

# **James Cambell Primary School**

## **Teaching and Learning Policy**

### **2023-2024**

Approved by: Mr Joe Wilson  
Reviewed and evaluated: Autumn Term 2023 (18/09/2023)  
Next review date: Autumn Term 2024

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## Vision

Our vision is to provide the children of James Cambell with the opportunities they deserve. Excellent quality teaching and learning as at the heart of this vision.

## Aims

The quality of teaching and learning is the most important factor in the success of our children. At James Cambell Primary School, we are committed to high quality teaching and learning to raise the standards for all children.

Through this policy we aim to promote best practice, and to establish consistency across the whole school. To ensure consistency and rigour in our approach, all staff should have high expectations of themselves, other adults and the children. We aim to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and learning behaviours.

## Whole school priorities 2023-24

**Substantive knowledge:** Ensure planning and teaching is focused on building pupils' knowledge base, ensuring our pupils consistently recall prior learning and have opportunities to practise and embed new learning

**Literacy:** A focus on our Literacy curriculum to successfully introduce/embed the Literacy curriculum and continue our work on Reading for Pleasure

**Oracy:** A focus on oracy to build pupils' skills at articulating themselves, confidence and vocabulary

**Growth:** An emphasis on pupils' personal development to enhance their resilience, relationships, teamwork and leadership skills

## 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. (Appendix 3)

### 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 pupil 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**

- There is a no hands up policy across the school when responding to teachers' questions
- 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.



- Pupils should be seated in mixed ability pairings, reflecting research that suggests that this supports all children to achieve.

**5. 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 1a and 1b):**

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 full ownership over the lesson and adapt 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.
- 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 4-6):**

- Ensure the classroom is organised according to the school policy
- Exercise books adhere to the school policy (Appendix 2)

**8. Promote equality and diversity:**

- Know the background and value this diversity so that there is positive representation of all the Protected Characteristics under the Equality Act (2010) - e.g creating a display of pupils' heritage, celebrating their religious backgrounds, valuing and promoting SEND pupils, ensure representation in your images and resources, select diverse texts and reading materials, do the register in different languages.

**Our approach to teaching and learning**

We base our approach to teaching on Rosenshine's Principles of Instruction (2010):

# Rosenshine's 10 Principles of Instruction

1 Review prior learning at the start.



6 Check for pupil understanding.



2 Present new material in small steps.



7 Obtain a high success rate.



3 Ask lots of effective questions.



8 Provide scaffolding and support.



4 Provide models and worked examples.



9 Encourage independent practice.



5 Pupils practise using the new materials.



10 Weekly and monthly review.



Features of a lesson at James Cambell Primary School include:

- Recapping prior learning

- Learning objective (LO) and success criteria (SC) shared in every lesson, explained to the children and visible throughout lesson
- Key vocabulary to be said aloud (MTYT), defined and placed in context. Pupils will have the opportunity to encounter and say these words during the lesson.
- High quality direct instruction and modelling by the teacher - teachers teach in small steps, 'talk out loud' to model thinking and provide worked examples
- Partner talk, group discussion and random reporting system (e.g. cold calling or lolly sticks) to ensure engagement from all pupils
- Carefully planned questioning to support understanding and mastery through questions relating to different contexts
- High expectations – always pitching learning high and in line with the year group's National Curriculum requirements, while providing appropriate scaffolding and support as appropriate.
- Scaffolding for tasks – scaffolding can take a wide range of forms, such as adult support and intervention, peer working, word banks, checklists(including the SC), visualisation, repetition, resources, classroom layout, pre-teaching and post-teaching. Scaffolding is gradually withdrawn as children gain confidence.
- Expectation that children transition quickly and quietly between activities.
- Oral feedback during the lesson, combined with focus/peer/self-marking in books, which is specific, clear and accurate. This will consolidate learning, give specific praise, address misconceptions and provide clarity on next steps (as set out in the Feedback Policy).
- We encourage the use of a 'hook' to engage and excite learners.
- Allow sufficient time to practice to become fluent in new learning
- Guided practice (whether individually, in pairs or groups) with the teacher close to ensure that children are building confidence and not making too many mistakes.
- The opportunity for independent practice (this will sometimes include the opportunity for children to apply the knowledge to real-life situations). Children need lots of opportunity for practice in order for skills to become embedded and automatic.
- Teacher modelling to be displayed on working walls.
- Mini-plenaries during independent practice – to check children's understanding, consolidate learning and provide opportunities to address misconceptions.
- The promotion of metacognitive practice – encouraging children to be active and independent agents in their own learning, providing them with the opportunity to plan, monitor and evaluate their learning (a feature which increases as the children become older).
- Effective use of AfL strategies to check for understanding
- An appropriate level of challenge so that a high success rate is achieved while remaining cognitively demanding

### **Our curriculum**

(Please see the curriculum policy for detail on our curriculum offer)

At James Cambell Primary School we believe in teaching a broad and balanced curriculum to our pupils that focuses on developing pupils' knowledge base and the skills to apply their knowledge. The curriculum is carefully sequenced, building on prior knowledge with links to previous learning made explicit to our children.

We teach our foundation subjects discretely and, wherever possible, make links to real life experiences to make the curriculum relevant. We reflect our diverse school community through a curriculum that offers children opportunities to learn about our local, national and international communities and to learn about a number of diverse role models.

The school offers a broad, balanced and differentiated curriculum covering all areas of the National Curriculum and our aim is to provide a curriculum that meets the needs, interests and abilities of all children. Our curriculum comprises of the core subjects – English, Mathematics and Science and the foundation subjects – Computing (ICT), Design Technology, History, Geography, Art, Music, Spanish and

Physical Education. Personal, Social and Health Education is taught through our assemblies and a scheme called 'Jigsaw'. The curriculum map is published for parents every term on the school website.

Schemes of work are used as a starting point for many foundation subjects with Subject Leaders and teachers expected to adapt lessons to provide appropriate scaffolding and challenge to meet the needs of all learners, including pupils with SEN.

We are able to offer our pupils a curriculum that goes beyond the requirements of the national curriculum, for example Votes for Schools offers our children the opportunity to learn and debate about current affairs, tackling contentious current issues. While we have the highest of expectations for our pupils within the classroom, this is only a part of the learning experience that we offer. We believe in providing a breadth of opportunities for our pupils that will give them the best possible foundations to carry forward into the next stage of their education. Our children participate in frequent school trips, we welcome speakers to our school, run an annual Year 6 careers week and take all children to the seaside in the summer.

Refer to subject intent statements and subject-specific curriculum maps for further detail on our curriculum offer.

### **Our approach to teaching English and Literacy**

(Please see the curriculum policy for detail on our English curriculum offer)

At James Cambell we aim to deliver an exciting, ambitious and innovative English curriculum that enables and empowers our pupils to become enthusiastic and successful readers and writers, with a deep love and understanding of the English language. We believe the sequential development of reading, writing, grammar, punctuation and spelling (GPS) and communication skills are key for academic success and lifelong learning.

### **An overview of the Literacy curriculum offer:**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading - accuracy, fluency and comprehension</b>  <b>Writing - transcription, composition, vocabulary, grammar and punctuation</b>	RWI Phonics (includes comprehension and writing)						
		RWI Comprehension (includes writing)					
			Literacy and Language Destination Reader				

<b>Spelling</b>	RWI Phonics	RWI Spelling programme
<b>Handwriting</b>	RWI Phonics	Letter Join handwriting programme
<b>Grammar</b>	RWI Phonics	Grammar starters
<b>Reading for Pleasure</b>	Daily storytime, daily reading time, throughout English lessons and through incidental, informal conversations, book lending, weekly library visits and standalone events e.g. World Book Day	

### **Our approach to teaching Mathematics**

(Please see the curriculum policy for detail on our Maths curriculum offer)

At The James Cambell Primary our aim is to develop lifelong mathematicians who are curious and creative. With a firm foundation of mathematical fluency, we want pupils to recognise the importance of having a deep understanding which is achieved by investigating and exploring mathematical concepts. Fostering a growth mathematical mind-set is key to this as pupils become resilient and resourceful in their mathematical journey.

We are building a culture of deeper understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we strive to ensure pupils achieve excellence through a mastery approach to teaching.

We follow a mastery approach to teaching Mathematics with Power Maths used as a basis for planning. This is complemented by a number of different resources including White Rose, Times Table Rock Stars and NCETM resources.

Please refer to our Maths policy for further detail.

### **Planning expectations**

#### **What happens after teaching?**

(Read in conjunction with the Feedback and assessment policy)

1. **Marking and planned feedback:**
  - Live feedback should be provided where possible within the lesson.
  - All work must be acknowledged by the teacher.
  - Whole class feedback sheets 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 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**

- 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
- Crossing out should be done in one line with a ruler
- Sheets should be stuck in neatly and in a straight line
- Check there is a good amount of 'output' and that pupils are pushing themselves
- Pupils have edited, improved and acted on live feedback using the green pen marking.
- Pupils should not be scribbling or doodling on books
- If you are not happy with the standards of work then pupils should be asked to redo
- Send pupils to SLT members to showcase excellence or if needed to discuss poor standards of work.

## **Monitoring pupil progress**

(Please see the Feedback and Assessment policy for further detail.)

### **Learning conversations**

- The monitoring cycle should provide clear opportunities to improve on pupil's learning experiences.
- Each team will have at least 3 learning conversations within a year.
- 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 subject conversation involves a team discussion about the unit, a brief lesson drop then a 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.

### **Monitoring**

- Formal book monitoring in English and Maths takes place on a termly basis. Written feedback will be provided to year groups and the English and Maths leads will meet with Year Leads to discuss strengths and areas for development.
- SLT will monitor Science and foundation subjects through a termly book look to ensure coverage, quality outcomes, high standards of presentation and effective feedback. This complements the learning conversation approach.

### **Observations**

- All teachers are observed termly and provided with verbal and written feedback. ECTs and trainees are observed more frequently by their mentor and ECT Induction Coordinator.

### **Termly assessment and pupil progress meetings**

- As detailed in the assessment policy, there are three formal testing cycles throughout the year
- After each data drop, the data is analysed by 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.

### **Other**

- Classroom monitoring to ensure the classroom is well set up takes place in September. A checklist is provided in the appendix.
- 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 in September.
- ECTs are entitled to full support and coaching from their mentors. ECTs will also be supported through team teaching from members of SLT and Subject Leaders on a half-termly basis.

### **Inclusive teaching and learning**

(Please see the Special Educational Needs and Inclusion policy for further detail.)

We recognise that some pupils, during their time at the school, will encounter a greater challenge with learning than the majority of their peers. These pupils will require additional support, strategies or materials to access the curriculum.

- We strive to meet the educational needs of all our pupils.
- Every child matters and we recognise the positive contribution that all our pupils make to the school community.
- We aim to work in partnership with parents and the child to achieve this and to raise pupil attainment.
- We will actively seek advice and support from specialist provisions and appropriate external agencies.

Inclusion within the school promotes equality for all pupils so that pupils have equal access to opportunities that develop their skills and abilities. It should be noted that it is recognised that inclusion does not mean that all pupils are treated the same; we take account of learners different needs and life experiences and support individuals accordingly.

### **Early Years**

(Please see the Early Years policy for further detail.)

At The James Cambell Primary School we follow the EYFS framework (2021). Within this framework there are four guiding principles which shape our practice.

These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at James Cambell are three Characteristics of Effective Learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

### **Homework**

We encourage pupils and parents to read regularly together and to record these sessions. Older children are expected to learn spelling and multiplication tables on a regular basis and parental cooperation is greatly appreciated. Sometimes pupils will be asked to do some independent research at home or complete a piece of work begun in school.



**Appendix 1a: Planning expectations**

<b>Literacy</b>	Long-term planning	<ul style="list-style-type: none"> <li>• Subject coordinators are expected to have an overview of the curriculum for their subject in a subject curriculum map.</li> <li>• Curriculum progression documents are available for Writing, Grammar and Reading.</li> </ul>
	Medium-term planning	<ul style="list-style-type: none"> <li>• <b>Reading - Destination Reader:</b> Unit plan to be created by reading lead for each year group. This may need adapting by individual class teachers.</li> <li>• <b>Writing - Literacy and Language:</b> Overview unit plan to be created by writing lead for each year group. This will need to be adapted by individual teachers to suit the needs of the class. Teachers may need to create their own models.</li> </ul>
	Short-term planning	<ul style="list-style-type: none"> <li>• <b>RWI:</b> Writing to be planned with a focus on idea generation, vocabulary, grammar and composition.</li> <li>• Teachers create individual Grammar, Handwriting and Spelling plans for each half term. This should indicate any additional discrete grammar taught during the term.</li> </ul>
<b>Maths</b>	Long-term planning	<ul style="list-style-type: none"> <li>• Subject coordinators are expected to have an overview of the curriculum for their subject in a subject curriculum map.</li> <li>• A progression document for Power Maths is available for planning reference</li> </ul>
	Medium-term planning	<ul style="list-style-type: none"> <li>• Dictated by Power Maths- a nominated teacher will plan each Power Maths unit and share with the year group.</li> <li>• All teachers should ensure that they know the unit and lessons well before teaching their classes, making necessary adaptations before the lesson.</li> </ul>
	Short-term planning	<ul style="list-style-type: none"> <li>• The weekly arithmetic focus and times tables work should also be detailed.</li> <li>• Any homework should be identified.</li> <li>• Each lesson should be evaluated after the previous and the next lesson adapted accordingly.</li> </ul>
<b>Foundation subjects</b>	Long-term planning	<ul style="list-style-type: none"> <li>• Subject coordinators are expected to have an overview of the curriculum for their subject.</li> <li>• Reference can be made to the National Curriculum where appropriate.</li> </ul>
	Medium-term planning	<ul style="list-style-type: none"> <li>• Each unit will have a detailed medium term plan that considers the progression within the unit.</li> <li>• Flipcharts should accompany each lesson.</li> </ul>
	Short-term planning	<ul style="list-style-type: none"> <li>• Not required</li> </ul>

**Appendix 1b: Generic weekly planning document**

Week beginning:		Class:	Subject:	Topic/Unit	Teacher:	
<b>Unit Vocabulary:</b> <b>Objective</b> <b>Starter</b>		<b>Main objective, direct teaching, and differentiated activity incl. focus groups</b> <i>(Imperative verb statements as basis for objectives, teaching guidance for main teaching ideas, learning overview and teaching guidance for activities)</i>	<b>Success criteria</b> <i>(process or key assessment question)</i>	<b>AfL</b> <i>(use AfL prompts and/or Pitch and Expectations and/or Overcoming Barriers questions as stimulus for discussion)</i>	<b>Additional Adults ( if any)</b> <i>(What are they doing during the starter, input and main activity?)</i>	<b>Evaluation</b> <i>(How did the lesson go? Does anything need to be re-visited?)</i>
Monday	Learning Objective:		SEND	SCAFFOLDS	CHALLENGE	
Tuesday	Learning Objective:		SEND	SCAFFOLDS	CHALLENGE	
Wednesday	Learning Objective:		SEND	SCAFFOLDS	CHALLENGE	
Thursday	Learning Objective:		SEND	SCAFFOLDS	CHALLENGE	
Friday	Learning Objective:		SEND	SCAFFOLDS	CHALLENGE	



**Appendix 2: Exercise books**

The colour of exercise books should be consistent across the whole school.

**EYFS exercise books:**

<b>Subject</b>	<b>Colour and size</b>
Maths	Blue A4 2cm squared
English	Yellow A4 half lined wide ruled
Phonics	Purple A4 wide ruled

**KS2 exercise books:**

<b>Subject</b>	<b>Colour and size</b>	<b>Notes</b>
Maths	Blue A4 squared	
English	Yellow A4	<ul style="list-style-type: none"> <li>- Grammar that relates to writing outcome in front of books (e.g. inverted commas work in preparation for a newspaper article)</li> <li>- Discrete grammar starters in back of books</li> <li>- Handwriting in back of books</li> <li>- Weekly spelling test recorded in back of books</li> </ul>
Reading - Destination Reader	Orange A4	
Science	Red A4	
History and Geography	Green A4	<ul style="list-style-type: none"> <li>- History in the front of books</li> <li>- Geography in the back</li> </ul>
RE and Spanish	Purple A4	<ul style="list-style-type: none"> <li>- RE in the front of books</li> <li>- Spanish in the back</li> </ul>
Art and DT	Black A4 sketch book	<ul style="list-style-type: none"> <li>- Art in the front of books</li> <li>- DT in the back</li> </ul>

**KS1 exercise books:**

<b>Subject</b>	<b>Colour and size</b>	<b>Notes</b>
Maths	Blue A4 squared	
English	Yellow A4	
	Orange A4	
Science	Red A4	
History and Geography	Green A4	<ul style="list-style-type: none"> <li>- History in the front of books</li> <li>- Geography in the back</li> </ul>
RE	Purple A4	
Art and DT	Black A4 sketch	<ul style="list-style-type: none"> <li>- Art in the front of books</li> </ul>



	book	- DT in the back
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N.B. Floorbooks are used to record PSHE and PE work.

**Homework books:**

- Pink A4 homework book
- Reading record book

### **Appendix 3: Presentation expectations and guidelines**

- 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
- 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
- Teachers should allow pupils to write using a 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

### **Key Stage 1 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 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 only write one number in each box in our Maths books
- We use a ruler for all straight lines and when we cross out
- We start a new page in our books only if we have finished or nearly finished the previous page
- We only write inside the book, not on the cover



## **Key Stage 2 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 handwriting.
- We join our writing, starting letters on the line and ending with letters with a hook.
- We write the date and the learning objective (LO) or title and underline both of these with a ruler
- We write the short date in the margin if we are continuing work
- We leave a line after the LO and date before starting our work
- We can do jottings in our Maths books
- 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 use a ruler for all straight lines and when we cross out
- 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
- We only write inside the book, not on the cover

## **Appendix 4: 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.
- Tables should be angled so that all pupils face towards the front of the classroom - no pupil should have their back to the board/teacher.
- Book corners should be homely, attractive, well-maintained and should include pupil reviews and recommendations (see classroom monitoring checklist for 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.
- 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.
- Consider keeping displays just on display walls (and avoiding adding displays on the wall/windows) to avoid sensory overload within the classroom
- Ensure that the classroom is a language rich environment with prominent vocabulary displays and easy access to thesauruses/dictionaries
- A worry box is displayed in each classroom
- Recognition boards feature a positive target for pupils to aspire to. Pupils names are featured on this board.
- **SEN pupil provision:**
  - All pupils with ASD should have a workstation. Some pupils with SEMH may benefit from a workstation (this should be discussed with the SENCO):
    - Individual timetable for your high needs SEN pupil
    - Visual timetable for your high needs SEN pupil
    - Now/next board (where appropriate)
    - 'Busy hands'/sensory box (where appropriate)
    - Space to store children's resources

## **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 school rules and values. **All classrooms in EYFS and KS1** should display the RWI grapheme chart:

- ✓ **English working wall** – to be regularly updated with unit focus, new vocabulary, visuals, examples of work

- ✓ **Maths working wall** – regularly updated with current topic, key vocabulary, times tables, relevant ‘discover tasks’, examples of methods.
- ✓ **Recognition board** – with a positively phrased class target (e.g. we are learning to line up silently)
- ✓ **Notice board** – to include class timetable (including storytime, PE sessions, Computing session), medical needs for the year group, home time procedures (list of children going home alone), club lists, PE days etc.

The English and Maths working wall should be updated **regularly** to reflect current learning. All other classroom displays should be changed **termly**. Shared area displays (including spare classroom displays) should be refreshed **annually** as a minimum. If a display begins to look tatty or is out of date (e.g. a Christmas themed display) then it should be changed as required. Year Heads must take responsibility for coordinating the displays in the shared areas.

*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.
- 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.
- Clear display title
- When displays become tatty, replace or repair as required
- Borders may need to be replaced in between display changes.
- Where possible, artefacts, natural objects, 3D work, fabric, should be used to enhance display
- Worksheets should be avoided as part of the display
- Blu Tac is helpful for the display planning process, but staples should be used to secure items
- Digital photographs of final work, particularly for 3D work or to show the process, should be encouraged
- Displays should be interactive where possible



**Appendix 5: Classroom monitoring - EYFS**

<b>Classroom monitoring – Foundation stage</b>		
Class teacher		
Monitor:		
Date:		
<b>Classroom organisation</b>		
	<b>✓ or ×</b>	<b>Comments:</b>
Clutter free classroom		
Role-play area established		
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 activities across the curriculum		
Traffic lights and school rules are clearly displayed		
Time out area is clearly identified		
SEND workstation/ visual supports/ well organised resources for ASD children		
<b>Displays</b>		
	<b>✓ or ×</b>	<b>Comments:</b>
Displays are all of a high standard and well-maintained		
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		
Displays include evidence of high quality children's work including writing or mark making		



<b>Book corner</b>	<b>✓ or x</b>	<b>Comments:</b>
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)		
<b>General feedback:</b>		



**Appendix 6: Classroom monitoring - KS1 and KS2**

<b>Classroom monitoring</b>		
Class teacher:		
Monitor:		
Date:		
<b>Classroom organisation</b>	<b>✓ or ×</b>	<b>Comments:</b>
Clutter free classroom		
Word-processed tray/peg labels for pupils		
Word-processed tray labels for resources		
Classroom furniture allows for easy access to all areas of the room		
All pupils can easily see the board and do not have their 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		
School rules and values are clearly displayed		
SEND workstation/ visual supports/ well organised resources for ASD children		
<b>Displays</b>	<b>✓ or ×</b>	<b>Comments:</b>
Displays are all of a high standard and well-maintained		
Vocabulary displayed across the curriculum		
English display (at the front of the class) includes vocabulary, grapheme chart, unit focus, children's work, other useful elements/visuals		
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		
Displays include evidence of high quality children's work including writing		



<b>Book corner</b>	<b>✓ or x</b>	<b>Comments:</b>
The book corner is tidy and neat, with a selection of high-quality, tempting texts		
Books are clearly categorised, with printed labels identifying the categories (by genre/author etc.)		
Books are displayed attractively and are easily accessible		
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)		
<b>General feedback:</b>		