



Teaching and Learning Policy 2023-2024

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Contents:

Whole school priorities for 2023-24	2
Policy Aims	2
Our approach to teaching and learning:	2
What are the conditions for effective teaching and learning?	2
The principles of highly effective teaching and learning	4
What happens after teaching?	5
Professional Development for Staff	5
Curriculum	6
Monitoring Pupil Progress through the curriculum	6
Learning Conversations	6
Head Teacher Standards walk and SLT Informal Drop ins	7
Assess and Review Cycle	7
Other	7
Appendix 1 - Presentation of work	8
Appendix 2 - Planning Expectations	9
Appendix 3 - Classroom set up and Display expectations	11
Appendix 3a - EYFS Classroom Monitoring Proforma	12
Appendix 3b - KS1/2 Classroom Monitoring Proforma	14

Whole school priorities for 2023-24

Deliver highly effective teaching & learning refining use of explanation, modelling and questioning with a subject focus on D&T, Music and Science.

Fine-tune our Literacy offer across the school with a particular focus on KS1 Writing and Reading for Pleasure.

Develop a clear vision to further improve **outcomes and provision for SEND pupils** through optimising resources, interactions and planning.

Strengthening an **ethos of respect and tolerance** for the whole school community through improving behaviour and attitudes.

Policy Aims

This policy should be read alongside the school's statement of curriculum intent and subject specific policies.

This policy is for all staff at Elmhurst Primary and is designed to support them in understanding the school's approach to teaching and learning. We believe in quality first teaching - the nature and quality of classroom practice is the single most important factor determining pupil achievement.

Our policy aims to:

- promote best practice and create a shared culture and understanding of what constitutes excellent teaching and learning
- establish consistency in teaching and learning approaches across the whole school.
- ensure that all children are provided with high quality learning experiences, leading to a consistently high level of pupil achievement and attitude.
- enable the school and staff to identify aspects of classroom practice and provision which will benefit from further development and support.

Our approach to teaching and learning:

- We are ambitious for our pupils and for ourselves - our school motto is '**Little seeds, big dreams**' - we believe that all staff and pupils have the potential and capacity to grow and flourish given the right conditions. The school will create the right conditions for staff to flourish and grow. We expect our staff to create the right conditions for all pupils to achieve at the highest level.
- We are guided by our 5Cs - Care, Creativity, Challenge, Confidence and Character
- We are evidence based, and underpin our practice with research such as: the work of the EEF, the work of the NCETM, the RfP and WfP pedagogies, the work of Barak Rosenshine, an understanding of cognitive load theory and the work of Dylan William and John Hattie, and our behaviour approach aligns with Paul Dix's work 'When the Adults Change, Everything changes'.
- We are outward facing and reflective practitioners - we do not rest on our laurels or become complacent in our practice; we seek to improve our practice and aim to learn from others.
- We make mistakes but we learn from them.
- We are knowledge focused - we believe in teaching children the substantive and disciplinary knowledge associated with each subject. We do not follow a topic based approach but make links where sensible to do so.

What are the conditions for effective teaching and learning?

1. **High expectations for all:**

All children have the potential to achieve at the highest possible standard given the correct support. All staff should have high expectations of pupil outcomes from their starting points in terms of quality of work and presentation as well as non-recorded outcomes. Our presentation guidelines can be found in Appendix 1 and are on the drive here:

2. Spend time building positive relationships:

Show pupils you know about them, are interested in them and care for them. Have fun with them! You may be the only constant in their lives. Strong student teacher relationships lead to a positive classroom environment and motivates pupils to try their best for you as well as behave as you expect.

3. Exceptional behaviour for learning:

- Pupils learn best when they are focused, settled and engaged.
- Pupils should be able to see the board and the teacher
- Pupils should sit up in their chairs and listen attentively
- Pupils should be respectful towards one another and to staff at all times
- Every member of staff is expected to adhere to the behaviour policy to ensure a calm and consistent approach.

4. Excellent classroom routines (and dinner hall).

- There is a no hands up policy across the school.
- The hand signal should be used to bring the class to attention even in the playground
- Partner talk should be embedded across the whole curriculum
- Teachers should use the management signals consistently to ensure lessons are focused on learning and that transitions are smooth.
- The behaviour policy contains an appendix which outlines which routines will need to be explicitly taught to pupils.

5. Understand, master and deploy language: Reading and oracy at the heart of all subjects.

- **Reading:** Reading should be at the heart of the taught curriculum. We expect staff to engage fully with RfP and use high quality texts as a stimulus for learning.
- **Oracy and Partner Talk:** Use partner talk to develop speaking and listening skills in all lessons. Pupils are expected to work collaboratively and cooperatively to share ideas; teachers should use talk partners to answer questions and discuss. Promote speaking and listening skills during lesson time, incorporating debating and oracy skills across the curriculum. Children should be encouraged to speak in full sentences at all times.
- **Listen:** Listen to your pupils, encourage them to listen to one another and respond respectfully.

6. Planning is key (Appendix 23):

Excellent planning is an essential part of excellent teaching. We expect teachers to :

- be fully aware of and deliver the carefully-sequenced curriculum which teaches essential concepts, knowledge and skills.
- build on pupils' prior knowledge and experiences
- take ownership of the lesson and adapt where required to suit the needs of their class, even if the lesson was planned by another teacher
- Class teachers must plan for any children with SEND in their class, using the guidance provided by the SEND team. It is the class teacher's responsibility to plan for these children, although a TA may support in the delivery of the planning. This planning will be monitored to ensure that pupil progress is sustained.
- To plan well, staff should engage with research and pedagogy and enhance their own subject knowledge.

Teachers are expected to plan weekly for their maths, reading and writing lessons. Medium term plans are in place in all subjects. The school does not require additional or overly detailed planning for foundation subjects if this is not useful for the teacher or team. However, it may benefit some teachers, including ECTs, to plan in detail to begin with to ensure that the lessons are well thought out.

7. Resourcing and classroom set up (Appendix 3):

Ensure the classroom is set up according to the guidelines set out in Appendix 3. Classroom monitoring takes place at the start of October and so your classroom should be set up by this point. Feedback will be provided for improvement.

8. Promote equality and diversity:

Know the background and story of each child in your class and think of ways of valuing this diversity so that there is positive representation of all the Protected Characteristics under the Equality Act (2010).

The principles of highly effective teaching and learning

<p>TEN PRINCIPLES OF HIGHLY EFFECTIVE TEACHING</p> <p>1. KNOW THE PURPOSE Always know the 'what' and the 'why' of your teaching.</p> <p>2. ASK QUESTIONS Deepen thinking and establish understanding by asking questions.</p> <p>3. TAKE SMALL STEPS Break complex material down into smaller steps to avoid cognitive overload.</p> <p>4. REVISIT PRIOR LEARNING Find out what pupils already know so that you can build on it. Revisit key ideas before moving on.</p> <p>5. SCAFFOLD LEARNING Pupils need support to get to the end goal. This scaffolding can come in various forms, for example vocabulary banks, thinking out loud, sentence stems.</p> <p>6. ASSESS Anticipate possible misconceptions and plan how to address these. Respond in-the-moment to new misconceptions.</p> <p>7. EXPLAIN Explain the concept, the idea or the task in hand clearly so that pupils understand the concept and know exactly what to do.</p> <p>8. PROVIDE MODELS AND REPRESENTATIONS Pupils may need further cognitive support to help them understand a concept. Provide models (verbal, diagrams or written) to support and develop their thinking.</p> <p>9. REFLECT AND ADAPT Pause, reflect and rewind if needed in a lesson. Reflect on what happened, provide feedback and then adapt the next lesson.</p> <p>10. BUILD IN GUIDED AND INDEPENDENT PRACTICE Time should be given in each lesson to practise new learning together and independently.</p> <p>Underpinning all of these principles is a culture of high expectations, the establishment of excellent learning behaviour, a focus on developing oracy and the building of positive relationships with pupils.</p> <p>Elmhurst Primary Little seeds, big dreams</p>	<p>Know the purpose What are we doing and why are we doing it? The lesson is part of a wider sequence. Be clear on where this lesson fits in. The purpose should be shared with the pupils. Learning objectives (when used) should be simple and child friendly.</p> <p>Ask questions: The best teachers ask a lot of questions. Questions allow you to determine how well pupils have understood your lesson. Teaching the content of a lesson does not equate to the content being learnt, so ask and ask again.</p> <p>Small steps: Avoid overloading pupils' working memory. Break down complex material into smaller steps. Avoid too much 'teacher talk' or lengthy carpet time.</p> <p>Revisit prior learning Encourage the retention of learning by the retrieval of key information, knowledge and skills. Revisit key ideas to ensure pupils know and remember more.</p> <p>Build in guided and independent practice: Pupils need time to try out, rephrase or elaborate on their learning in order to move it to long term memory and remember. Ensure there is adequate time put aside in each lesson to do both structured and guided practice as well as time to work independently.</p>
<p>T&L Poster New</p>	<p>Scaffold learning: A scaffold helps pupils to achieve an end goal. They come in multiple forms e.g word banks, key vocabulary, sentence stems, teacher and pupil models, checklists, think out louds etc. Scaffolds may provide an idea of the end product but do not over model nor expect replica pieces of the teacher's work.</p>
<p>Assess: Be aware of common misconceptions and prepare strategies to counter them. Make deliberate mistakes to see if pupils spot them. Circulate, talk to pupils and look at books.</p>	
<p>Explain: Tell pupils what you mean and what you want them to do. Explain the concept, the idea or the task in hand so they are clear on what to do or what you mean.</p>	
<p>Provide models and representations: Pupils may need further cognitive support to help them understand a concept. Provide models (verbal, diagrams or written) to support and develop their thinking e.g tens frames and part-whole models in maths, practical tools in science or a worked example.</p>	
<p>Reflect and Adapt: Lessons will not always go to plan. Following your in lesson assessment you may need to adapt all or part of the lesson on the spot. Do not plough on with a lesson if pupils do not understand - pause, rewind and spend time ensuring understanding is there. Provide whole class, group or individual live feedback to move learning on.</p>	

Teachers should consider these 7 steps (from the EEF) as an evidence based lesson structure:

1. Activating prior knowledge
2. Explicit strategy instruction
3. Modelling of learned strategy
4. Memorisation of strategy
5. Guided practice
6. Independent practice
7. Structured reflection

What happens after teaching?

This section should be read in conjunction with the assessment and feedback and marking policies:

1. **Marking and planned feedback:**
 - o All work must be acknowledged by the teacher.
 - o Teachers should use the CUPS marking codes to ensure they are not writing lengthy comments
 - o Use conferencing as a feedback mechanism in writing in line with the WfP pedagogy.
 - o Whole class feedback approach can be used to gather general feedback points to improve learning
2. **Adapt or replan lessons or learning sequences if necessary**
3. **Reflect**

The best teachers are reflective. Think about your day - what were you happy with? What could be different? What will you do differently tomorrow?
4. **Plan in opportunities to review learning**

The more pupils recall and revisit learning, the more it will embed in long term memory.
5. **High expectations of work in books**
 - o Presentation of work should be of a high standard, including an insistence on neat legible handwriting and underlining of dates and LOs with a ruler (See appendix 1)
 - o Crossing out should be done in one line with a ruler
 - o Sheets should be stuck in neatly and in a straight line
 - o Check there is a good amount of 'output' and that pupils are pushing themselves
 - o Pupils have edited, improved and acted on live feedback using the green pen marking.
 - o Pupils should not be scribbling or doodling on books
 - o If you are not happy with the standards of work then pupils should be asked to redo
 - o Send pupils to SLT members to showcase excellence or if needed to discuss poor standards of work.

Professional Development for Staff

Elmhurst's CPD offer is extensive and is not limited to our weekly INSET time. It includes (but is not limited to) the elements listed below.

Elmhurst's CPD Offer:


- Bespoke weekly CPD and INSET time
- INSET days (4 per year)
- Masterclasses for RWI/Literacy (fortnightly)
- English Hub and Maths Hub CPD offer
- ECT training and mentoring
- Team Planning
- Learning Conversations
- Team Teaching
- Learning Walks and Feedback
- RWI Development Days
- Performance Management Reviews (Autumn term)
- ECT Training
- Hub Training
- Peer observations
- Working with specialists such as Ben, Andrew Mutter and Jonny Walker
- Residential Trips

- School Peer Review process (October 2023)

Our weekly INSET time is devoted to our strategic priorities, safeguarding training and other required training. This programme is adapted according to any emerging needs. Our CPD offer is high-quality and delivered by internal experts/specialists although we do bring in external speakers where required. To ensure that our professional learning in our weekly INSET sessions translates directly into the classroom, a new model of reflection and revisiting previous learning is being trialled this year.

Curriculum

- Our curriculum is bespoke and planned by us for our school community
- We believe that broadly the same curriculum is achievable for all our pupils in all subjects due to our Teaching for Mastery pedagogical approach. Children learn in a mixed ability setting in all subjects apart from a handful of children in each year group who may need an adapted curriculum. This includes pupils with SEND.
- In 2023-24 there will be curriculum focus on Science, Music and Design Technology.
- This year's curriculum map (can be found linked below) and will be uploaded onto the school website once confirmed. This should be deliverable within the year.
- The afternoon session is now longer so that two subjects can be taught in one afternoon.
- The curriculum is planned to ensure deep learning which builds as time goes by. We spend longer time on key topics so that pupils learn deeply so that children can build on this and apply to new topics or areas of learning.
- Building fluency is important so that pupils' cognitive capacity is freed up to apply or learn new topics.
- The whole school curriculum map details the aims of the curriculum for each year group and explains explicit links within a year group's curriculum.
- Each subject coordinator has a statement of intent and a curriculum mapped out for their subject area. Every member of staff is expected to know and understand the intent behind each subject area as this will help you to deliver the subject to its fullest potential.
- PSHE and RSE lessons are now being taught - some units are still under development.
- Planning and refining is mostly complete but will continue by coordinators and year group teams. Year heads should ensure that the team is delivering the new lesson content as opposed to following old books or flipcharts.
- Year Heads and coordinators should ensure that at least 3 educational visits or visitors are organised during the year to enhance and broaden children's experiences of the curriculum. These have now been mapped into the curriculum and should not add additional time to your curriculum time.
- **There will be a focus this year on teaching and learning, with a focus on questioning, modelling and explanation.**

 2023 -24 Curriculum map whole school.xlsx

Monitoring Pupil Progress through the curriculum

There are a number of ways in which the school monitors the progress of pupils. There are no formal observations of staff as we believe that the focus should be on improving daily teaching and learning. We want to create an honest and open culture where all members of staff including the SLT are open to learning and improving.

Learning Conversations

- The school has moved away from a formal observation/book scrutiny model to a learning conversation approach of monitoring books, alongside subject leads, staff and pupils.
- The Learning Conversation cycle should provide clear opportunities to improve on pupils' learning experiences.
- **Each team will have 3 learning conversations within a year (3 in the foundation subjects and one each for maths and English).**
- **Some of the LC may happen within INSET time.**
- Subjects and topic areas will be identified through discussions between SLT, subject leads and Year group teams. Not all foundation subjects will be formally monitored in each year group every year.
- A learning conversation involves the following stages:
 - a team discussion about the unit
 - a brief lesson drop-in volunteered by two or more staff members (with a pre- and post- lesson visit conversation)
 - reflective follow up conversation about the unit, looking at books and talking to pupils.
- Subject leads and teams will be given time to make amendments to planning and resourcing following a cycle.

- Staff are encouraged to informally participate in learning/ professional conversations with teams or colleagues as a means of continuously improving their practice.

Head Teacher Standards walk and SLT Informal Drop ins

- The Head Teacher and relevant SLT member will continue to undertake a yearly standards focused book scrutiny in all classes in the Spring term to allow for any relevant actions to be taken before the summer term. In any cases of concern the HT will revisit that member of staff following clear actions being provided.
- Each team is overseen by a member of SLT:
 - Katharine Young (DHT) - Years 5 and 6
 - Elizabeth Turner (AHT) - Years 3 and 4
 - Katherine Roberts (AHT) - Years 1 and 2
 - Juanta Holloway - EYFS
- As part of their role SLT members are expected to briefly drop in to lessons on at least a fortnightly basis to talk to children about their learning, look at books and give feedback to staff on teaching and learning. Staff should expect and ask for constructive feedback to improve their teaching, to know they are doing a good job and to improve pupil outcomes. Feedback will generally be given verbally and could be very brief or may involve a more detailed coaching conversation. On occasion, feedback may be given in writing. If there is any concern around teaching or standards in a class, teachers should be made aware of this and clear targets given to the member of staff in terms of how to improve.

Assess and Review Cycle

- As detailed in the assessment policy, there are three formal testing cycles throughout the year
- After each data collection point, the data is analysed by the SLT and shared with the HT
- Each staff member will meet with their relevant SLT member to discuss each pupil and the plan for improving outcomes for the class and individuals.
- It is expected that pupil performance in tests and outcomes in books generally improves as the year goes on and that all pupils in the main classes and the vast majority of all pupils make the EXS by the end of the year. SLT will be aware of pupils who will need support to attain EXS and those pupils working below age-related expectations.
- Pupils with SEND are included in the Assess and Review cycle and teachers should complete a review of their progress on an individual basis

Other

- Classroom monitoring to ensure the classroom is well set up takes place in the 4th week of term (early October). A checklist is provided in Appendix 3. The yearly book corner competition is an opportunity for all teachers to create an inviting and exciting book corner with prizes for the winners. This takes place at the end of the first half term.
- ECTs and ECTS +1 are entitled to full support and coaching from their mentors and set out in the ECT policy.

Appendix 1 - Presentation of work

- Handwriting should be of a high standard, especially from Year 3 onwards where the cursive handwriting scheme should be fully embedded.
- Pupils should be encouraged to work neatly in all of their books:
 - Any required sheets should be stuck into books carefully
 - Lines should be drawn carefully using a ruler
 - Corrections should be crossed through once with a ruler; the use of rubbers should be limited to art work or final drafts.
- Teachers should go through the presentation guidelines with pupils at the start of the year (see appendix)
- Teachers should ensure that their own marking in books also adheres to the handwriting policy, and teachers should use a different colour pen to mark work (no felt tip pens)
- The date should be written on the board daily by the teacher, in numbered and worded form:
 - Year 1 – children should write the date in numbered form at the start of their work
 - Year 2 – children should write the date in either numbered or worded form
 - Year 3 onwards – pupils should write the LO and date (numbered for Maths, worded for Literacy)
 - As well as thinking about age, pupils' specific needs should be considered so that a child with writing difficulties is not expected to write a full LO and date.
- Book covers should be kept neat (no graffiti or unnecessary writing on exercise book covers)
- Any required sheets should be stuck into books carefully
- Reception and Year 1 may start a new page for each piece of work.
- From Year 2 onwards, if more than half a page has been used, then start a new page, if less than half has been used, rule off previous work and write date and LO for the new piece of work.
- Illustrations should be coloured using colouring pencils, not felt tip pens.
- Teachers should allow pupils to write using a blue handwriting pen when they can write clearly, neatly and consistently using the Letterjoin handwriting style (from Year 2 spring term onwards).
- Pupils should not switch between pen and pencil unless handwriting deteriorates and the teacher decides that the pupil should no longer be using pen
- Pupils should action verbal feedback or revisions to their work in green pen.

Presentation Guidelines 2023-24




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KS1 Presentation Guidelines

We want to be proud of our work, so these are the things we do to make sure that we are:

- We try our best to write in neat, joined-up handwriting
- We write the date and the learning objective (LO) or title and underline both of these with a ruler
- We leave a line after the LO and date before starting our work
- We put one line through any mistakes using a ruler
- We use a ruler for all straight lines
- We always use sharp pencils
- We only write one number in each box in our Maths books
- We can do jottings in our Maths books
- We only write inside the book, not on the cover
- We use a green pen when we make changes to or edit our work



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KS2 Presentation Guidelines

We want to be proud of our work, so these are the things we do to make sure that we are:

- We try our best to write in neat, joined-up handwriting
- We write the date and the learning objective (LO) or title and underline both of these with a ruler
- We leave a line after the LO and date before starting our work
- We write the short date in the margin if we are continuing work
- We put one line through any mistakes using a ruler
- We use a ruler for all straight lines
- We always use pencils in Maths, or when we need to draw (e.g. in Art or diagrams in Science)
- We only write one number in each box in our Maths books
- We can do jottings in our Maths books
- We only write inside the book, not on the cover
- We use a green pen when we make changes to or edit our work
- We underline the last piece of work leaving enough space for the teacher to mark our work if needed
- We start a new page in our books only if we have finished or nearly finished the previous page

Appendix 2 - Planning Expectations

Proformas for all planning can be found in the relevant subject folders.

Literacy	Long-term planning	<ul style="list-style-type: none"> Subject coordinators are expected to have an overview of the curriculum for their subject in a subject curriculum map. Curriculum progression documents are available for Writing, Grammar and Reading, including Phonics (RWI)
	Medium-term planning	<ul style="list-style-type: none"> Reading - Take One Book: Unit plan to be created by reading lead for each year group. This should include: <ul style="list-style-type: none"> The unit overview document, which maps out the shape of the unit and identifies the reading skill focus of each lesson. This should be completed and discussed in team meeting before the unit is begun (but ideally after all teachers have completed reading the text themselves); The MTP, which is a fuller plan of each lesson, explaining the key learning and teacher steps. This may need adapting by individual class teachers. The flipchart is not an adequate plan as there will often be information that teachers need to deliver the lesson effectively that will not be included on the flip. Writing - Class Writing Projects: Unit plan to be created by writing lead for each year group. This should include: <ul style="list-style-type: none"> The unit overview document (written in conjunction with the Literacy Coordinator). This must identify the key learning objectives of the project. It should be discussed in a team meeting before teachers write their own teacher models and before the unit is begun. Projects should be no longer than 18 lessons. The MTP, which is a fuller plan of each lesson, explaining the key learning and teacher steps. This plan will need to be adapted by individual teachers to suit the needs of the class, as not all classes will always require the same mini-lessons at the same time. Additionally, teachers must create their own model text prior to the start of a unit. Grammar, Handwriting and Spelling plans should be created for each half term for each year group. Year 3 - 6 Support groups: Some of the Reading units may not be appropriate for the Support groups and as such alternative books will be mapped out for these groups. Class writing projects will need adapting for these groups.
	Short-term planning	<ul style="list-style-type: none"> RWI: 3-day or 5-day plan for each book completed and evaluated. Writing planned on additional writing planning proforma. Reading, Grammar and Writing medium term plans are sufficient.
Maths	Long-term planning	<ul style="list-style-type: none"> Subject coordinators are expected to have an overview of the curriculum for their subject in a subject curriculum map. A progression document for Maths is available for planning reference. A progression document for arithmetic will be available during this academic year. Each year group should have an overview of MNP units and lessons for the year to reduce gaps in coverage. Teams should evaluate their progress after each unit to establish whether content will be finished by the end of the year.
	Medium-term planning	<ul style="list-style-type: none"> Teachers may take turns in year groups to plan each MNP unit and share with the year group. A unit overview must be completed before planning the individual lessons. This can be completed with the maths co-ordinator, or within the team, and will detail the key learning in each lesson, as well as whether any lessons will be dropped or extended. Template found here.

		<ul style="list-style-type: none"> • All teachers should ensure that they know the unit and lessons well before teaching their classes. • Year 3 - 6 Support groups: planning for the support groups will look different, depending on the group, but they will likely be following the MNP units from a previous year group.
	Short-term planning	<ul style="list-style-type: none"> • Weekly written maths planning should be completed and shared with the team, using the given proforma, found here. • This needs to include the four main parts of the lesson: how children will respond to the Explore, what will be taught in the Master, how the Guided Practice will be delivered and how children will be challenged if they finish the Independent Practice. • At each point of the plan, important details must also be included: how struggling children will be supported, what resources will be used, what key questions will be asked by the teacher, how the concept will be modelled. • Flipcharts should also be made by taking screenshots from the MNP website and adding any relevant details, support, challenge or questions as needed for your own class.
Foundation subjects	Long-term planning	<ul style="list-style-type: none"> • Subject coordinators are expected to have an overview of the curriculum for their subject. • Reference can be made to the National Curriculum where appropriate.
	Medium-term planning	<ul style="list-style-type: none"> • Each unit will have a detailed medium term plan that considers the progression within the unit. • Flipcharts should accompany each lesson.
Planning for SEND pupils	Long/Medium Term planning	<ul style="list-style-type: none"> • Individual learning and SCERTS planning is required for all children with high needs. This should be shared with support staff.
	Short-term planning	<ul style="list-style-type: none"> • Teachers will work with TAs to plan individual sessions for pupils with SEND who require a separate curriculum. • Teachers should adapt the curriculum to meet the needs of pupils who are accessing the main curriculum

Appendix 3 - Classroom set up and Display expectations

Classroom organisation

- Classrooms and shared areas should be kept tidy and clutter free, with as many surfaces as possible clear for ease of cleaning
- Teachers should ensure that their desk, if they have one, is also cleared and tidied regularly
- Rooms should be organised to allow easy access and movement in class. Teachers may select whether to have groups or forward facing tables.
- Book corners should be homely, attractive, well-maintained and should include pupil reviews and recommendations (see classroom checklist with further details).
- KS1/EYFS should have an engaging role play area
- Pupils should be encouraged to become classroom monitors in order to ensure that their classroom is well-maintained.
- Pupil trays/pegs should have word-processed and laminated labels
- Classroom resources should be well organised with word-processed and laminated tray labels.
- A green space should be clearly identified as a calming down area.
- Teachers should clearly label children's books with the child's forename and surname, subject, and class teacher, using labels from the office. Children should not label their own books or write on the covers.
- Ensure that the classroom is a language rich environment with prominent vocabulary displays and easy access to thesauruses/dictionaries

Displays

The main purpose of displays is to value the work of children and in the case of working walls, to support learning. **All classrooms** should display the RWI grapheme chart, presentation guidelines, recognition board, and the following non-negotiable displays:

- ✓ **Literacy working wall** – at the front of the classroom, to be regularly updated for your current reading books and current Class Writing Project (see Literacy expectations document for further details about Literacy Working Wall in KS2). This should also include examples of work and CUPS.
- ✓ **Maths working wall** – regularly updated key vocabulary, times tables, in focus task/problems to solve, examples of methods.
- ✓ **Notice board** – to include class timetable (including reading aloud time, PE sessions, Computing session), medical needs for the year group, home time procedures (list of children going home alone for Year 5/6), club lists, PE days.

Suggestions for high-quality displays:

- Boards should be backed before work is mounted and a neat border of a complementary colour used to enhance the appearance of the work
- Clear display title
- Displays should include evidence of children's work rather than teacher generated teaching aides/ published materials
- Displays should include examples of all children's work, not only that of the most able
- Worksheets should be avoided as part of the display, and where possible, artefacts, natural objects, 3D work, fabric, should be used to enhance display
- Digital photographs of final work, particularly for 3D work or to show the process, should be encouraged
- Blu Tack is helpful for the display planning process, but staples should be used to secure items
- Displays should be interactive where possible
- When displays become tatty, replace or repair as required
- Hall or corridor displays should include class number and year group; borders may need to be replaced in between display changes.

Exercise books:

The colour of exercise books is consistent across the whole school. The only exception to this is for Reading and Writing in KS2.

Reception Exercise Books	
Literacy	Blue (plain/lined)
Maths	Green (plain)
Topic book	Grey (plain)
Art book	Blue (A4+)
Homework book	Pink (plain)

KS1 Exercise Books	
Literacy	Blue (lined)
Literacy homework	Pink (lined)
Maths	Green (squared)
Maths homework	Yellow (squared)
Science	Red (lined)
History/Geography	Yellow (lined)
RE	Orange (lined)
Art	Grey (plain)
French	Green (lined – A5)

KS2 Exercise Books	
Reading	Blue (lined)
Writing	Purple (lined)
Literacy Homework	Pink (lined)
Personal Writing Projects	Beige (lined)
Publishing Books	Dark green (lined)
Maths	Green (squared)
Maths homework	Yellow (squared)
Science	Red (lined)
History/Geography	Yellow (lined)
RE	Orange (lined)
Art	Grey (plain)
French	Green (lined – A5)

Appendix 3a - EYFS Classroom Monitoring Proforma

Classroom Monitoring – EYFS		
Class teacher		
Monitor:		
Date:		
Classroom organisation		
	✓ or X	Comments:
Clutter free classroom		
Role-play areas are established		
The classroom environment reflects the make-up of your class and values all groups.		
Classroom resources are well maintained (including with word-processed tray labels for resources).		
Classroom furniture allows for easy access to all areas of the room		
Pupil books labelled with labels provided by the office		
Attractive snack area established to which pupils have free access		
Core curriculum areas are established (e.g. creative development/construction area		
Evidence of a 'workshop' style approach with children able to access resources independently		
The classroom environment is safe and secure (hygienic and clean, doors locked etc)		
Evidence of mark making opportunities across the curriculum		
School Values (5Cs) are clearly displayed		
A 'green' space is clearly identified (for calming down)		
Zones of Regulation Poster clearly displayed		
SEND workstation/ visual supports/ well organised resources for ASD children		
Displays		
	✓ or X	Comments:
Displays are all of a high standard and well-maintained. These should: refer back to previous learning and/or include high quality children's work (including mark-making).		
Literacy display (at the front of the class) includes vocabulary, grapheme chart, children's work, other useful elements/visuals		
Class noticeboard includes class timetable, groupings, medical information, home time procedures, club lists		
Talk through stories display		

Recognition Board established to promote high-standards of behaviour.		
Book corner		
	✓ or X	Comments:
The book corner is tidy and neat, with a limited selection of high-quality, tempting texts		
Books are displayed attractively (with some front facing books) and are easily accessible		
The book corner is a 'homely', tempting space with comfortable seating		
A selection of books are highlighted and displayed more prominently (e.g. treasured texts in a chest)		
General feedback:		

Appendix 3b - KS1/2 Classroom Monitoring Proforma

Classroom monitoring – KS1/KS2		
Class teacher:		
Monitor:		
Date:		
Classroom organisation	✓ or X	Comments:
Clutter free classroom		
Word-processed tray/peg labels for pupils		
Word-processed tray labels for resources		
Role-play resources/area established in KS1		
Classroom furniture allows for easy access to all areas of the room		
All pupils can easily see the board and do not have backs to the teacher		
Classroom resources are well maintained		
Presentation guidelines are clearly displayed and stuck into the front of reading, writing and maths books		
Pupils books labelled with labels provided by the office		
The classroom environment reflects the make of your class and values all groups. e.g displays, book selection, activities		
School Values (5Cs) are clearly displayed		
A 'green' space is clearly identified (for calming down)		
Zones of Regulation Poster clearly displayed		
SEND workstation/ visual supports/ well organised resources for ASD children		
Displays	✓ or X	Comments:
Displays are all of a high standard and well-maintained. These should include subject specific vocabulary and examples of high quality pupil work including writing.		
Literacy display (at the front of the class) includes vocabulary, grapheme chart, children's work, other useful elements/visuals, KS1 talk for stories, separate reading and writing displays in KS2 (see literacy policy for more guidance).		
Maths display includes vocabulary, problem solving, examples of questions or working out.		

Noticeboard includes class timetable, PE times, seating plan, medical information, home time procedures, club lists		
Recognition Board established to promote high-standards of behaviour.		
SEND workstation/ visual supports/ well organised resources for ASD children		
Book corner	✓ or X	Comments:
The book corner is tidy and neat, with a limited selection of high-quality, tempting texts.		
Books are clearly organised.		
Books are displayed attractively (with some front facing books) and are easily accessible		
The book corner is a 'homely', tempting space with comfortable seating		
A selection of books are highlighted and displayed more prominently (e.g. treasured texts in a chest or author of the month)		
There is clear pupil input in the book corner (e.g. pupil reviews/recommendations, photographs of children/families reading)		
General feedback:		