be given one by their class teachers and it is expected that pupils from summer term of year 2 will pen-ready. Once a pen has been issued then pupils need to maintain writing with one and not switch to pencil (unless handwriting has deteriorated). Neat, cursive handwriting is a high priority.

Routines

Teachers need to be out to collect the children a few minutes before the whistle. At the start of the day, where classes open onto the playground, children should come into the room from 8:55am. Registration should be completed by 9.05am. Children are escorted into the playground at all times and not released until a parent, carer or older brother or sister arrives to collect them (unless agreed by parents for children from Year 4.)

A two whistle system is used when children line up in the playground. Children freeze on the first whistle, continue walking sensibly to their lines on the second whistle. The children need to line up in alphabetical / register order at all times to facilitate good behaviour during lunchtimes.

Planning

There are three kinds of planning detailed below: long term planning, medium term planning and short term planning. (See foundation stage policy for Nursery and reception)

1) Long term planning/Objectives

- Foundation stage curriculum document, Maths Framework/MNP Scheme, Rising Stars Computing Scheme and the New National Curriculum.
- The curriculum map ensures breadth and balance and includes cross curricular ICT links
- The school has adopted the Ruth Miskin's Literacy scheme for all FS & KS1 children and as a catch up programme in KS2 or as a bridging scheme (Next steps). Appropriate classes from Year 2 and KS2 work from the Literacy and Language scheme.

2) Medium term planning

Medium term planning organises the year's curriculum into half terms.

Consideration should be given to cross- curricular links particularly in Computing and literacy. The foundation subject plans are sufficiently detailed to double up as medium term and short term plans.

- There should be 3 trips a year (termly) which are curriculum related (including in the nursery)
- L&L / RWI lessons must be amended by annotating the weekly pro-forma and an assessment made to link into future planning. The grammar focus is important because of the need to improve sentence level work.

3) Short term planning (weekly plans)

Weekly plans have been written for all foundation subjects. These may be developed and improved as they are taught and should be adapted in response to monitoring feedback. Be aware of progression between year-groups and liaise with other year groups teaching the same/similar topics.

The weekly plans should:

- Identify how differentiation is to be addressed by reference to the IEP targets, classroom assistant support, peer support, differentiated activities.
- Identify the teacher input needed (e.g. explanation of key words/ideas, demonstration of skills etc.) rather than a description of the activity through using imperatives such as model / demonstrate/show
- Indicate deployment of additional adults
- Be aware of EAL strategies
- Consider computing links across the curriculum.
- Identify weekly homework in maths & Literacy for KS2 on the plans linked to class work. KS1 take home RML books to re read and also receive weekly maths homework.(See Homework policy)

Teachers should re-cap/revisit if it is clear that concepts have not been understood, rather than rush to ensure coverage. Blocking of subjects /topics is encouraged to facilitate coverage and comprehension e.g. spend every afternoon on art for 7 afternoons (hourly sessions) instead of a session for 7 weeks!

Teaching

The following subjects are to be taught every week:

English-

RWI / Literacy and Language

See English Policy for the process of teaching writing

Numeracy

Science

Computing

PE

French in years 3, 4, 5 and 6

Foundation Subjects (Art/DT , music, history/geography and RE may be taught through blocking due to timetabling difficulties) PSHCE is now to be taught through other subjects rather than a stand-alone subject. However, circle times and class council meetings should be conducted as appropriate on a regular basis.

Lesson process

1. If appropriate then allow time to respond to marking comments before starting a new lesson. These are encouraged to be questions, as part of our AFL programme. Pupils must respond to marking comments where required. Their responses to marking should be checked and corrected if necessary. *See assessment policy*
2. Recap from previous learning (using most recent marking comments as teaching points) quick test/questioning/discussion
Learning objective in child language, fully explained and discussed as well as the lesson outcomes

e.g. By the end of the lesson What I'm looking for is :

- 2 clear paragraphs
- At least three different time connectives.

3. Spend no longer than 15-20minutes on a lively, interactive introduction. Pupils become restless if they spend too much time on the carpet.
4. Allow at least 20-30 minutes for quiet , independent work time
5. Plenary can be 5-10minutes, unless the lesson has taken on a different structure involving mini plenaries.

Arrangements for implementation, monitoring and reviewing of this policy.

This up-dated policy will be presented to teachers on the INSET Day in September 2016 and implemented from this day.

This policy was revised by Michele in July 2016.

Appendix 1a

Monitoring of classroom displays/organisation 2016 –Foundation stage

Teacher:

Monitoring teacher:

Date:

Objective: To ensure consistency in classroom display and organisation throughout the school

	Classroom area	Achieved	Yet to be achieved
1a	Topic subject displays and associated key vocabulary.		
1b	Displays include evidence of high quality children's writing /mark making		
2	Grapheme chart displayed		
3	Vocabulary is displayed across the curriculum.		
4	Classroom information e.g. Subject timetables, split lists, groupings, talk partner pairings, book club presentation & computer timetables		
5	Word processed labels on trays.		
6	FS & KS1 role play area is established		
7	Multicultural signs and display labels are visible (including French)		
8	Classroom resources are well maintained		
9	Attractive, organised and labelled book corner (See overleaf)		
10	Front of pupils books labelled by teacher & to include: child's name, class teacher & subject		
11	Classroom furniture allows for easy access to all areas of the room		
12	Classroom is clutter free		
13	LO/date displayed on IWB or class board		
14	Time out area is clearly identified/labelled.		
15	Traffic lights and school rules are clearly displayed.		

Appendix 1a

Monitoring of classroom displays/organisation

Teacher:

Monitoring teacher:

Date:

Objective: To ensure consistency in classroom display and organisation throughout the school

	Classroom area	Achieved	Yet to be achieved
1a	Core subject displayed with associated key vocabulary. Vocabulary should be visible by all pupils and not 'wallpaper' but supportive of T&L.		
2	Displays include evidence of high quality children's writing.		
3	Working literacy display at the front of class (near the whiteboard): Prominent working wall in literacy which includes pocket chart of power words, special phrases and technical vocabulary. Include specific books/artefacts linked to book in literacy. Display title and author of story & non-fiction text (Literacy & Language) Display reading & writing foci in L&L		
4	Vocabulary is displayed across the curriculum.		
5	Classroom information including: Class timetable Medical Needs Clubs children attend Collection Procedures for end of day		
6	Word processed labels on trays		
7	FS & KS1 role play area is established		
8	Multicultural signs and display labels are visible (including French)		
9	Classroom resources are well maintained		
10	Attractive, organised and labelled book corner (See overleaf)		
11	Front of pupils books labelled by teacher & to include: child's name, class teacher & subject		
12	Classroom furniture allows for easy access to all areas of the room and all pupils can see the board and do not have backs to the teacher.		
13	Classroom is clutter free		
14	LO /date displayed on IWB or class board		
15	Presentation guidelines are clearly displayed and stuck into the front of exercise books.		
16	Time out area is clearly identified/ labelled.		
17	Traffic lights and school rules are clearly displayed.		
18	Book club timetable is clearly displayed.		

Book corner monitoring:

Checklist for class library

Key

- Not Achieved
- ✓ Getting There
- ★ Achieved

The area is tidy.			
It looks attractive.			
The books are in good condition.			
There are labels for easy identification of book types. e.g. fiction, non-fiction, dictionaries etc....			
Dual language books are available.			

Ideas for Mini Display

"Books of the month."			
Individual books displayed on stands.			
Posters on display			
A few book reviews displayed			
Hand Made books			
Photographs of pupils enjoying reading			

Relevant Comments:

Appendix 1b



Headteacher: Mr S. Ahmed

Elmhurst Primary School
Upton Park Road
Forest Gate
London E7 8JY

Dear Mr & Mrs

We notice that has not been wearing the school's colours recently.

I am sure you will agree that seeing all children wearing the school colours adds to the ethos and reputation of the school.

It would be appreciated if, as far as is practicable, you ensure that..... wears school colours each day for school.

Please sign and return the slip below as proof of receipt of this letter.
Your co-operation is appreciated.

Yours sincerely,

S. Ahmed
Head Teacher

.....

I will ensure that of class wears the school's colours every day.

Signed (Parent/Guardian) Date.....

Appendix 1c



Headteacher: Mr S. Ahmed

Elmhurst Primary School
Upton Park Road
Forest Gate
London E7 8JY

Dear Parent/Carer,

Welcome back. Your child is in Class..... and the class teacher's name is.....

There is some important information you need to know about your child's school week:

P.E.:

Your child has PE lessons on and He/she needs to bring in a pair of trainers, a T.Shirt and shorts or tracksuit bottoms for outside. We find that children often forget their kit so we suggest that children bring their P.E kits to school on Monday and take it home to be washed at the end of each week.

Book Bag:

We recommend that books are kept in a book bag to maintain them in good condition.
This can be bought from the office for £3.50.

Please ensure that your child brings their book bag, reading diary and reading book everyday.

Home Work:

Literacy and Numeracy homework is given out every week. This needs to be completed by Please help your child with their homework.

To maintain high standards throughout the school please make sure that your child is ready for PE and completes homework on time. We also ask that you listen to your child read at home so that they feel that reading is an important activity and make good progress.

Yours sincerely,

S. Ahmed
Head Teacher



Headteacher: Mr S. Ahmed

Elmhurst Primary School
Upton Park Road
Forest Gate
London E7 8JY

Date:.....

Dear Parent/Carer,

Welcome back. Your child is in Class.....and the class teacher's name is.....

There is some important information you need to know about your child's school week:

P.E.

Your child has PE lessons onand He / She needs to bring in a pair of trainers, a T. Shirt and shorts or tracksuit bottoms for outside. We find that children often forget their kit so we suggest that children bring their P.E. kits to school on Monday and take it home to be washed at the end of each week.

Book Bag

We recommend that books are kept in a book bag to maintain them in good condition. This can be bought from the office for £3.50.

Please ensure that your child brings their book bag, reading diary and reading book everyday.

Homework

Science and Numeracy homework is given out every week. This needs to be completed by Please help your child with their homework. RML books or ditties need to be read regularly.

To maintain high standards throughout the school please make sure that your child is ready for PE and completes homework on time. We also ask that you listen to your child read at home so that they feel that reading is an important activity and make good progress.

Yours sincerely,

S. Ahmed
(Head teacher)

Presentation of our work-KS2



Things we need to remember :

- All of our work should have a date and a title or learning objective, which should be underlined with a ruler.
- Our teacher will be the only person to write our name, our class, the subject and the number of the book on the cover of our books.
- We need to leave a line after the title.
- If we make a mistake, then we'll put a line through it with a ruler.
- We will always use a ruler to draw a straight line
- When we can write a neat joined script we will become a pen writer
- We will always use a pencil in maths and where we need to draw e.g. art and to do science diagrams.
- We will only write one number in each square in our maths books.
- We will write question numbers in the margin.
- We will always try to join up our handwriting.
- We can do jottings in our maths books.
- We will only turn onto the next page if we have completed over half of the page

Presentation of our work-kS1

Things we need to remember :

- Only our teacher writes on the front of our books.
- The date and title are to be underlined with a ruler.
- We need to leave a line after the title.
- We put a line through a mistake.
- We always use a ruler to draw a straight line.
- We always use a sharp pencil.
- We always try to join our writing.
- In maths we write one number in each square.
- We need to rule off our last piece of work.
- We carry on using the same page if there's more than half a page.

RECEPTION

SUBJECT	SIZE	COLOUR	DESCRIPTION
WORKBOOKS- LITERACY	A4	BLUE	PLAIN
MATHS/NUMERACY	A4	GREEN	PLAIN
PSE/PE	A4	PINK	PLAIN
KUW	A4	YELLOW	PLAIN
CD	LARGER THAN A5		PLAIN
WORKBOOKS-HOMEWORK	A4	RED	PLAIN

KS1

SUBJECT	SIZE	COLOUR	DESCRIPTION
NUMERACY	A4	GREEN	SQUARED
TOPIC – YEAR 2	A4	YELLOW	LINED/MARGIN
TOPIC – YEAR 1	A4	YELLOW	LINED/PLAIN
ART	A4	BLACK	PLAIN – SPECIAL BOOK
SPELLING	A6	BLUE	LINED
SCIENCE –YEAR 1	A4	RED	LINED/PLAIN
SCIENCE –YEAR 2	A4	RED	LINED BLUE MARGIN
RML –YEAR 2 (POSSIBLY SOME YEAR 1)	A4	BLUE	LINED, MARGINED
EXTENDED WRITING – YEAR 2	A4	BLUE	LINED, MARGINED
HANDWRITING	A5	FAINT LINES	
HOMEWORK	A4	ORANGE	LINED, MARGINED
RE – YEAR 1	A4	BLUE	PLAIN
RE – YEAR 2	A4	BLUE	LINED , MARGIN

KS2

SUBJECT	SIZE	COLOUR	DESCRIPTION
NUMERACY	A4	GREEN	SQUARED , MARGIN
TOPIC	A4	YELLOW	LINED , MARGIN
ART	A4	BLACK	PLAIN – SPECIAL BOOKS
SPELLINGS	A6	BLUE	LINED
VOCABULARY BOOKS	A6	BLUE	LINED
SCIENCE	A4	RED	LINED BLUE MARGIN
LITERACY	A4	DARK BLUE	8mm LINED, MARGIN
MENTAL MATHS	A6	GREEN	LINED
DRAFT BOOK	A4	PURPLE	LINED (YEARS 5/ 6 ONLY)
HOMEWORK -MATHS	A4	YELLOW	SQUARED , MARGIN
HOMEWORK - LITERACY	A4	PINK	LINED , MARGIN

NB Reading diaries for the whole school!

Appendix 2

Main points – Learning and Teaching Policy 2016-2017 & School Priorities

School Priorities

<i>Subject</i>	<i>Focus priority</i>
General	Love of Reading Handwriting and presentation. Focussing on the needs of the most vulnerable pupils in each year to ensure that every child reaches national expectations unless there is a significant EAL /SEN related issue. Developing research skills across the curriculum to encourage reading for a purpose.
English	Developing reading comprehension and a love of reading including effective teaching of whole class readers. Action leadership and master classes. Ensuring that Grammar, punctuation and spellings are taught weekly.
Mathematics	Developing fluency through 4 number operations and mental and written calculations and learning times tables & number bonds. Mastery in maths including step by step T&L, spending longer on topics etc. Implementation of Maths No Problem in years 1-5. Developing reasoning and problem solving.
Science & Humanities	Developing a practical enquiry based approach to learning and developing creative ways to record work.
PE	Raising the status of gymnastics and dance.
Geography	Fieldwork & mapping
Computing (Rising Stars)	Teaching the Rising Stars scheme comprehensively through discrete and cross curricular lessons.
SMSC	Ensuring that we develop the Spiritual, Moral, Social and Cultural aspects including Citizenship and good manners.

Classroom organisation & display:

- Role play area is prioritised for FS & KS1 and drama across the school
- Core subject displays and more pupils' work than teacher generated aides
- High quality children's writing on display
- Language rich environment
- Celebrating multiculturalism e.g. signs in community languages & French
- Ensure displays are of high quality and well maintained both inside the classroom and out. Where possible, displays should be interactive.
- Majority of work is pupil generated.
- Change hall displays 2 times a year.
- Learning & Teaching checklist used to monitor classrooms in the first half term of school year and in the spring term.
- Working Wall: Grapheme chart and working wall (linked to RWI/L&L) accessible and referred to throughout the lesson. It incorporates power words/vocabulary which continuously develops and is used as a teaching and learning tool.
- Class tray labels word processed.
- Children's book labels word processed with both names, subject and class and maintained in pristine condition.

Teacher Information Board with:

- Class Timetable
- Medical Needs
- Book Club

- Clubs children attend
- Procedures for pupil collection/going home and who may collect them

Classroom management, expectations and routines:

- Teachers do not shout as a behaviour management strategy
- Culture of shared learning and respect (adults & children) to develop a co-operative learning environment
- Reduce class clutter
- Teachers come out into the playground a few minutes before the whistle is blown to collect children and ensure they are lining up quietly (enforcing use of hand signal).
- Literacy and numeracy groups continue during special weeks
- Children should be encouraged to speak in full sentences.
- Partner work is well embedded across all subjects and a no hands up approach is adopted
- Use school hand signal consistently and 1, 2, 3 to move to and from desks.
- Encourage regular reading at home and monitor the home reading diary.
- Children ready to use pen in KS2 if writing is legibly joined up. Handwriting is a high priority for the school. If pens are issued then they should be used consistently, not switched back to pencils (unless writing has deteriorated!)
- Attractive book corner is maintained by class teacher.
- Termly curriculum letters given out to parents.
- School uniform is enforced and letters to parents given out (appendix 1b)

Planning :

- Class readers are planned for and timetabled
- Cross curricular links encouraged ,particularly in computing and literacy
- Foundation subjects can be taught as blocks –see approximate time allocations at the end of the policy
- Termly trips planned (year groups to specify at the start of the year)
- Evaluation of medium term plans –highlighting areas not covered and strengths and weaknesses –quick jottings on front/back of sheets. Main assessment source (except for marking) in foundation subjects.
- Annotating maths plans & schemed plans in literacy to adapt them to the needs of the class
- Planning for SEN 1 to 1 children is done by the class teacher – plans implemented and evaluated by the teaching assistant.
- Developing lessons which address the same concept, keeping the class together on their learning journey.
- Planning is available for cover staff should you be away.
- Year Heads to allocate a lead person for the planning of core subjects.

Teaching :

- Pupils not to be kept on the carpet for too long , allowing at least 20-30 minutes for independent activities.
- Learning objectives should be child friendly and shared at the beginning of the lesson and referred back to at the end of a lesson. (They need not be long winded)
- Learning objective should be a question during investigative science work.
- Marking questions set and time provided at the start of lessons to answer them. Responses need to be reviewed and acknowledged by the teacher. If incorrect, responses need to be corrected.
- Teachers wearing suitable footwear for P.E. (as a minimum)
- Prioritise a love of reading