



UNITE – INSPIRE- EXCEL

Teaching and Learning Policy

Contents

1. School Philosophy
2. Aims into Practice
3. Key Principles for Pupils' Learning
4. Organisation of Teaching and Learning
5. Time Allocation
6. Classroom Organisation
7. Target Setting
8. Assessment
9. Whole School Focus
10. Equal Opportunities
11. Pupils with SEND
12. Academically More Able
13. Learning Support (LSAs and HLTAs)
14. PPA Cover
15. Home Learning
16. Strategies for Ensuring Progression and Continuity
17. Excellence
18. The Role of the Subject Coordinator
19. Resources

Appendix 1: School Aims

Appendix 2: Curriculum Intent

Appendix 3: Pupils Learn Best when... (An agreed set of Key Principles)

Appendix 4: The Westfields Way

Appendix 5: Classroom Environment Checklist

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:

Spring 2021

Ratified by Governing Body:

Spring 2020

1. School Philosophy

At Westfields Junior School, we aim to motivate each individual 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:

- all members of our school community understanding and following our Respect Charter
- respecting each member of our school community 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 National Curriculum and our extended curriculum;
- encouraging self-discipline by an agreement structure (Class Contracts) which the pupils help to create and which encourages them to become responsible, independent and confident young people;
- working in close partnership with parents;
- encouraging an understanding of all members of the community and the wider world by respecting difference and diversity;
- developing high self-esteem and a positive, considerate attitude towards others;
- helping the pupils to understand and respect their immediate surroundings and the wider world in which they live.

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

- are secondary ready;
- read fluently and accurately with understanding, discrimination and enjoyment;
- communicate clearly in speech and writing in ways appropriate to various occasions and purposes;
- write legibly and neatly with high standards of spelling, syntax, punctuation and usage;
- are numerate;
- apply mathematical skills and concepts in a variety of everyday settings;
- have developed an enquiring mind and scientific approach to problem solving;
- appreciate the value and importance of IT in a modern technological society;
- are able to 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;
- have an appreciation of their place in time and the world around them.

(See Appendix 2 - See Curriculum Overview)

3. Key principles for pupils' learning

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

- experience and learn from direct teaching;
- work collaboratively with their peers;
- experience purposeful individual activities - as appropriate to the task in hand;
- investigate, problem solve, discover, predict and hypothesise;
- manage their own learning in terms of time, approach and purpose;
- become reflective and self-evaluative and appreciate how to go about improving their work (self-review activities and cold and hot tasks);
- experience and enjoy a wide range of first-hand experiences both within and outside the classroom;

- take part in challenging activities, well matched to their individual ability and interests;
- record experiences in a variety of ways;
- re-draft and craft a piece of 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;
- apply, reflect upon, question, practise and reinforce previously learnt skills, concepts and knowledge;
- have access to a wide range of resources;
- take responsibility for their learning environment;
- build secure relationships with their teachers, support staff and peers;
- become excited and enthused about their work;
- talk passionately and knowledgeably about their learning experiences and skills.

Our learning environment is:

- stimulating and well organised;
- comfortable and secure;
- calm, supportive, controlled and disciplined;
- well resourced, with easily accessible and appropriate books, materials and equipment;
- 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 within a rich, relevant, broad and balanced curriculum;
- set clear child friendly learning objectives and identify appropriate differentiated success criteria and resources to enable all learners to make progress from individual starting points;
- carefully plan and differentiate work according to the needs of the pupils and which enable them to make good progress;
- give effective verbal and written feedback that celebrates the learner's effort and achievement and provides examples of scaffolding to inform the pupil of their next steps;
- 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 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 styles and approaches;
- 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;
- value and celebrate the work of all pupils and respect each one as an individual (see Respect Charter).

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

4. Organisation of Teaching and Learning

The curriculum is organised through an integrated cross-curricular approach. This is usually topic based although it is often necessary to teach some elements of the programme of study in a discrete manner.

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 style of 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 groups, some of which are ability based (using teacher's knowledge of abilities and prior assessment) but all 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 resources used. **(See Appendix 4 – 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 P.E., Computing, R.E., PSHE, Music, MFL and Art are taught throughout each week. The remaining subjects may be taught throughout each week but it is more usual for them to be taught through the cross-curricular topic and therefore may have to be taught more significantly and given more focus in one block than another. However, to promote knowledge and skill retention, development these curriculum areas will still have some focus throughout the whole school year. The balance of teaching content therefore may be over a year rather than a week or term.

1% = 15 minutes

Key Stage 2		
English (Writing and Grammar)	20%	5 hours
Reading	7%	1 hour 45 mins
Maths	22%	5 hours 30 mins
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 and Health 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 – Classroom Environment Essentials 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:

- when necessary, every pupil has a place to sit at a table;
- tables are grouped thoughtfully with pupil's needs in mind;
- each room has a variety of stimulating reading material (although the majority of reading resources are in our jungle 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 (see Assessment Policy)

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 is recorded in OTrack. Formative assessments are carried out throughout each term and measure the progress each pupil is making towards the end of year target and year group expectations that has been set. As a reflection of these, 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 targets matched to their specific needs.

8. Assessment

Assessment is an essential part of the learning process and informs future planning and learning as detailed in our Assessment Policy.

- Pupils are aware of their own progress and achievement through discussion, whole class feedback and effective feedback and marking of their work (see Feedback and Marking policy);
- Detailed Records of Achievements are kept for each pupil throughout their school life;
- AfL is integrated into daily practice.

9. Whole School Focus

We believe that a positive focus has to be centred upon the individual's acquisition of 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 eg. through preteaching, interventions and mop-up support. Pupils who experience weaknesses in 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 thus ensuring 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 SENCO. For a breakdown of support given see the school's SEND Policy.

12. Academically More Able

Pupils identified as being academically more able in any area are given every opportunity to reach their potential. Differentiation and variation (in Maths) within our broad curriculum planning and teaching is explicit to support and challenge; extra-curricular clubs and activities are provided to raise the achievement levels of the more able. Pupils identified as being academically more able are monitored as a group.

13. Learning Support

We value the tremendous support given to class teachers and 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: MFL, Music and Art. 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 as detailed in our Home Learning Policy.

16. Strategies for ensuring progression and continuity

- The basis for curriculum planning is the National Curriculum;
- Long term overviews and topic webs outline subject coverage for each year group and are carefully balanced to include full coverage of all of the National Curriculum subjects and taking into consideration our specific school community;
- Progression overviews for all NC 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 short term and medium term plans. These are reflected upon and developed as required by the individual classes. All planning is monitored by the head teacher, deputy head teacher and subject co-ordinators;
- Knowledge Organisers are shared with pupils and parents to provide key vocabulary and knowledge acquisition at the beginning of each new topic in RE, Geography and History.
- Regular Staff and SMT Meetings provide an essential forum for discussion and debate ensuring a shared philosophy and 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 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, around the school and on the school website
- sustained effort including drafting and reworking is encouraged to enhance standards.
- school events such as concerts, class assemblies, drama and radio shows are seen as opportunities for all pupils to demonstrate their own best performance.
- teachers reward quality work and attitude in a variety of ways: written comments; sharing with colleagues, stickers, texts home, certificates in lower and upper school Celebration Assemblies, marbles/class rewards and Star of the Week nominations.
- the head teacher 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 broad and balanced curriculum
- Monitor planning (short and medium term) 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, book monitoring, pupil conferencing) and outcomes in pupils' books and gather samples of learning at the expected level or exemplifying certain assessment statements well
- Monitor progress in their subject and advise the deputy head teacher/head teacher 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 and attending 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 material 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;
- 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 – Classroom Essentials**).

Pupils' books and stationery are ordered by the 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 (Created Nov 2019)



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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UNITE-INSPIRE-EXCEL

APPENDIX 2 – Curriculum Overview (Created Nov 2019)

 <p>Our Curriculum Overview Our curriculum approach is underpinned by our school aims of Unite ~ Inspire ~ Excel</p> <p>Our vision is for a school where everyone in the community is inspired to learn with & from each other, where there is mutual respect & self-belief in the pursuit of excellence for all.</p>	 <p>Our rich, relevant, broad & balanced curriculum has clear intentions:</p> <ul style="list-style-type: none"> ➤ To provide purposeful & enriched learning experiences which meet the learning & developmental needs of all our children to enable them to achieve their personal best ➤ To give every child an understanding of how best to learn, involving them fully in the learning process ➤ To promote a love of learning which challenges, motivates, inspires & develops our children's curiosity about, & respect for, the world & its citizens <p>➤ To prepare our children with the necessary vocabulary, knowledge & skills to be successful, independent & motivated learners in readiness for their next stage of education & for our ever changing world</p> <p>➤ To offer a wide range of well-being based & varied extended curriculum opportunities for personal development</p>	
 <p>Subject coordinators & year group teams work closely to create curriculum overviews & long term plans which ensure topics, units & lessons build upon previous learning, are appropriately scaffolded & challenging. We organise our curriculum into purposefully planned half termly or termly overarching topics, making meaningful links between subject areas & content whilst recognising that some subjects, units & objectives should be delivered discretely & time is allocated for this.</p>	 <p>The impact of our curriculum is maximised through quality first teaching which incorporates metacognitive practices, fully utilises our timetable, support staff & resources within the school. All pupils, regardless of ability are challenged to achieve their potential at whatever level that might be. Pupils with additional needs are appropriately supported so that they can experience success & further challenge is given to our more able pupils to ensure they deepen their knowledge, understanding & skills.</p>	 <p>The design, approaches & organisation of both the English curriculum & the Mathematics curriculum have been reviewed, trialled, developed & implemented after considerable research, liaison with local authority consultants & in collaboration with local schools. These subjects are taught in mixed ability classes. In all year groups, there are small group interventions in order to support children in gaining the key skills to become successful readers, writers & mathematicians.</p>
 <p>We recognise & highly value the importance of promoting the spiritual, moral, social & cultural development of our pupils; woven into our curriculum is 'The Respect Charter' which promotes core values of our society.</p>	 <p>Key learning skills (Our 7Cs – Creativity, Collaboration, Commitment, Communication, Confidence, Craftsmanship & Curiosity) have been identified to support our cohorts of children & have been incorporated across our curriculum.</p>	 <p>We assess our curriculum using a range of formative & summative assessment tools. We make use of review opportunities, use core subject checklists, progression documents & <u>QTrack</u> to ensure coverage, consistency & progression throughout the school. To validate our judgements, we moderate within our school & with professionals within the locality.</p>
 <p>All subject leaders are given in-house and external professional training & network opportunities to keep developing their own subject knowledge, skills & understanding so they can support curriculum development & their colleagues within the school. In addition to this, 'Blog of the Week', provides regular updates in educational matters and current school priorities.</p>	 <p>We are well-resourced & place high emphasis upon the safe and responsible use of technology to enhance school life which include iPads, laptops, keyboards, <u>CTouches</u>, IWBs, a green screen & our very own <u>S'Cool</u> Radio Station. We are fortunate to be able to provide our pupils with additional learning spaces e.g. The jungle themed Library, The Room of Boom (a soundproofed flexible learning space), The Nurture Room (used for wellbeing support & ELSA) & The Active Room.</p>	 <p>Creative weeks, whole school special events (sporting, creative & academic), workshops, day trips, residential visits, external resource providers & other opportunities within & beyond school all enrich & develop the children's enjoyable engaging learning experiences. Before, during & after school clubs extend these opportunities further. Our outdoor environment & the local area are considered valuable opportunities for active learning for all our children.</p>
 <p>Underpinning our curriculum is our focus on supporting our children with their well-being. Through a wide range of learning experiences, roles & responsibilities, our pastoral support & use of myHappyMind, children have opportunities to: reflect, set personal targets & develop positive learning attitudes. They are & encouraged to have high expectations as well as a sense of responsibility to enable them to become happy, healthy, successful citizens of the future.</p>		

Children learn best when... An agreed set of key principles (Updated Jan 2020)

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
- ✓ 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 (must/should/could – challenge?) and understand the steps to success and resources required 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
- ✓ 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
- ✓ Celebrate 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, safe, secure and motivated to learn
- ✓ Value, respect and trust all members of staff and each other
- ✓ Have positive self-esteem and good mental health
- ✓ Actively participate in lessons and maintain focus
- ✓ 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
- ✓ 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 earnest interest in their child's work and achievements, 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



The Westfields' Way

Purposeful and Supportive Learning Environments

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

Clearly Planned and Structured

- Secure teacher subject knowledge ensures planning and teaching is appropriately pitched and delivered; if necessary, in a range of ways, adapting to the needs of individuals and misconceptions that arise throughout lessons.
- The learning journey is shared with purposes and contexts explained.
- Lessons, units and topics are enriched, contain real life contexts and build upon previous learning.
- 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.
- Pace is effective in meeting the needs of learners, maximising learning time.

Effective Strategies

- Lesson objectives and success criteria are shared and explained using child friendly language.
- Key vocabulary is explored and explained.
- Learning is presented in small achievable steps.
- Lesson inputs have a balance between teacher talk/presentation/peer and/or independent practice.
- Worked examples are completed and modelling and shared tasks are carried out.
- Guided practice supports and challenges.
- Children's barriers to learning are identified and their needs are acted upon.
- Learning is tailored and scaffolds are put into place to ensure children make progress from their individual starting points.

Effective Feedback

- Verbal feedback is used throughout lessons to guide, support and challenge children.
- Whole class feedback is used as a tool to address strengths in learning and areas to improve.
- Verbal and written feedback is given in a timely manner.
- Peer feedback is 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 assessment.
- 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.
- Steps to success are developed by children and teachers.
- Children have opportunities to select their starting points and level of challenge when completing activities.
- Children are involved in the setting of next steps and key targets.

Questioning

- Key questions are planned for, shared and answered throughout learning journeys.
- Questioning is probing and effective with children being asked open ended questions, justifying their responses.
- 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.

Active Participation and Engagement

- Everyone is actively involved in all aspects of the lesson with adult roles clearly understood.
- Lessons promote a love of learning and children's intellectual curiosity (Westfields' Buzz!)
- Talk partner opportunities are used to promote participation and confidence throughout the lesson.
- Children engage and demonstrate positive learning behaviours.
- Children demonstrate independence, can problem solve and are self-sufficient.

- Learning skills are promoted across the curriculum.

APPENDIX 5 - Effective Learning Environment Expectations (updated Jan 2020)



Effective Learning Environment Expectations Checklist

Class:

Our learning environments showcase to pupils and adults our ethos (sense of pride!), expectations and quality of provision

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 or staples (no staples in walls!)
 - They **MUST** have a title and brief explanation of work content
- Classrooms should contain:

An English, Maths, Science, Computing 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 as detailed in the Display Policy)	
Working wall elements for English (including train!) 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 celebration board (marble jar - actual jar or a laminated version and any class certificates etc.)	
Class information board (including weekly timetable, daily visual timetable, children's English: and Maths groups etc., list of monitors, clubs list, school councillor photograph and TT Rockstars checklist)	
7Cs Poster	
Class Contract - signed by all the children and staff	
A well organised and inviting book corner	
Example of handwriting style alphabet and joins	
Word of the Week poster (up-dated weekly!)	
A globe, map of the world and geographical vocabulary	
Children's own labelled trays with sticky back plastic	
Fire regulations and procedures poster	
Playground Charter	
Children's Support Helplines (a problem shared...), Conflict Resolution Spiral & Talk Time Poster with lips	
Great Dream Poster	
Calm Box and School Council Suggestion box	
Pupils Anti-bullying Policy Poster	
E Safety Symbols	
Emergency cards: Yellow /assistance), Red /emergency), Green /first aid)	
Class first aid kit (to be kept stocked by Class Teacher)	
Minor injuries book	
A clock	
A nameplate for class /ea. Welcome to 6LB)	
Cloakrooms all have labelled pegs - sticky backed to be securely attached	
Respect Charter (at least A3 in size, but can be larger) and School Aims/Vision	
Marking Symbols Poster /A3)	
No drapes, trellis, cushions or beanbags!	
Wet Play Box with games	
Teacher's desks/resources should be organised	
Teacher's cupboards should be organised and accessible	
Children's books must be neatly labelled with up-to-date checklists in English, Maths and Science	
Children's resources e.g. dictionaries, thesauruses and maths resources, are accessible and organised	
Stationary resources are respected and maintained in an organised appropriately sized storage containers	

Additional, unused furniture is removed to give maximum space	
Shared areas are kept tidy!	