



Teaching and Learning Policy & Guidance

Balfour Primary School

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Teaching and Learning Policy & Guidance

Rationale

'Without continued growth and progress, such words as improvement, achievement and success have no meaning.' Benjamin Franklin

Learning is a cornerstone of society, and outstanding teaching is directly linked to outstanding learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject, skill or concept being learned. As a community, we value learning and strive to ensure that it occurs in every activity which staff and children undertake. Learning is not restricted to the classroom and should extend beyond the school site and beyond the school day. We believe that all members of our community have the right to learn throughout their lives.

At Balfour the curriculum offers all children the opportunity to learn and undertake experiences in a wide variety of activities and to do so with an assurance of success. The curriculum is based on children having confidence to achieve at a pace and level that meets their needs, which is appropriately challenging, engages them in the learning process and is delivered with purpose and rigour by teachers.

Curriculum

Early Years Foundation Stage

Children in EYFS follow the play-based Early Years Foundation Stage curriculum. As such, children can access a broad range of areas of provision- both in and out of the classroom environment. Teaching is tailored to the interests of children and is often topic-based. All practitioners in the Foundation stage take on the role of teacher, facilitator and assessor, engaging with children in their play in order to move learning on.

Children learn early reading and writing through a daily phonics session which builds on prior learning. It is differentiated according to need and highly structured. Phonic skills are reinforced through children's play and provision.

Children's early number, calculation and measuring skills are developed through a daily focused mathematics session, and with provision that reflects the children's current learning needs.

Key Stage 1 and 2

Thorough planning, which is tailored and matched to need, enables all children to make progress in every lesson. Long and medium term plans are crafted to ensure the full coverage of the National curriculum. Short term plans are flexible and responsive. They are adapted according to children's prior understanding and are designed to build on previous learning.

Although children move through the curriculum at broadly the same pace, some will require support and others greater challenge. The aim of the teacher is to design learning experiences that enable as many children as possible to master the concepts and skills being taught and apply them confidently.

When children encounter barriers to their learning and fall behind, the teacher will first intervene and if further support is needed will discuss the child's needs with the Inclusion Lead or Assistant Head. A



short term intervention may be put in place for the child to access, in addition to the usual core teaching.

The progress and attainment of children receiving **Pupil Premium** will be tracked and monitored closely and they will be offered access to additional learning or pastoral interventions in order to accelerate their rate of progress regardless of their academic starting point.

Our teaching takes into account the needs of all groups of learners- boys, girls, children with SEND, most able, learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs in keeping with our inclusive ethos where we aim to teach in a way that considers all barriers to learning and gives them the best chance of success.

All children will receive and develop:

- A range of basic skills through the teaching of the National Curriculum.
- A curriculum that builds on multi-sensory approaches to learning and teaching.
- An education that gives children high expectations for their future.
- The stimulus of a broad and balanced curriculum that introduces new ideas and experiences to all.
- Respect and consideration for theirs and others' individuality, particularly backgrounds, cultures and religions.
- The confidence that arises when achievement is recognised and valued.
- The benefits of learning and growing in a safe, friendly and respectful community.
- An education that supports the physical, emotional, moral and spiritual development of every child.
- An education that allows development and expression through a vibrant arts curriculum.
- An education that uses real experiences as a foundation for learning.

This policy describes the ways in which we support the learning of Balfour Primary School children in every lesson every day.

The Learning Environment

Children learn best when they feel secure and confident in their surroundings. We expect every area of the school to exemplify our whole school values and our Rights Respecting School (RRS) 1 status. Treating each other, and our environment, with respect, is the starting point for developing positive relationships. This in turn creates a culture in which every child has the confidence to perform at their very best. Children are encouraged to reach their potential, become independent in their learning and develop a positive attitude to lifelong learning.

Teachers have a responsibility to ensure that their classrooms are safe, caring, supportive and stimulating environments in which to learn. Furniture should be arranged to facilitate different ways of learning (solo, paired, grouped and whole class). Where possible the furniture should be moved from time to time to support a variety of ways for organising learning. Classroom displays should reflect high quality children's work and provide excellent stimuli for further learning. All teachers have received training to ensure that their classrooms are dyslexia-friendly to ensure that all children can access the learning materials displayed in the classroom. (See appendix 2.) The learning environment will undergo regular monitoring to ensure consistency and high standards are being met.



Pupil Grouping

All classes are mixed ability. Teachers use a flexible approach to grouping children dependent on the intended learning objective. Work is, however, tailored and matched to the individual and different groups will access guided work alongside the teacher throughout the week. These teacher-led groups will be flexible and the purpose and reason for working with the teacher will always be shared with the children.

The Teaching Policy

We believe that every child has the right to access good and outstanding teaching every day and we support all teaching staff through coaching, mentoring and modelling to continually develop, improve and extend their skills and repertoire.

We ensure that our teaching staff understand what outstanding teaching and learning looks like and what they need to do to develop outstanding practice. We know that regular access to high quality teaching will lead to good and outstanding learning for all our children regardless of their starting points.

To embed the characteristics of lifelong learning we have developed six dispositions related to an animal. These are: Curious Meerkat; Collaborative Ant; Creative Spider; Resourceful Chameleon; Reflective Owl and Resilient Tortoise. These are referred to and understood by teaching staff, children and their parents and carers.

What makes Outstanding Teaching & Learning?

Teachers

Teachers at Balfour are expected to meet all the Teacher Standards and expectations for personal and professional conduct (September 2012).

- Lesson planning focuses on:
 - What do you want children to learn?
 - What provision will be in place to ensure all children can access the learning?
 - How will you know they have been successful?
- Prior data is known and the needs of all the children are planned for- SEND, Disadvantaged, Most Able etc.
- Children know their individual targets and how to achieve them (including IPM targets/target cards).
- A safe and purposeful learning environment is established, in which stereotypes and derogatory language are challenged.
- Child friendly learning objectives are clearly understood by all.
- Where relevant a thought provoking lesson hook, philosophical question or starters should be used to engage and enthuse learners.
- Open questions are used effectively to consolidate and extend children's understanding.
- A range/choice of activities/tasks are used, during which the focus is on PROGRESS not process i.e. not dominated by instructions and teacher talk so that maximum time can be used to provide opportunities to enable children to develop and improve their understanding, knowledge and skills.
- Children are given time to work independently and practise, consolidate and apply new skills.
- Progress is checked- how successful have children been and what have they learnt?
- Mini-plenaries used to return to the learning objective.



- Use of success criteria (steps to success) and modelled answers alongside self/peer assessment and effective child-led learning is used effectively to improve children's knowledge, understanding and skills.
- Teachers have high expectations and encourage children to be ambitious in their learning. Within this children are expected to apply the agreed non-negotiables in writing and maths.
- Children show a curiosity and interest in their learning and are resilient to making mistakes and learning from them.
- Delivery of lessons is highly engaging and, at best, inspiring.
- There is a high degree of challenge for all children, who are encouraged and supported to aim high.
- Low-level disruption is challenged effectively and unobtrusively using the whole school values and rights.
- Progress of all groups of learners and individuals is effectively tracked and intervention is implemented to address underperformance.
- Children receive regular verbal and written feedback which promotes learning.
- Children are encouraged to use a high level of spoken and written language and key academic language is clearly explained so it is understood and used confidently and accurately by children.
- Ensure misconceptions are identified and addressed quickly and efficiently.

In addition to monitoring the above criteria during formal lesson observations, 2/3 of the above will be the focus for drop-ins every half term to ensure that consistent, high standards are embedded across the school.



Key principles of Learning at Balfour.

High expectations for all

Tasks are differentiated (through support and resources to support the mastery approach in maths) and personalised according to children's individual needs. Children's choice is encouraged to ensure that barriers to progress are removed.

Children are encouraged and supported to aim high and stretch themselves. They set challenging learning goals and strive to maximise their learning and achievement.

AfL

Assessment criteria are shared with children before, during and after learning. Children know their current status and their targets and have clear strategies of how to achieve them. Questions are higher order and reflection time is used to good effect.

Pace/consolidation

Lesson time is used to maximum effect so that children's engagement is maximised. Reflection time is planned and delivered so that it underpins children's progress.

Assessment and feedback

Consistently high quality formative feedback is provided to support maximum progress. Teachers plan as a result of children's prior progress. Children are engaged in a learning dialogue with both their peers and the teacher.

Positive Learning Dispositions/Behaviours

Teachers plan and deliver a range of tasks that encourage children to demonstrate positive dispositions/behaviours that maximise learning – Curious (Meerkat), Collaborative (Ant), Creative (Spider), Resourceful (Chameleon), Reflective (Owl) and Resilient (Tortoise).

We also expect to see the following demonstrated in all lessons:

- Written lesson plans, with annotations to reflect the needs of all learners (pre-teaching comments, feedback comments, organisation etc) in the agreed format, being available for any visitor to see (paper copies for announced lesson observations only).

RRS/Climate for Learning

Teachers will work within the RRS framework to help children to act responsibly and respect and support the rights of themselves and others to an outstanding learning environment.

Children are committed to their learning as a result of excellent relationships. Children are encouraged to investigate and explore independently or collaboratively.

Independent learning

Teachers plan engaging, stimulating, inspiring and well-judged tasks. They demonstrate good subject knowledge.

Independent learning time is used effectively to enable children to demonstrate learning and practise and apply new skills.

The Big Picture

At the start and end of the lesson the context for the learning is set. Children will see the link between lessons and between subjects. Children can accurately predict the next steps in their learning and can articulate how today's lesson supports their progress overall. This will be supported by the learning walls and classroom environment.

Communication

Children can articulate what they are learning, using subject-specific and general vocabulary. Children are encouraged to use a high level of spoken and written language in their responses and teachers will provide opportunities to improve this. Key vocabulary and terms are displayed and explained by the teacher and understood by children.

PROGRESS

Evidence of thorough planning for individual children's progress, covering a range of learning styles and activities across a sequence of lessons, will ensure that all children make progress, regardless of starting point.



- Progress data and details of planned differentiation linked to the lesson plan.
- Learning time maximised during all lessons.

In summary, we believe the fundamental elements to ensuring that children make at least 'Good Progress' are:

- The starting point of all lessons should be - what do you want children to learn by the end of the lesson? Use this to write clear, child-friendly learning objectives that are re-visited again during the lesson.
- Define and teach key terminology to be used within the lesson – and crucially, return to these throughout the lesson to check understanding and model their use.
- Align tasks to learning objectives – ensure that there is a clear purpose and link.
- Ensure that there is effective differentiation that meets the needs of all learners and resources are used appropriately to support children's learning.
- Have a period of independent study for children to demonstrate their learning. Use this time to proactively seek out and deal with misconceptions. If children are completing a piece of extended writing, model a response and provide success criteria (steps to success) to enable students to independently evaluate their own progress within a lesson.
- Plenary – return to the learning objectives. Ensure that children can demonstrate progress towards them. This should provide an opportunity for children to review and reflect on their learning through self/peer assessment (Years 3-6) and purple and green comments.

Quality assurance of Teaching and Learning

The Senior Leadership Team, Senior Management Team and Subject Leaders are required to monitor the effectiveness of teaching and learning through:

- Regular scrutiny of children's work
- Learning Walks; where all classrooms are visited for a few minutes each with a specific focus related to criteria on pages 5-8.
- QA (Quality Assurance) observations – usually lasting 15 to 20 minutes and unannounced
- Appraisal observations – lasting 60 minutes (please refer to the school's Appraisal Policy).
- Diagnostic Learning Trails (AFA) – 20 minutes observation in each of the five lessons of an identified child
- Pupil conferencing

All observations should have a clear focus, and observers should meet with staff within 24 hours to jointly identify strengths and areas for development. Findings from QA procedures are reported directly to Leadership Team members during line management meetings.

All QA procedures are supported by SPA (School Partnership Advisor), Lead Teachers/Subject Coordinators and Inco team, middle leaders and members of the Leadership Team.

CPD is matched, as far as possible, to the needs of individual groups of staff:

- Outstanding Teachers Programme (OTP): supporting those staff who deliver strong 'good' lessons to gain the skills necessary for delivering 'outstanding' lessons.
- TriCPD/Peer to peer: A collaborative approach encouraging 'good' staff to develop their pedagogy within, although not limited to, this grading.
- Good Progress: Supporting staff graded as 'RI' to ensure that students make good progress in lessons through simplified planning and delivery.



Home Learning

Teachers set challenging home learning in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares children very well for work to come.

Home learning tasks for children in EYFS, Y1 and 2 are usually topic-based. In addition teachers may set other optional tasks that parents can support their child with.

Home learning is set weekly (Ys 3-6). Children have five days (Friday-Wednesday) to complete their work unless the project requires more research, depth and time allocated in order to complete it. Home learning is linked to the work being undertaken in class and includes practice of the basic skills, handwriting, time tables and reading. Year groups may set a creative project or a research challenge before a new topic is introduced. Children are often encouraged to make choices about how their topic home learning is presented. A high standard is always expected. Opportunities are given in class to share home learning and rewards and acknowledgement are given for excellent effort.

The Home Learning Journal provides a good link between home and school and contains many basic facts for children to learn at home.

Teaching of fundamental skills and their use across the curriculum

Teachers embed reading, writing and communication and, where appropriate, mathematics, exceptionally well across the curriculum, equipping all children with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

The teaching of core skills in English and Mathematics are delivered daily at Balfour. EYFs, Y1 and Y2 have a dedicated phonics teaching session which all children access. Children needing more input are taught in small groups in addition to the whole class teaching.

Linking the core skills acquired through teaching, to the application in cross curricular subjects is essential. Opportunities for writing, reading and mathematics within the National Curriculum are exploited to their full and are explicitly planned for. The standard of writing in foundation subjects is expected to be of the same standard as in English.

Developing learners with high expectations and a love of learning.

Teachers are determined that pupils achieve well. They encourage children to try hard, recognise their efforts and ensure that children take pride in all aspects of their work. Teachers have consistently high expectations of all children's attitudes to learning.

Children love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.

They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

Children have the right to receive outstanding teaching to enable them to access outstanding learning. Our child centred approach, linked with a determination that every child should be given the best possible opportunities to succeed, guides all our teaching and learning. Effort is praised and the link Home Learning



between effort and success is made clear to children. Good quality work is expected and celebrated through display and the reward system. Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with children. The learning opportunities we give promote curiosity and a love of learning and the challenge element helps children develop resilience. Science is delivered with scientific enquiry as a key element and PSHCE and Philosophy for Children are used to encourage deeper thinking skills and curiosity. Teachers should always plan for challenge and by knowing their children well give timely support while still developing resilience and determination. Our curriculum has built into it many enrichment opportunities. Whole school events and learning with children of different ages are a key feature of our school and facilitated through the whole school buddy arrangement.

Children in KS1 are taught singing and KS2 are taught music by specialist teachers. We provide a range of extracurricular activities- including those run and led by children (KS2) which are accessed by many children and celebrated in our Friday assemblies. Many opportunities for families to get involved in learning are planned throughout the year. (See website for clubs currently available.)

Through pupil group, children have a strong voice within school and develop into confident and well equipped lifelong learners.

Parents as Partners

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

The partnership between parents, carers and school is fundamental in helping children to learn. At Balfour Primary School we do all we can to inform parents about what and how their children are learning.

We inform parents about what and how their children are learning by:

- holding curriculum evenings to explain our school strategies for teaching the National Curriculum;
- updating the website at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending out regular whole school newsletters informing parents of important dates, activities, celebrating successes etc.
- giving detailed explanations to parents on how they can support their children with learning.
- holding parents' evenings which provide an opportunity to discuss progress children are making
- having each member of teaching staff available on the playground after school
- inviting parents to our celebration events.
- facilitating parent forum meetings
- inviting parents to discussions about academic and pastoral interventions and their impact through half termly parent forum meetings.

The role of parents in their child's learning

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:

- ensure that their child has the best attendance record possible



- ensure that their child is supported with homework activities which consolidate learning (see Home Learning policy)
- inform us of their child's interests and capabilities
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement
- provide support for their child's behaviour within the school and for the teacher's role
- participate in discussions with teachers concerning their child's progress and attainment.

The role of the child

We give all children the responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- be organised by bringing necessary kit, taking letters home promptly, returning reading books regularly, working hard and to try their best
- behave appropriately in school according to the school's values and rights
- talk at home about what they have learnt at school
- take good care of the school environment
- complete home learning regularly and bring it back to school
- tell the teacher, TA or an adult at home if they find any aspect of school difficult.

Celebrating diversity and showing respect

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of children's experiences and provide them with a comprehensive understanding of people and communities beyond their immediate experience.

All members of staff expect children to show respect to each other and to adults they encounter. They are quick to challenge any behaviour that does not meet the high standards of the school. **(See our RRS Behaviour Policy)**

Global awareness is a key area of teaching which should permeate all aspects. The school became part of the Global Learning Programme in May 2017 and has led six training sessions for other schools in Sussex and Brighton and Hove. We are working towards achieving the Level 2 Rights Respecting School status **(Refer to UNCRC section of the School Development Plan 2017-18)**.

Our assemblies each term are based on our school values and the rights of the child that the staff and children explore together. This encourages children to think deeply about the world and those in it. It gives opportunity to develop children's knowledge and understanding of big issues and global dimensions.

In PSHCE we follow the LA Brighton & Hove curriculum which is all inclusive, promotes tolerance and celebrates diversity. PSHCE is taught weekly as a discrete subject.

RE is also taught as a discrete subject and enhances the children's understanding of communities outside their current experience. We base our curriculum on the LA Brighton & Hove agreed Syllabus.



Other related policies

- Home Learning Policy
- Feedback for Learning Policy
- Most Able Policy
- SEND Policy
- Equalities Statement
- Curriculum Policy

UNCRC Articles relevant to this policy are:	
Article 2	Non-discrimination
Article 3	Best interests of the child
Article 12	Views of the child
Article 17	Access to information and the mass media
Article 23	Children with a disability
Article 24	Health and health services
Article 28	Right to an education
Article 29	Goals of education
Article 42	Knowledge of rights



APPENDIX 1 – Lesson observation form

LESSON OBSERVATION Spring 2018

When considering all aspects, is teaching leading to good progress and learning in maths for all individuals and groups?

Teacher		Observers				Date	
	Teacher subject knowledge	Behaviour for Learning	Learning-pupil progress	Feedback	Attainment of pupils in English & Maths	Teacher expectations	Climate for learning- challenge for all
							Assessment for Learning • Learning objectives • Success criteria • Feedback (teacher oral / written self / peer assessment)
Outstanding (1)							
Good (2)							
Requires improvement (3)							
Class				Subject		Overall Grade	

Contextual information		
No. of pupils in class		Number of adults in class
Other contextual information e.g. No of SEND, Disadvantaged, EAL, MA pupils		

Feedback
<p>Overall strengths:</p>
<p>Areas for development (2 maximum):</p>
<p>Any other comments:</p>
<p>Link to values:</p>
<p>Use of RRS Behaviour Policy and rights if appropriate:</p>



Time	Observation Notes	Comments



Key areas	Outstanding	Good	Requires Improvement	Inadequate
Teachers subject knowledge <ul style="list-style-type: none"> Lessons planned for maximum use of time Well planned resources Clear LO, S4S, midway plenary etc in line with school expectations 	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.</p>	<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking.</p> <p>Teachers use effective planning to help pupils learn well. Time in lessons is used productively.</p>	Requires improvement, as these aspects are not judged to be "good."	Teaching is poorly planned.
Behaviour for Learning <ul style="list-style-type: none"> Clear behaviour expectations that are enforced 	<p>They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</p> <p>Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.</p>		Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.
Learning-pupil progress <ul style="list-style-type: none"> Time provided to embed skills Subject content introduced progressively 	Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce	In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for		Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding



<ul style="list-style-type: none"> Pupils who are falling behind are identified and support is put in place to enable them to catch up 	<p>subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>	<p>pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p>		<p>and skills sufficiently.</p>
<p>Feedback</p> <ul style="list-style-type: none"> Assessment for learning-checking of understanding Feedback is effective at moving pupils learning forward Feedback is in line with school policy Pupils use feedback effectively 	<p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>	<p>Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</p>		<p>Weak assessment practice means that teaching fails to meet the pupils needs.</p>
<p>Attainment of pupils in English and Maths</p>	<p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p>	<p>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</p>		
<p>Teacher expectations</p>	<p>Teachers are determined</p>	<p>Teachers expect and</p>		



<ul style="list-style-type: none"> • High expectations of all pupils • Teachers recognise and praise effort and achievement in work. 	<p>that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p>	<p>encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</p>		
<p>Climate for learning-Challenge for all</p> <ul style="list-style-type: none"> • Challenge is provided for all pupils • Children show resilience when learning • Children take part in extra-curricular opportunities • Children show a keen interest for what they are learning about 	<p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>	<p>Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p> <p>Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</p>		

Please note that the grading of individual lessons should be used as part of the triangulation process and not used in isolation to judge a teachers performance.



APPENDIX 2 - Classroom Display Checklist

Introduction

The environment in which children learn contributes greatly to their engagement and attitude towards their learning. They are affected not only by the physical environment which surrounds them, but also the expectations and attitudes being promoted through the school ethos. The main focus for classroom displays is children's learning and should be planned for as part of the curriculum planning process.

The purpose of the checklist and of classroom display is to provide a visually rich and stimulating environment which:

- Celebrates and values the work of all pupils; promoting self-esteem and encouraging them to value their own work and the work of others
- Reinforces school values, policies and our commitment to spiritual, moral, social and cultural development
- Arouses curiosity
- Reflects and interacts with topics being taught and stimulates critical thinking and questioning
- Provides information to support, consolidate and extend learning
- Informs all who visit the school of some of the work children are engaged in
- Develops the skills needed for presentation
- Displays relevant artefacts that stimulate children's work
- Raises aspirations
- Uses images and content that reflect the rich diversity of our school and wider community, seeking to challenge stereotypes and in so doing raise aspirations for all.



Display	In place	Comments
Whole school information		
School Values & Class Charter of Rights – making clear the school’s clear commitment to an ethos which promotes equality (and tolerance) (9so)		
Behaviour Policy-Use of turnaround, rainbow, sunshine and cloud display.		
School definition of bullying (Child-friendly Anti-bullying leaflet)		
Information on who pupils can go to for help and support		
Worry box (Y1 & 2 in shared areas; Y3-6 in classrooms)		
School Council information and pupil voice suggestion box		
PSHE area (with key messages about social and emotional skills)		
After school club information (year group to decide how to make this information accessible for all)		
Fire exits and protocols		
Class information		
Name and picture of teacher (s) and support staff working in the classroom on the door		
Welcome in different languages, including those spoken by the teacher, support staff and children.		
Timetables and rotas: Weekly timetable Today’s timetable Dinner rota Football rota Jobs list		
Resources in class are easily accessible and labelled		



pictorially for access by early stage English language learners and those with learning needs		
Language of the month		
<p>Book corner:</p> <ul style="list-style-type: none"> ➤ Books organised under topic and labelled (where possible) ➤ Reading materials provide positive role models for all protected groups ➤ There are texts that actively seek to challenge bias and stereotyping 		
Displays to support learning		
Key questions displayed and used in lesson starts and plenary		
Curriculum displays include statements and questions to highlight key learning points		
Displays actively challenge stereotypes and raise aspirations		
Displays reflect the ethnic, cultural, linguistic and religious backgrounds of all groups of children, challenging racism, bias and stereotypes and support the development of understanding and appreciation of the range of different cultures within school and further afield. (12c)		
Displays are initiated by children as well as adults and celebrate collaborative as well as individual work (8so, 9so)		
Displays of children's work show a use of creativity and imagination in learning (3sp)		
Displays encourage children reflection on current affairs and other key events (1sp)		
Displays and other prompts encourage children reflection on their own and others' beliefs, attitudes and values (1sp)		
Displays support children to develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others (11c)		



Dual language resources, key vocabulary and learning prompts (such as symbols and Makaton) are used in the classroom (not just with targeted children) and made available to parents and carers when appropriate		
Key words and vocabulary		
Week's spellings		
Working wall used to develop learning in English / Maths/ Science		
Success criteria (S2S) explained and visible		
Children's work is displayed in a way that promotes self-esteem and the learning of others		
Displays which mark equality or religious calendar events		

Stand back and evaluate the display:

- Has it worked? Are the children using it? Talking about it?
- Is it a useful tool for teaching? Does it celebrate work effectively?
- Has it made you feel proud? Has it made the children feel proud?
- Is there evidence of consistency in shared areas and topic displays across the year group, key stage, school?



APPENDIX 3 - Ofsted School Inspection Handbook, September 2014; Section 131

Pupils' spiritual, moral, social and cultural development of pupils is shown by their:

1sp	ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (mutual respect, tolerance)
2sp	sense of enjoyment and fascination in learning about themselves, others and the world around them
3sp	use of imagination and creativity in their learning
4sp	willingness to reflect on their experiences (mutual respect, tolerance)
5m	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England (the rule of law)
6m	understanding of the consequences of their behaviour and actions
7m	interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (democracy, mutual respect, tolerance)
8so	use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds (democracy, mutual respect, tolerance)
9so	willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (democracy, mutual respect and tolerance)
10so	acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (All)
11c	understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others (All)
12c	understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (mutual respect, tolerance)
13c	knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (democracy, individual liberty)



14c	willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
15c	interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (mutual respect, tolerance)