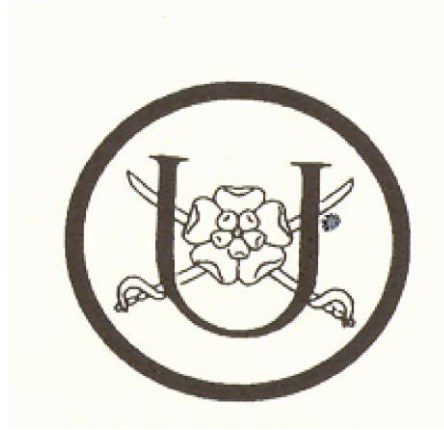


Underhill School and Children's Centre



Teaching and Learning Policy

Date Adopted: July 2017

Last Reviewed: 2 September 2019

Review Date: July 2020

Cycle: Annual

Rationale

Underhill School is committed to providing and promoting an effective teaching and learning environment. In order to meet the needs of the children in the school, it is necessary to plan carefully structured programmes of work and activities including homework and ensure that there is a consistent approach to feedback and marking across the school.

Purposes

- To ensure that every child has an equal opportunity to access the curriculum.
- To provide consistency, continuity and progression in teaching and learning, through careful planning following the school's guidelines.
- To encourage practice which enables children to develop their individuality and fulfil their potential.
- To encourage practice which enables children to be independent, autonomous and co-operative learners.
- To ensure that teaching and learning is varied, stimulating and enjoyable.
- To encourage pupils to recognise and select appropriate methods.
- To extend teachers' repertoire of approaches and be flexible in their implementation.
- To encourage staff to reflect upon, evaluate, share and develop their practice.
- To maintain a consistent approach to feedback and marking across the school.
- To ensure feedback is purposeful and focused.
- To share class work with others.
- To stimulate interest in subjects.
- To provide subject knowledge for children.
- To provide information to school visitors.
- To celebrate Underhill's involvement in the wider community.

This policy should be read in conjunction with the attached guidelines (Teaching and Learning, Planning, Marking, Presentation, Homework, Display).

Guidelines

Teaching and Learning

There is no single recipe for improving teaching and learning in a school. However these guidelines outline some of the key elements which are key to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn.

When reading these guidelines, it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality
- Creativity

- Imagination
- Individuality

...unless you let it!

Lesson structure

Teaching and learning in our school follows a basic structure made up of five parts:

- **Phase 1:** set the scene, place learning in a wider context, link to prior learning; review previous lesson; share learning objectives and success criteria.
- **Phase 2 :** pupils receive new information; instruction/exposition; (teaching).
- **Phase 3:** pupils make sense of information; processing; understanding; (learning) whole class shared learning.
- **Phase 4:** pupils making sense of information; processing and demonstrating their understanding.
- **Phase 5:** review information and pupils (and teacher) assess how well they have understood it.

Precise interpretation of the five phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

The boundaries between the phases will almost certainly be blurred.

Teachers may well scroll through the phases more than once during the lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise.

The phases are not always sequential. Review, for example, is not confined to the end of the lessons. Good teachers weave review through the entire lesson.

Teaching and learning are not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

For example, Children receive new information by being shown Tudor artefacts. Next, in phase 3, they will make sense of them by handling them and seeking to make sense

of their design, purpose and differences from the present day.

Planning

At Underhill, we recognise the importance of planning in order to provide a broad and balanced curriculum. We acknowledge that planning is not static and rigid, and that lessons must be adapted to the needs of the children. We are reactive and reflective practitioners.

- Prior to the start of each academic year an outline plan of each year group's work should be discussed and agreed upon by HST to ensure appropriate curriculum coverage.
- Year group leaders are to complete the half termly overviews at the beginning of each half term outlining what is to be taught that year and strategies that parents can use to support their children.
- Each half term the Year groups will plan how subjects will be blocked and complete a week by week overview which is to be kept on Google Drive. For each subject the overview should include the strands met from the NC 2014.
- In KS2, teachers should plan an English and Mathematics overview on a 'unit basis' and in KS1 and EYFS on a weekly basis. These should also be saved on Google Drive in the appropriate folders for coordinators to access. Maths is planned using the White Rose scheme and English using the Power of Reading and Cornerstones.
- All English and Maths plans/overviews must be differentiated to meet the needs of all children in your class.
- All resources should be adapted to meet the needs of all the children in individual classes.

EYFS

- Practitioners will assess and record children's stages of development through observations within the first 6 weeks of them joining Reception/Nursery. (Baseline assessment)
- Assessment through observations, that are recorded on the online journal, will be ongoing and will inform both weekly and daily planning.
- Planning will be done using the learning objectives within 'Development Matters in the EYFS'.
- Planning will be based around the developmental needs of individuals and groups of children.

Key prompts to ask when planning and delivering a lesson

- Am I crystal clear about what I want the children to be able to do/to understand/to know at the end of the lesson?
- Have I written the learning intention up on the whiteboard in child-friendly language?
- Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?
- Have I thought about how I am going to engage and motivate the children at the start and during the lesson? Have I thought about how I will meet the needs of all learners, including the more able?
- Are activities challenging and designed to deepen understanding?
- Have I set clear expectations of what pupils are expected to achieve by the end of the

session?

- Have I thought about how I will meet the needs of the EAL learners in my class, e.g. what visuals will I use in the lesson?
- Am I giving the children thinking and talking time before answering questions?
- Am I going to be introducing new vocabulary to the children?
- Have I made sure children are not going to be sitting passively for long periods?
- Have I included any time for pupils to edit and improve their work?
- How am I going to meet the learning styles of all pupils?
- Am I clear about the role of the teaching assistant. Are they?
- Is he/she clear who they are supporting and how?
- Have I got a balance of teacher instruction, intervention and children working independently?
- How am I going to conduct my plenary?
- Have I planned opportunities for pupils to talk about their learning in pairs and groups?
- How are pupils going to assess their own learning or that of their peers?

Phase 1 – overview

Teacher led learning: Although this is relatively short in duration it includes a number of key features. The emphasis on this phase is on creating an appropriate working atmosphere; pupils will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:

- Creating a classroom environment that is sensory smart, reassuring and organised.
- Being fully prepared for lessons.
- Ensuring resources are prepared and on tables in advance of lessons.
- Other adults to sensitively engage with a pupil who is not 'ready to learn'.
- Greeting pupils with a smile!

Linking the lesson to prior learning

Linking the lesson to prior knowledge, e.g. reviewing previous lesson

For example, Think about the three most important things you learned in the last lesson –

Now tell your partner.

In a minute, I am going to ask you what you learned last lesson. You may talk to your partner if you wish. Today's lesson is about the water cycle. Jot down on your whiteboards what you already know. Work in pairs.

Sharing learning intentions with pupils

Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

For learning objectives to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will all know/be able to/understand...'.

- Make learning objectives specific using WALT (We are learning to...).
- Use child-friendly language – there is little point in sharing learning intentions if students don't understand what you mean.
- Write them down; in the Early Years and early KS1, share them verbally.
- Refer to them: at the start of the lesson, during the lesson and during the review phase.

Sharing success criteria with pupils: WILF (What I'm Looking For)

Student must know what key steps to follow in order to fulfil the learning intention. This will improve understanding, empower pupils, encourage independent learning and enable accurate feedback.

For success criteria to be shared effectively, teachers must:

- Discuss, develop and agree with pupils prior to undertaking the activity.
- Link the success criteria to the learning intention.
- Make them specific to the learning activity.
- Provide a scaffold and focus for pupils while engaged in the activity.
- Use as a basis for regular feedback throughout the session and for peer/self-assessment.

Stimulating curiosity, generating interest and setting the challenge

When we start a new area of learning at Underhill, it is important to whet the children's appetites and excite their curiosity. When we capture the imagination and stimulate curiosity in the first few minutes of the lesson, we go a long way to ensuring a high quality learning experience.

Every new topic starts with the WOW starter. WOW starters include: trips to museums, treasure hunts, Victorian school days, Space or Magic School days and external visitors. They introduce a topic to the children and start the learning challenge.

We also ensure that new subject learning is engaging and purposeful. For example, with Maths, we introduce a new topic by sharing a word problem contextualised in a real life or topic situation and tell the children that by the end of the next few lessons they will know how to work out the answer (make sure you do return to it later!) or in Science, the children may be set the task of designing a superhero cape and so have to test different materials. Each unit ends with a Grand Finale - an opportunity for the children to reflect on and enhance their learning e.g. class trip, workshop led by a visitor, hands on experience etc.

Providing an overview

Children need to understand where today's learning is heading and what its relevance is to the real world. For example, if you are teaching percentages it is worth finding out what the children think percentages are for and how adults might need to use them, prompting and developing this picture as necessary. Obviously you wouldn't do this every lesson but it is important to do so at the start of new areas of learning.

Phase 2 – receiving new information

Teacher led learning: The emphasis in this phase is on providing students with new information or skills.

This is the teaching phase. It is very important that this teaches the children new information or skills rather than just explaining what they are going to do. It must be learning focused rather than activity focused.

Although we want all pupils to understand the information as they encounter it, the emphasis during phase 2 is on providing the new information. New information is delivered in many ways:

- Exposition
- Audio-visual aids – e.g. video clips
- Diagrams, pictures etc
- ICT – Internet, Apps, Espresso
- Demonstration
- Modelling
- Books

The quality of the input during this phase will have an important bearing upon the extent to which pupils understand information. While high-quality exposition does not guarantee understanding, it does make it significantly more likely.

We use a number of techniques to ensure that the quality of input in phase two is kept high.

Periods of exposition are short

Pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration span will be about two minutes in excess of chronological age. Periods of exposition are therefore kept short and punctuated by regular breaks or activities. In general terms, significantly more learning will take place when new information is transferred and explained in three bursts of five minutes than in one fifteen minute session.

The input phase is punctuated with questions

Although phase 2 is principally about exposition and delivering new information, it should be punctuated by regular questioning.

Using a variety of talk groups we primarily use statements supported by a mix of regular closed questions and open questions during the input. This will keep pupils alert and provide instant feedback as to whether they have heard correctly and have understood.

Use 'hands up' sparingly: research shows that this can mean up to 70% of your class switch off. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents. It also allows an individual to take the lesson off in a direction that causes other students to lose their train of thought.

The input phase is punctuated with activity

Punctuate the input of new information (modelling, phase 2) with activities designed to help pupils make sense of it (shared learning, phase 3). This kind of integrated, alternating pattern of 'phase 2, phase 3, phase 2, phase 3' or 'model/share/model/share can often be more effective than an extended period of explanation.

For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on a mini whiteboard before continuing with further instruction.

New information is presented in several different ways

The fact that people prefer to receive information in different ways demands that information is transmitted in more than one way during phase 2. A verbal explanation may well be clear, concise and of high quality. However, two thirds of the class may be working outside of their preferred style or have English as an additional language and struggle to grasp what is being said.

We aim to make learning multi-sensory so that pupils have opportunities to learn from seeing, hearing and doing.

If a question is worth asking it's worth everybody answering.

Phase 3 – processing the information. Shared learning.

The emphasis in phase 3 is on developing understanding.

This is the key phase. It is the opportunity for pupils to make sense of information. We play a significant role during this crucial phase, encouraging and reassuring at an emotional level and guiding, prompting and challenging pupils towards understanding. The extent to which pupils will understand information depends on three factors

Quality of interactions

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Asking a large proportion of open questions.
- Allowing sufficient processing time for pupils to think about their answers.
- Allowing pupils to talk to each other.
- Asking supplementary or extension questions to extend understanding.
- Asking questions to encourage students to reflect upon their thinking.
- Challenging thinking.

Effective questioning strategies that we use include:

- Using open questions.
- Asking pupils to justify a statement as true or false e.g. 'evaporation is the opposite of melting'; 'all odd numbers are prime numbers'; 'using lots of adjectives is a good way to make your writing interesting'; 'you always put a full stop at the end of every line'.
- Providing wait time - pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.... At the end of the lesson I am going to ask you...'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with 'We think that...'
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as 'What made you think that?'
- Asking pupils to identify three possible answers and then select the best one (so they don't always give you the first answer that pops into their head).

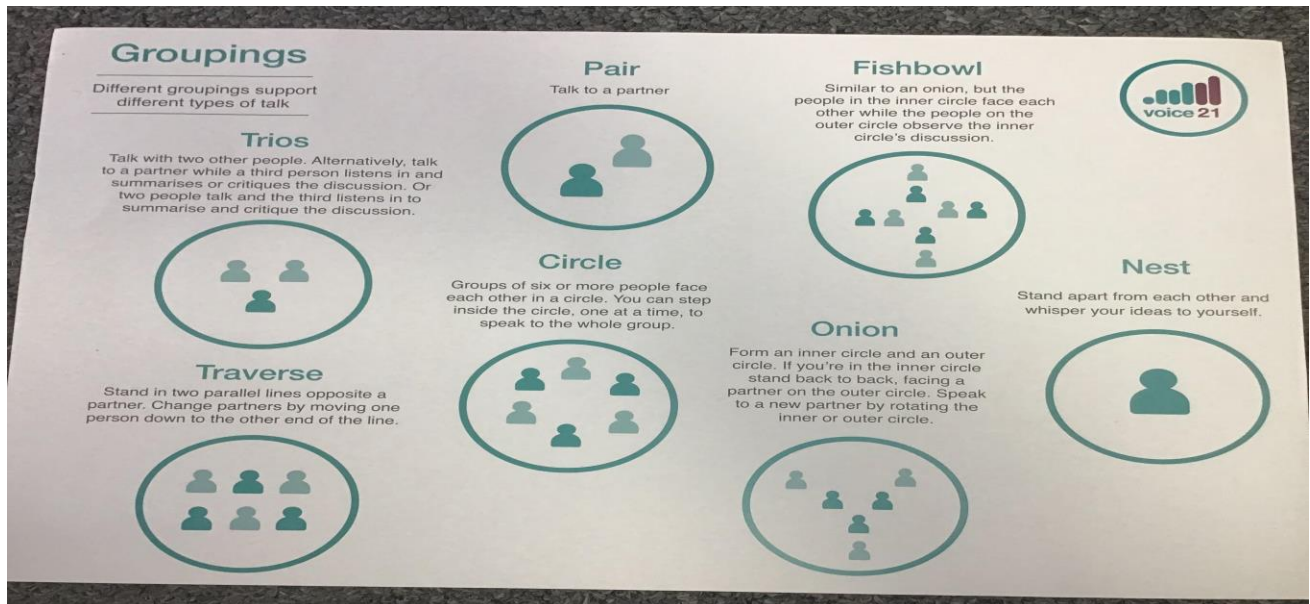
Oracy

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding.

At Underhill we believe that Oracy is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking. A range of groupings are used that are appropriate to the different types of talk and are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils

understand that their TALK is valued as much as their written work.

Alongside talk, we enable children to process information kinaesthetically and visually. Using mini whiteboards, number fans, true/false cards etc, alongside talking not only engage children's bodies as well as mouths but also ensures that everybody uses talk time productively to move learning on.



Guided learning

The phase 2/phase 3/phase 2/phase 3 pattern is the essence of guided group work. Guided work in a small ability group should take place most days in English and Maths with a different group a focus each day and may be a useful strategy with other subjects on some occasions. Whilst the rest of the class independently process information, (phase 4) the teacher or additional adult guides a small group through new learning by moving quickly through a cycle of receiving and processing information. The purpose of guided work is twofold:

- To enable the teacher to assess in detail what the children do and do not yet understand.
- To move learning on for that group by enabling them to learn whatever that next step is.

So it may address a misconception or extend learning beyond that taught in the whole class session. Or it may be a 'target' lesson focusing on a key target for that group, and so quite different from what the rest of the class are doing.

Phase 4 –re-creating information.

Independent and collaborative learning: The emphasis in phase 4 is on:

- further processing information so that it is 'owned' by the learner.
- demonstrating understanding.
- assessing understanding.

It usually involves the pupils doing something either collaboratively or independently for a sustained period of time that enables them to make sense of the information, usually without direct adult support. When pupils are involved in guided group work, phase 4 is deferred until later that session or in a subsequent session.

It is really important that children have regular times when their learning in phase 4 is not adult

led so that they develop the self confidence and perseverance to have a go without always needing reassurance. All children need this, including children with statements, who have 1:1 support.

Tasks that engage pupils and challenge them to think

Making personal sense of information involves re-creating and assimilating it into existing understanding. It is an active process and demands that the learner actually does something, not least at a cognitive level. Activities in the fourth phase:

- Require pupils to do something at a cognitive level.
- Provide a degree of challenge.
- Require students to re-create rather than re-produce information.
- Develop understanding.
- Allow pupils to demonstrate understanding.
- Give the teacher an opportunity to assess understanding.
- Encourage pupils to work both independently and collaboratively.
- Encourage pupils to work for a sustained period.

Therefore we do not encourage

- Copying things out (except for in handwriting).
- Colouring in (except for in art).
- Over reliance on worksheets based on closed questions.

We do encourage collaborative problem solving. If an activity lends itself to debating why an answer is correct, then it is likely to involve re-creating rather than re-producing information.

- Working together to solve a problem can be used in all subjects. For example in maths, instead of a closed question on a worksheet about triangles – pupils work in pairs with geoboard/elastic bands to make as many different right angled/not right angled triangles as they can in 10 mins.
- Use the true/false idea above. Instead of a worksheet with sums, children select from a range of sums on cards/on the board, some of which are incorrect. In pairs, they have to decide whether to put the sum in the 'bin' or not.
- Matching and sequencing games where children have to decide together which items belong together and which do not. This can be very simple: matching a picture with a letter sound or complex: three pieces of work to be matched with three pieces of marking – which one goes with which? It also lends itself well to maths – in pairs match the sums with the answers seeing how many you can do in 5 mins using an egg timer.
- Ranking games: given three pieces of (made up) writing, children rank them in terms of how well they have met the success criteria.
- Having to select and make choices about which resources are relevant for a specific task (e.g. given various photos from World War 2, which ones help us find out why London was a target for bombing?)
- Make a presentation (possibly using powerpoint or video) to tell someone else about information they have learnt-planning and making notes beforehand about which bits of information are the most interesting/relevant.

All of these ideas can then subsequently be used in independent work, once the children have had the opportunity to tease out their understanding with the support of their peers.

Phase 5 – review

The emphasis in this phase is on:

- Reviewing what has been learned.
- Reflecting on how it has been learned. Review is a key to memory and certainly not confined to the end of the lesson. Good teachers weave review throughout the entire lesson and are constantly referring students back to the objectives of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

Key features of phase 5 are:

Pupils are actively involved when teachers summarise what has been learned, the effect on pupils' memories is relatively insignificant. However when the pupils themselves assess what they have learned as the lesson draws to a close, their memories will be given a significant boost.

At Underhill we:

- Refer back to the success criteria.
- Use these to assess or peer assess work.
- Use prompts such as: 'What are the three most important/interesting things you've learned today?' 'What three questions could you answer now that you couldn't answer at the beginning of the lesson'?
- Aim to finish a lesson with a question mark – not a full stop.

Prime pupils' brains by telling them what they will be learning in the next lesson. There is a chance that students will begin to think about the issue before the next lesson and maybe do some follow up work at home.

Note about teaching and learning in the Early Years: Within good Early Years practice, children spend the majority of their time involved in child initiated learning. This policy does not cover what makes for good child initiated learning. However, even the youngest nursery child also receives direct teaching through focused activities, carpet times, maths session etc. These experiences should often follow the same basic pattern outlined below – although much more quickly! Eg: Phase 1: today we are learning about how to use scissors to cut things easily. Phase two: hold the scissors like this..... Phase 3/4: that's right! Now you can cut out your..... Phase 5: well done – you've learnt how to use scissors really well today. I'm going to make a note of that to tell your mum/give you a sticker that tells everyone what you've learnt today.

Key elements and principles of teaching and learning across our school – a practical guide!

All lessons at Underhill should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive an induction to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have...Clear Learning Intentions (WALT)

- Learning intentions are shared orally and displayed.
- All learning intentions begin with WALT
- All learning intentions are written up and shared orally in child friendly language.
- Learning intentions are not muddled up with the context of the lesson.
- Children write the learning intention in their book when they are ready or have it on a sticker.

All lessons are ...Clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation based on prior assessment.

- Adults and resources are used effectively to challenge and support pupils.

All pupils are...Actively engaged in learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to Think/Pair/Share and discussions within a talk group are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Assessment is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Targets are given individually to children for writing and presentation in the form of target tabs (see Assessment policy for further detail).
- Feedback and Marking guidelines are included in this policy.
- Children must be given regular opportunities to go back and improve work done in previous lessons.

Learning is enhanced through ...Cooperative Learning

Cooperative learning refers to a set of instructional methods in which children work in small, mixed-ability learning teams. The children in each team are responsible not only for learning the material themselves, but also for helping their team learn. Before cooperative learning can be implemented positive teamwork behaviours need to be explicitly taught and reinforced.

The Cooperative Learning Standards are:

- Practise active listening.
- Help and encourage each other.
- Everyone participates.

Learning is enhanced through the ...Effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils at all points in the lesson, whether on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time!
- They are clear about who they are supporting and why at all points in the lesson including the introduction and plenary.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil’s understanding and recording observations. During learning, additional adults should make quick assessments of the children that they are working. Their achievements are then fed back to the class teacher or recorded on post-its, catch up sheets, tapestry etc.

Activities additional adults should be involved in to support learning during whole class time.

- Encouraging participation.
- Drawing in reticent pupils.
- Starting the ball rolling when children are slow to contribute.
- Supportive behaviour towards less able or less confident children.
- Making contributions.
- Sitting alongside a challenging child.

- Focusing the attention of inattentive pupils on the teacher.
- Eye contact, by sitting at the front rather than the back, so facial gestures can be seen.
- Learning support for children who need specific help to access the lesson.
- Resource management.
- Helping pupils use resources.
- Supporting the effective use of teacher's "props", e.g. operating equipment.
- Supporting with teaching.
- Echoing the teacher by repeating, rewarding or refining teaching points.
- Directing attention.
- Taking part in a double act.
- Acting as demonstrator.
- Playing the "devil's advocate".
- Acting as the teacher's memory bank: e.g. "Stephen's turn next".
- Observing individual pupils.
- Noting who "can" and who "can't", especially in mental maths.
- Picking up emergent issues.
- Comparing notes and giving feedback to the teacher.

Summary

- Knowing the objectives of each part of the lesson.
- Having a clear role in each part of the lesson.
- Agreeing ground rules with the teacher.
- Being actively engaged in the lesson.
- Sitting in the best place to fulfil the role.
- Knowing the content of Support Plans.
- Feeding back any significant.

Presentation of Work/Books

Teachers are responsible for ensuring a high standard of presentation in all books. Children who do not meet these expectations, at their level, can be asked to repeat their work. Pages are not to be torn from books, children are to have the opportunity to learn from their mistakes and celebrate their improvements.

- Write the date on the top line (Long for English (when appropriate)/ Short for Maths), stickers to be used where appropriate.
- On the next line write the WALT, in child friendly terms and appropriate to Year group ('WALT' should be written in the margin) stickers to be used where appropriate.
- Both the date and WALT should be underlined with a ruler. Any straight lines have to be drawn with a ruler.
- Leave a line before work is written.
- All handwriting should follow the school guidelines and should be joined where appropriate.
- In KS2 pens should be used, where applicable. Children are **NOT** to swap between pens and pencils. Once children have received their pen license then they must always write in pen. Children are not allowed to write in biro or gel pens. Only pencil or handwriting pens can be used.
- Numbered work should have the numbers in the margin.
- Marking must not blue, black or red.

Home Learning

Daily Home Learning: Every child is expected to read at home for at least 10 minutes a day. In addition, children are expected to practise their spellings, times tables and number facts each day. Information about the expectations for each year group are on the school website along with ideas about how to support your child's learning at home.

Weekly Home Learning: Cross curricular homework is given out to each year group on a half termly basis. The children are to be given a range of activities across different curriculum areas and are asked to complete at least two from each area per half term. Work can be brought in as it is completed and it is to be celebrated in class. In addition to this, children are given homework to complete prior to a new half termly topic, giving them an opportunity to find out about their topic before the learning starts in school. There are also questions attached to this homework which they can discuss with people at home.

From the Autumn term in Year 6, children are given weekly Maths homework alongside English homework to support and prepare them for Secondary School.

Feedback

See the Feedback and Marking Policy.

Target Tabs

See the Feedback and Marking Policy and Assessment Policy

Classroom environment

The surroundings in which children learn can greatly influence their academic performance and well-being in school. The better the school looks, the more it inspires the people inside it - a well-cared for classroom can make pupils feel that what they achieve and how they themselves are perceived is important.

- Class rules, school values and presentation guidelines are on display in all classes. Each class has a time out space.
- Classrooms are tidy and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- Basic equipment (pens/pencils/rulers...) is out on tables at all times – pupils do not have to waste time getting rulers/pencils from trays etc.
- All resources are clearly labelled.
- Displays are a learning resource – they are not just a reflection of previous learning. All displays are labelled and changed regularly. Pins/staples should be used on display boards only – not on bare walls!
- A model of the school's handwriting script is displayed in the class.
- A timetable is on display so that supply teachers etc can easily find out what is happening when.

Display

- Each teacher is responsible for the displays within their classroom, and a section of wall in the corridors.
- The shared area displays are changed each half term and are linked by a curriculum

area or theme.

- Classrooms will contain permanent display aspects, such as a Reading corner, a topic display which shows the learning journey, an English working wall, a Mathematics working wall, a values/ethos display, an information board (class monitors, line order, split list, timetable, groups), Golden Rules and House Dojos. All these displays need to reflect current learning.
- There is to be a writing progress display in every classroom which has work for every child in the class.
- All displays are titled and a 'blurb' of the learning intention is given. In the shared areas a label indicating the relevant class or year group from which the work originates is also evident.
- Captions/comments/explanations are to be on 1 piece of paper per caption, not carried on to 2 pieces
- Signs are to be handwritten modelling the school handwriting.
- Displays throughout the school are to be a mixture of 2D and 3D work. In relation to 3D work, each teacher has surfaces suitable for display within their classrooms and/or immediately outside them (e.g. to display models or make experiment tables).
- Displays are to be interactive. This may take the form of posing questions, such as "Which of these (objects) will float?" ("Forces"). Additionally displays can be "hands-on", for example, with the use of experiment tables and books. An interesting selection of books will compliment work, possible positioned on tables or book stands both inside and outside the classroom area.
- No drawing pins to be used in final display.
- Children's names must be acknowledged.
- Avoid overload of work as well as 'sparsity'
- Borders for backing need to be straight and no more than 1.5cm in thickness
- Displays need to be well maintained around the whole school

Display in EYFS and KS1

- Each teacher is responsible for the displays within their classroom.
- Classrooms will contain permanent display aspects, such as a Reading corner, English area (including phonemes/tricky words/ topic based words etc.) and a Mathematics area.
- Displays should feature children's own work or photos of children involved in activities.
- Displays should be interactive and accessible to all children.
- Displays should be titles and the learning intention should be clear in the form of written explanations by adults or written/ recorded explanations by children.

THE USE OF LANGUAGES OTHER THAN ENGLISH

In order to encourage awareness that there is a diversity of language worldwide, where appropriate, displays should include detail/translations in languages other than English. Furthermore, in classrooms containing children whose first language is not English, display details may incorporate the primary language of the child/children in question.

The EMA co-ordinator will be responsible for ordering labels and distributing these across the school. They will also monitor the environment to ensure that it is reflective of our multi cultural school.

Improving teaching and learning

Teachers and additional adults are accountable for the quality of the teaching and learning that goes on in their classroom. Good educators use self and peer assessment to take proactive steps to improve the quality of their teaching and learning. For example they may:

- Meet with a colleague informally after school for constructive criticism of their pupils' work, marking, planning or learning environment.
- Video a part of their lesson and look at it – perhaps with a colleague – to analyse together what went well and what could be improved. This could be a teacher or a teaching assistant.
- Request a colleague comes and observes their teaching (needs HT permission to be released from class commitments).
- Use the internet and books and newspapers to find out new ideas and what research says about the best teaching.
- Ask your teaching assistant(s)/teacher for honest feedback about what is and isn't working.
- Ask the pupils themselves for feedback.

Find yourself learning partners and learn from each other about what really works!



PREAMBLE

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

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.