



UNITE – INSPIRE- EXCEL

Teaching and Learning Policy

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Member of staff responsible
for this policy in consultation
with staff and governors:

Jo Redman

Governing Body Committee
responsible for review:

Children & Learning

Date of next review:

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Ratified by Governing Body:

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1. School Philosophy

At Westfields Junior School, we relentlessly aim to motivate each individual pupil to consistently achieve their potential within an environment that prides itself on its caring approach. We provide a rich, relevant, broad and balanced curriculum that meets the needs of each pupil and which prepares them to be lifelong learners and achievers. (See Appendix 1 – School Aims)

2. Aims into Practice

We aim to achieve this philosophy by:

- respecting each member of our school community (including as summarised in our Respect Charter – see Appendix 2) as an individual and catering for their individual needs;
- promoting the development of lively enquiring minds, enabling the pupils to become progressively self-motivated and developing their ability to be self-critical;
- enabling the pupils to acquire knowledge and develop the understanding, attitudes and skills appropriate to their stage of development through the implementation of the National Curriculum and non-statutory curriculums for RE and PSHE, delivered through our comprehensive Westfields Junior School Curriculum which is enriched with our extended curriculum opportunities;
- encouraging self-discipline by an agreement structure (class contracts and playground charter) which the pupils help to create, which encourages them to become responsible, independent and confident individuals;
- increasing children's understanding of well-being, focusing on developing high self-esteem and consideration, and providing them with an inclusive nurturing, positive and safe learning environment;
- working in close partnership with parents;
- developing pupil's spiritual, moral, social and cultural understanding as well as knowledge of British Values, respecting all members of the community and the wider world through an appreciation of difference and diversity; and
- helping the pupils to understand and respect their environment, locality and the wider world in which they live.

We provide a range of experiences and activities to develop each individual pupil to become independent, confident learners who:

- are secondary ready;
- read fluently and accurately with understanding and enjoyment;
- communicate appropriately and clearly in speech and writing in different contexts;
- write legibly and neatly with high standards of spelling, grammar and punctuation;
- are numerate and can apply mathematical skills and concepts in a variety of everyday settings;
- develop an enquiring mind and scientific approach to problem solving;
- appreciate the value and importance of IT in a modern technological society;
- work independently and in collaboration with others to investigate, interpret and solve problems;
- possess a degree of agility and co-ordination leading to confidence in a range of physical activities;
- have an appreciation of, an enthusiasm for and an involvement in all forms of creativity; and
- understand the importance of health, relationships and well-being and can identify ways in which this can be impacted as well as identify strategies in which to support them including by contributing to their cultural capital.

3. Key principles for pupils' learning

As teachers, HLTAs and LSAs, we give pupils the opportunity to:

- experience and learn from high quality inclusive teaching and when required, through effective, well-planned support, intervention and resources;
- experience a range of purposeful learning activities;
- work with independence as well as collaboratively with their peers;
- manage their own learning in terms of time, approach and purpose;
- become reflective and self-evaluative with an understanding of how to improve their work;
- apply, reflect upon, question, practise and reinforce previously learnt skills, concepts and knowledge;
- experience and enjoy a wide range of first-hand experiences both within and beyond the classroom;
- take part in challenging activities, well matched to their individual ability and interests;
- record experiences in a variety of ways;
- investigate, problem solve, discover, predict and hypothesise;
- redraft and present work to the best of their ability in consideration of the verbal or written feedback given;
- spend sufficient time in which to produce an extended piece of work;

- build secure relationships with their teachers, support staff and peers;
- talk passionately and knowledgeably about their learning experiences and skill acquisition;
- become excited and enthused about their work;
- have access to a wide range of resources; and
- take responsibility for their learning environment.

Our learning environment is:

- stimulating and well organised;
- comfortable, safe and secure;
- calm, supportive and purposeful;
- well resourced, with easily accessible and appropriate books, materials and equipment; and
- organised so that all pupils can see, hear and participate to the best of their ability.

Teachers ensure that they:

- establish a classroom environment which meets the stated needs for effective learning and teaching to take place;
- teach the National Curriculum for the core and foundation subjects (including the Hampshire syllabus for RE and PSHE Association's Programme of Study) within a rich, relevant, broad and balanced curriculum;
- set clear learning objectives and identify appropriate success criteria and resources to enable all learners to make progress from individual starting points;
- carefully plan and tailor work according to the needs of the pupils and which enable them to make good progress;
- give effective verbal and written feedback which celebrates specific areas of success as well as informs the pupil of their next steps to enable further progress to be made;
- plan for formative assessment as an integral part of day to day teaching;
- regularly record pupils' attainment, according to the requirements of the school's assessment procedures and policy;
- work closely with colleagues so that continuity and progression of learning is achieved across the curriculum and throughout the school;
- establish an atmosphere of care and trust within which pupils can accept constructive criticism with confidence;
- explore and adopt different ways to deliver the curriculum in order to give the learners a variety of teaching approaches and strategies (including the retrieval of key skills and knowledge);
- provide all pupils with their full entitlement to the curriculum, regardless of their differences and thus ensuring equality of opportunity;
- endeavour to work closely with the adults who have care of the pupils to promote their well-being and obtain the maximum benefit from the education provided;
- work to establish attitudes of tolerance, respect, understanding and perseverance; and
- value and celebrate the work of all pupils and respect each one as unique individuals (see Respect Charter).

(See Appendix 3 – Children Learn Best... agreed principles)

4. Organisation of Teaching and Learning

We organise our curriculum into purposefully planned half-termly or termly overarching topics, making meaningful links between subject areas and content whilst recognising that some subjects, units and objectives should be delivered discretely and time is allocated for this.

We use a variety and range of teaching approaches in order to give learners the best opportunities to experience success. We believe that no single approach to teaching will be suitable for all purposes; sometimes it will be appropriate to teach the class as a whole, sometimes to teach small groups or individuals and sometimes pupils should carry considerable responsibility for deciding the direction of their own work. This may include selecting a range of practical resources.

Pupils are arranged in a variety of flexible groups (using teacher's knowledge of abilities, prior assessment and dynamics) but dependent upon the purpose of the activity and its learning objective. Different groupings can influence what is learned as well as how it is learned and the resources used. (See Appendix 4 – The Westfields Way)

5. Time Allocation

Either through a cross-curricular or in a discrete teaching approach, the balance of the curriculum is allocated as set out below. English and Maths are taught daily and Science, Computing, PE, PSHE and RE

are taught throughout each week. The remaining subjects of Art and Design, Design and Technology, Foreign Languages (Spanish), History, Geography and Music may be taught throughout each week, on a fortnightly basis or through half termly cross-curricular topics and therefore may be taught more significantly and given more focus in one half term than another. However, to promote knowledge and skill retention, development of these curriculum areas will still have some focus at times not studied throughout the whole school year. The balance of teaching content therefore may be over a term rather than a week.

1% = 15 minutes

	Key Stage 2	
English (Writing and Grammar)	20%	5 hours
Reading	9%	2 hour 15 mins
Maths	20%	5 hours
Science	8%	2 hours
Computing	4%	1 hour
Art and Design	4%	1 hour
Design and Technology	4%	1 hour
Geography	4%	1 hour
History	4%	1 hour
Physical Education	8%	2 hours
Personal, Social, Health and Economic Education	4%	1 hour
Religious Education	4%	1 hour
Music	4%	1 hour
Foreign Languages	3%	45 mins
Total	100%	

6. Classroom Organisation

All classrooms are structured differently and the organisation of furniture etc. is left to the discretion of the teacher who has to take many points into consideration: safety, size of room, age of pupil, number in class, ability of pupils, social/behavioural mix. (See Appendix 5 – Effective Learning Environment Expectations Checklist)

No two classrooms will ever look exactly the same however, there are many similarities between the rooms that echo the philosophy of the school:

- Every pupil has a comfortable place to sit at a table.
- Tables are grouped thoughtfully with pupil's needs in mind.
- Each room has a variety of stimulating reading materials organised within a well-planned and resourced bookcase (although the majority of reading resources are in our woodland themed library).
- Each room has a wide range of appropriate resources that are easily and independently accessible with an IWB, visualiser and whiteboards to facilitate and model learning and best practice.

Pupils will spend the majority of their time, within school, in their classroom and they should share a pride in it. It should inspire them to take a pride in their work and to achieve the highest standard in all they do.

7. Target Setting

Comprehensive targets for reading, writing and maths are set for each pupil at the beginning of each year (Target Setting and Getting). These are based upon the achievements of the previous year and the progress we expect the pupils to achieve. Termly assessments of the pupils' individual attainment are recorded on Insight and these are based on formative assessments made and summative assessments carried out throughout each term which measure the progress each pupil is making towards the end of year target and year group expectations that has been set. As part of this process, teachers identify key targets for each individual pupil which are monitored and shared with parents and pupils alike (recorded on the Attainment and Progress Trackers distributed each term). They also form the focus of discussion at the termly meetings with parents. In addition, pupils with SEND will have an individual education plan (IEP) with SMART targets matched to their specific needs.

8. Assessment

Assessment is an essential part of the learning process and informs future planning and learning across all subjects within our whole curriculum. AfL is integrated into daily practice.

- Pupils are aware of their own progress and achievement through discussion, whole class feedback and verbal feedback and marking of their work (see Feedback and Marking policy);

- Detailed Annual Reports are kept for each pupil throughout their school life.

9. Whole School Focus

We believe that a positive focus has to be centred upon the individual's acquisition of oracy, reading, writing and mathematical skills. In order to achieve this, we continually evaluate our teaching approaches and strategies and give extra support to ensure that all pupils can be confident in these important areas as well as challenged and inspired e.g. through pre-teaching, interventions and mop-up support. Pupils who experience challenges in speech and language, phonics, reading, writing or maths will have regular teacher support in addition to HLTA/LSA intervention and support in order to make progress.

10. Equal Opportunities

All pupils are provided with their full entitlement to the curriculum regardless of their differences to ensure equality of opportunity.

11. Pupils with Special Needs

Progress of pupils with special needs is regularly monitored and assessed. The needs of pupils with an EHCP and those on the SEND register for SEND support are catered for within the classroom, with advice and support given by the Federation SENCO. For a breakdown of support given, see the school's SEND Policy.

12. Challenge and Inspire

We recognise that pupils may have particular strengths, talents or a real enthusiasm for subjects and areas of our curriculum. Teachers are mindful of pupil's strengths, talents and enthusiasm and opportunities through each academic year are provided to build upon these in order for children to reach their individual potential. Differentiation and variation (in Maths) within our broad curriculum planning and teaching is explicit to challenge and inspire as well as 'Share my Talents', 'Westfields Has Talent', our extra-curricular clubs, competitions and subject specific activities organised by subject co-ordinators.

13. Learning Support (LSAs and HLTAs)

We value the tremendous support given to all pupils, irrespective of their individual needs, by Learning Support Assistants (LSAs). We do, however, have to remember that LSAs are employed primarily to support the needs of those pupils who have special needs or are part of the pupil premium group. Under the direct management of the SENCO, all LSAs are requested to work alongside the class teacher and meet the needs of all the pupils, as far as possible, within the classroom setting.

Very competent and well-trained Higher-Level Teaching Assistants (HLTAs) are employed to release teaching staff when required as well as support pupils within the classroom and as part of intervention group time. When releasing teaching staff, they will use the planning provided by the class teacher and will feedback information about the lesson to the teacher afterwards.

14. PPA Cover

Our class teachers are released for 10% of their teaching time by qualified teachers. During this time, specific subjects are taught which include Foreign Languages (Spanish), Music and Art and Design. PPA teachers are responsible for the planning, teaching and assessment of the subjects taught.

15. Home Learning

Home learning is considered an important element of our teaching and learning as we feel are committed to working in collaboration with parents to improve outcomes for pupils. There is clear progression as the pupils move through our school (and federation) as detailed in our Home Learning Policy.

16. Strategies for ensuring progression and continuity

- The basis for curriculum planning is the National Curriculum.
- Hampshire's Living Difference IV syllabus is the basis for our RE planning, the PSHE Association's Programmes of Study are the basis for the PSHE curriculum and Get Set 4 PE is the basis for our PE planning.
- Long term overviews and topic webs outline subject coverage for each year group and are carefully balanced to include full coverage of all subjects and taking into consideration our specific school community.
- Progression overviews for all subjects have been devised and are followed to ensure progression across the key stage.
- Teaching plans are drawn up by individual teachers in conjunction with subject co-ordinators. These include medium-term plans which are reflected upon and developed as required by the individual classes class teacher. All planning is monitored by the Executive Headteacher, Executive Deputy Headteacher and subject co-ordinators.

- To strengthen our provision, ensure progression and share expertise, time is given for subject co-ordinators to work alongside subject co-ordinators at Westfields Infant School as well as other local schools as part of a local network.
- Knowledge Organisers are shared with pupils and parents to provide key vocabulary and knowledge acquisition at the beginning of each new topic in Science, RE, Geography and History.
- Regular Staff and SMT meetings provide an essential forum for discussion and debate ensuring a consistency of approach and high expectations as well as continuing professional development.
- Staff are encouraged to further their own skills and understanding through personal development opportunities within and beyond our school through networks, conferences, workshops, training activities, weekly blogs and the CPD library.
- Informal meetings and planning meetings are held within year groups to discuss curricular and organisational items of particular relevance.

17. Excellence

Excellence is celebrated in display and performance where:

- each pupil is given an opportunity to have work displayed within the classroom and around the school;
- sustained effort including drafting and reworking is encouraged to enhance standards;
- school events such as performances (e.g. Poetry Slam, Share My Talent, Westfields Has Talent etc), class assemblies and radio shows are seen as opportunities for all pupils to demonstrate their own best performance;
- teachers and senior leaders reward quality work and attitude in a variety of ways: written comments; sharing with colleagues, stickers, texts home, certificates in Celebration Assemblies, marbles/class rewards and Star of the Week/Day nominations; and
- the Executive Headteacher celebrates quality work by: giving stickers and writing comments in pupils' books; presenting certificates and awards to individuals (including Ambassador Awards and Gold Book Certificates/Badges); sharing individual achievements in weekly newsletters and awarding certificates to school leavers.

18. The Role of the Subject Co-ordinator

- Take a lead in implementing change and improvement through an annual subject action plan.
- Take a lead in the long-term planning across the school to promote a rich, relevant, broad and balanced curriculum that is enriched with extended curriculum opportunities.
- Monitor planning to ensure progression and continuity.
- Support colleagues with planning and implementation of the schemes of work and in assessment and record keeping activities; advise on approach and pitch – be proactive.
- Monitor provision (e.g. lesson observations, learning walks, familiarisation sessions, book monitoring, pupil conferencing) and outcomes in pupils' books; and gather samples of learning across year groups.
- Monitor progress in their subject and advise the Curriculum Co-ordinator on action needed.
- Identify areas for improvement linked with strategic plan priorities where appropriate.
- Review resources and complete a budget request form then manage the budget allocated.
- Keep abreast of current development through professional reading, network and liaise with other subject co-ordinators within the local area (including Westfields Infants School) and attend relevant training activities.

19. Resources

Classroom resources are issued to class teachers who should then ensure that:

- there is a range of appropriate, accessible and labelled resources available from which pupils can select from to suit their task;
- all pupils know where resources are kept and sensibly apply the agreements for their use;
- pupils are encouraged to act independently in choosing, collecting and returning resources; and
- pupils and teachers work together to establish an attractive, welcoming and well organised environment promoting respect, care and value for all resources. (See Appendix 5 – Effective Learning Environment Expectations Checklist)

Pupils' books and stationery are ordered by the Federation School Business Manager by request from the staff and are stored centrally (Aladdin's Cave) with free access for all staff. Central subject specific resources are the responsibility of subject co-ordinators, each of whom manages the organisation, auditing and financial control of their curriculum area.

APPENDIX 1 – School Aims



Our vision is for a school where everyone in the community is inspired to learn with and from each other, where there is mutual respect and self-belief in the pursuit of excellence for all.

<p style="text-align: center;">- Unite -</p> <p>Value and respect one another as individuals celebrating differences, cultures & talents</p> <p>Create a school community that we are all proud to be part of</p> <p>Value & contribute to local, national & community partnerships </p>	<p style="text-align: center;">- Inspire -</p> <p>Experience a rich, relevant curriculum within & beyond the classroom that keeps pace with the ever-changing world </p> <p>Develop passion & determination to achieve</p> <p>Motivate & support pupils to develop life skills to realise their aspirations</p>	<p style="text-align: center;">- Excel -</p> <p>Prepare pupils academically, socially & morally to become healthy, happy individuals </p> <p>Promote a limitless culture of possibility & challenge </p> <p>Achieve individual potential & develop a lifelong love of learning through perseverance & determination</p>
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APPENDIX 2 – Respect Charter



Respect Charter

Everyone in our school has	
a right to:	the responsibility to:
Relationships that are positive, happy and supportive.	Relationships ...treat all others as we would like to be treated.
Expression of their beliefs, opinions and ideas, which are listened to and not made fun of.	Expression ...listen to and try to understand the views of other people even when they do not agree with them...always respond appropriately and politely.
Skills that will help them in their lives.	Skills ...try their best...let other people learn without disturbing them.
Protection so that they are kept safe and feel safe.	Protection ...ask for help with difficult situations...behave in a way that does not put themselves or others in danger or make them, or anyone else, feel unsafe.
Equipment to help them learn and enjoy activities.	Equipment ...look after all equipment...ask to borrow things that belong to other people.
Care from everyone in our school.	Care ...include others and consider their feelings...look after each other.
Teamwork so that everyone can learn from, and play with, others.	Teamwork ...encourage everyone to take part...co-operate, contribute and compromise...take turns fairly.

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APPENDIX 3 – Children Learn Best



Children learn best when... An agreed set of key principles (reviewed Feb 23)

All Staff

- ✓ Have a responsibility for the safety and well-being of all pupils
- ✓ Are caring and provide emotional support
- ✓ Know and value pupils as individuals
- ✓ Model positive attitudes and behaviour
- ✓ Provide a curriculum and extended curriculum that is stimulating, creative and... fun!
- ✓ Have a thorough knowledge of the teaching content, intent and progression
- ✓ Have thorough, differentiated planning that challenges pupils of all abilities and develops vocabulary acquisition
- ✓ Engage pupils with creative and inspirational teaching (utilising subject specialisms where possible!)
- ✓ Have clear and high expectations
- ✓ Ensure pace is appropriate, challenging and supportive
- ✓ Have clear learning objectives and targets
- ✓ Share appropriate success criteria and understand the steps to success and resources required for all pupils to achieve success
- ✓ Give pupils a balance of constructive and positive feedback, identifying clear next steps in order to promote progress
- ✓ Provide targeted pre-teaching and interventions to address misconceptions and bridge any gaps
- ✓ Have consistent approaches to assessment
- ✓ Work as a team, supporting one another to achieve best outcomes for all
- ✓ Have clear routines
- ✓ Encourage and enable pupils to become independent learners
- ✓ Maintain and share educational developments and best practice
- ✓ Promote and support British Values
- ✓ Celebrate difference and diversity
- ✓ Communicate and work in partnership with parents and all other stakeholders

Environment

- ✓ Is safe, accessible and inclusive
- ✓ Is bright, engaging, welcoming and purposeful with varied and interactive displays
- ✓ Classroom is well-organised, relevant and stimulating
- ✓ School and classroom has well defined areas which are consistent throughout the school
- ✓ Each class has quality resources which can be accessed independently
- ✓ Celebrates successes and achievements
- ✓ Is appreciated and looked after by staff, pupils, parents and visitors

Pupils

- ✓ Are proud to belong to the Westfields Junior School Community
- ✓ Are happy, healthy, safe and secure
- ✓ Value, respect and trust all members of staff and each other
- ✓ Have positive self-esteem and good mental health
- ✓ Actively participate in lessons, maintain focus and motivation to learn
- ✓ Engage in quality dialogue and communicate effectively
- ✓ Are recognised, celebrated and rewarded for their efforts, actions and learning
- ✓ Are aware of the clear and consistent boundaries and use behaviours appropriate to different environments
- ✓ Have opportunities and skills for independent and collaborative learning
- ✓ Demonstrate resilience, take responsibility for, and learn from, mistakes; recognise that mistakes are part of learning and making progress
- ✓ Are challenged and supported by trusted adults
- ✓ Feel their opinions are valued and that they are not afraid to take a step into the unknown
- ✓ Take a pride in all that they do and strive to achieve the best that they can at all times

Parents

- ✓ Are fully informed and warmly welcomed into school
- ✓ Encourage their children to become independent learners with positive attitudes towards learning and school
- ✓ Take an active interest in their child's achievements and attainment, supporting them appropriately (including with home learning)
- ✓ Are open and honest and approach school appropriately when concerned
- ✓ Are supportive of the school, working in partnership with staff and other outside agencies as appropriate
- ✓ Are involved with and feel a part of the school community
- ✓ Keep regular communication with school staff

APPENDIX 4 - The Westfields' Way



The Westfields' Way

Purposeful and Supportive Learning Environments

- Classrooms are well organised, inclusive, respectful, safe and stimulating environments with established expectations and routines
- Working walls and classroom displays support current learning journeys and key skills to promote independence.
- Children's contributions, efforts and achievements are praised and celebrated
- Purposeful resources are easily accessible to support learners and promote independence
- High expectations in relation to effort, behaviour, learning engagement and presentation are modelled, shared and understood

Clearly Planned and Structured

- Secure teacher subject knowledge ensures planning and teaching is appropriately pitched and delivered in a range of ways, adapting to the needs of individuals and misconceptions that arise throughout lessons
- Lessons, units and topics are enriched, contain real life contexts and build upon previous learning
- The learning journey is shared with clear purposes and meaningful contexts explained so children are clear in relation to aims, purposes, contexts and outcomes
- Thoughtful links are made to previous and subsequent learning
- Previous learning is reviewed as part of whole class feedback
- Retrieval practice takes place throughout lessons and after lessons, topics and units have been taught
- Flexible structures and pace of lessons are effective in meeting the needs of learners by maximising learning time

Effective Strategies

- Lesson objectives, success criteria and outcome expectations are explained using age appropriate language
- Key vocabulary is explored and explained
- Learning is presented in small achievable steps
- Lessons have a balance between teacher talk/presentation/peer and/or independent practice
- Worked examples are completed and modelling and shared tasks are carried out (e.g. I do, we do, you do)
- Guided practice (by all staff) supports and challenges
- Children's barriers to learning are identified and their needs are supported
- Learning is tailored and scaffolds ensure children make progress from their individual starting points
- Technology resources are meaningfully utilised to enhance learning experiences and outcomes

Effective Feedback

- Timely and proportionate feedback (verbal/written, whole class, group and individual) and exemplary modelling is used throughout lessons to guide, support and challenge children to make progress
- Peer feedback and self-evaluation opportunities are utilised within lessons
- Children are given time to respond to feedback

Assessment of and for Learning

- Teachers make accurate and productive use of formative and summative assessments
- Lessons build on teacher's assessments as well as children's capabilities
- Self-assessment strategies are utilised within lessons
- Effective use is made of the visualiser/previous examples of learning and WAGOLLs
- Success criteria is developed by children and teachers
- Children have opportunities to select their starting points and level of challenge when completing activities but these are supported by staff as appropriate
- Children are involved in the setting and assessment of next steps and key targets

Questioning

- Key questions are planned for, shared and answered throughout topics
- Effective questioning is probing through open ended questions and encouragement to justify responses
- All children are expected to actively engage with questioning and random selection within an inclusive culture where mistakes are celebrated as learning opportunities to promote this
- Sufficient time is given to children to think and respond
- Incorrect responses/misconceptions are used as learning tools and are addressed through the lesson
- Teachers use effective questioning to assess understanding and inform subsequent planning

Active Participation and Engagement

- Lessons promote a love of learning and children's curiosity (Westfields' Buzz!)
- Everyone engages and demonstrates positive learning behaviours by being actively involved in all aspects of the lesson with adult roles clearly understood.
- Talk partner and group work activities promote participation and confidence throughout the lesson.
- Inclusion strategies, support and resources are evident across the breadth of the curriculum
- Children demonstrate independence, can problem solve and are self-sufficient.
- Learning skills (The 7Cs) are promoted across the whole curriculum.

APPENDIX 5 - Effective Learning Environment Expectations Checklist



Effective Learning Environment Expectations Checklist

Class:

Our learning environments showcase to pupils and adults our ethos (sense of pride!), expectations and quality of provision. All learning environments should be **neat, tidy and free from clutter** (to be safe). We all have a responsibility to contribute to and maintain our school.

- All wall displays need to be securely and appropriately attached e.g. 4 blobs of blu-tac (please limit blu-tac on walls and none should be on doors to avoid staining) or staples (please do not use staples in doors, walls or furniture).
- Displays **MUST** have a title and brief explanation of work content.

Classrooms should contain:

An English, Maths, Science, Computing (with e-Safety coverage), Spanish (supplied by Claire Shreeves) and topic display board (they should display at least some of the key vocabulary (laminated for repeated use) associated with the topic or unit of work - children's work should be mounted and named with the children's first and surname)	
Working wall elements for English (including train, spelling hospital, words of the week, Every piece, every time; Penpals handwriting posters) and Maths as part of subject displays	
Some examples of polished work mounted, named and displayed or collated in books and hung on displays - handwriting and spelling should be exemplary	
A well organised and inviting class library including Reading Masters display	
A Remarkable Read box stored in classroom libraries, only containing books from the literature spines.	
7Cs Visuals	
A globe, map of the world and geographical vocabulary	
A historical eras timeline	
Children's own labelled trays with sticky back plastic	
A celebration board (marble jar - actual jar or a laminated version and any class certificates etc.)	
Visual timetable	
Class Contract - signed by all the children and staff in the class	
Behaviour Poster (SHINE/Reflect, Respect, Restore) and Playground Charter	
Pupils Anti-bullying Policy Poster	
Children's Support Helplines (a problem shared...), Conflict Resolution Spiral & Talk Time Poster with lips	
Great Dream Poster	
Calm Box	
School Council Suggestion box (which will be created by your class councillor)	
Fire regulations and procedures poster	
2 walkie-talkies with 2 charging points	
Class first aid kit (to be kept stocked by Class Teacher) with recording book	
A clock	
A nameplate for class (Welcome to 6LB) placed on glass of door (organised by Nicki Pagden)	
Cloakrooms all have labelled pegs - sticky backed to be securely attached	
British Values Poster	
Respect Charter (at least A3 in size, but can be larger)	
School Aims/Vision	
Marking Symbols Poster (A3)	
Wet Play Box with games	
No drapes, trellis, cushions or beanbags!	

Teacher's desks/resources should be organised with Class Information File Accessible	
Teacher's cupboards should be organised and accessible	
Children's books must be neatly labelled with children's first name and surname, written in black with no other writing on books/labels (no 'Book 1', 'finished', 'F' etc)	
Children's resources e.g. dictionaries, thesauruses and Maths resources, are accessible and organised	
Stationery resources are respected and maintained in an organised appropriately sized storage containers	
Additional, unused furniture is removed to give maximum space	
Shared areas and cloakrooms are kept tidy	