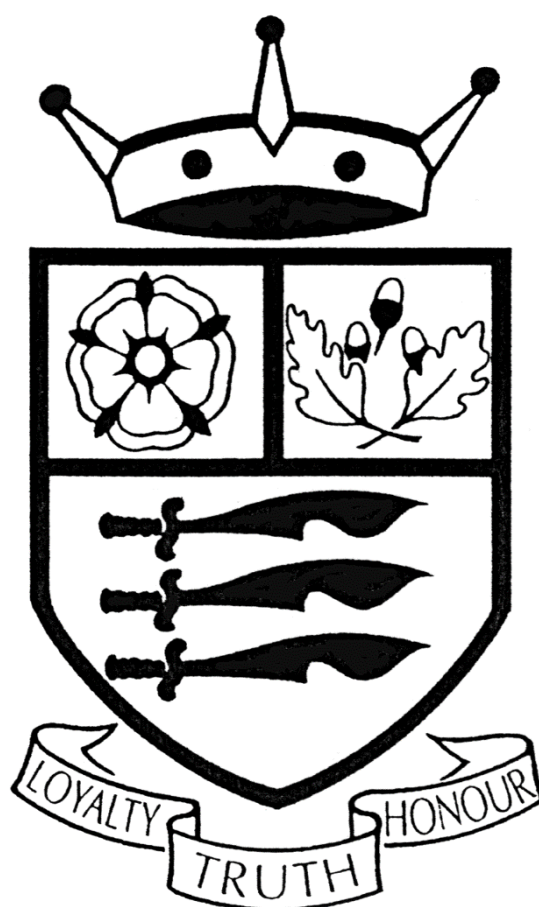


West Lodge Primary School



Teaching for Learning Policy

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Reviewed July 2022
Next Review July 2023

“Education is not the filling of a pail, but the lighting of a fire” WB Yeats

“There’s a brilliant child locked inside every student.” Marva Collins

At West Lodge each child finds the spark within them. The light continues to grow igniting the spark in others creating ripples throughout the world. It all starts with understanding and acceptance....

Contents

- 1) Principles/Aims**
- 2) Effective Learning**
- 3) Effective Teaching – The 6 Essentials**
- 4) Planning**
- 5) Active Learning Through Formative Assessment**
- 6) Feedback**
- 7) Presentation**
- 8) Effective use of other adults**
- 9) Learning Environment**

This policy has been written with respect to, and in consideration of, the following articles of the UNCRC: Article 2 (Non-discrimination); Article 12 (Respect for the views of the child); Article 13 (Freedom of expression); Article 28 (Right to education); Article 29 (Goals of education) and Article 31 (leisure, play and culture).

1) Principles and Aims

John Dewey *“the aim of education should be to teach us rather how to think, than what to think ... to improve our minds, so as to enable us to think for ourselves”*.

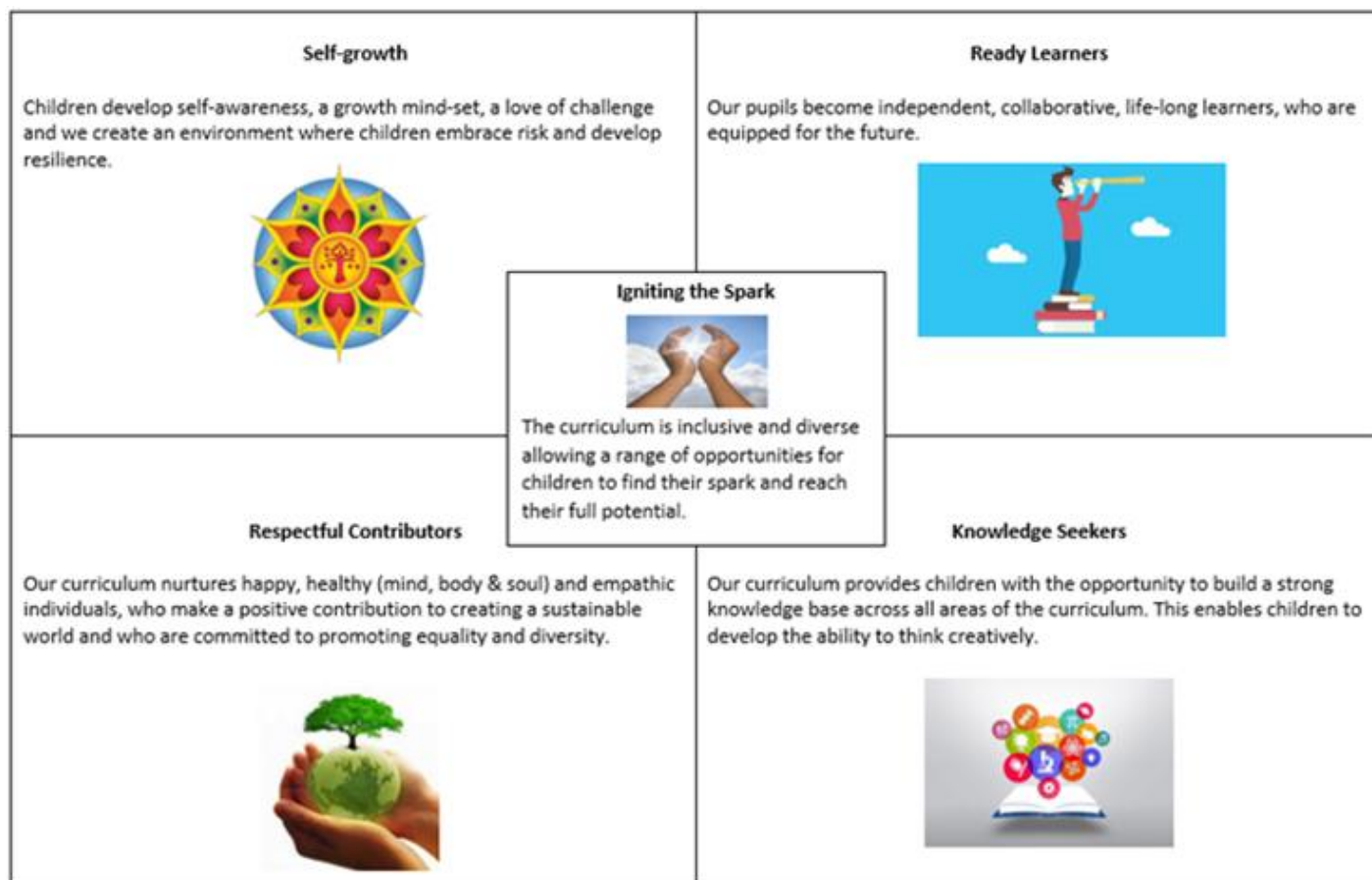
‘Quality first’ teaching and learning is a central strand of our teaching policy. We have an inherent belief that every child can achieve their full potential and it is our role to facilitate the growth of each and every individual. Our prime purpose is to light the spark within each child that will lead to a lifelong love of learning. Children are not vessels to be filled but lights to turn on. However, this is built on the understanding that ‘knowledge precedes creativity’ (Chris Quigley) and teaching at West Lodge aids children to build on what is already known as new components are added, enabling pupils to build a strong knowledge base – enabling creativity.

Learning is defined as “an alteration in long-term memory”. “If nothing has altered in [long-term memory](#), nothing has been learned.” concepts, ideas, skills and attitudes, rather than simply [the memorisation of a list of unrelated facts](#), then I can see how this could be a useful way to conceptualise learning.

At West Lodge learning takes place in a calm but focused atmosphere where children enjoy ‘having a go’ at a wide range of activities, they feel secure enough to take risks and embrace challenge.

Our teaching is the vehicle to deliver the key aims of our curriculum intent.

Curriculum Intent



2) Effective Learning

Analysing the changing shape of our society, the global economy and the world of work, Peter F. Drucker has stated that *“learning is a lifelong process of keeping abreast of change ... and the most pressing task is to teach people how to learn”*. Therefore, our focus in the classroom is not only on *what* the children are learning, but also on *how* they are learning and how they can be supported to become better and more independent learners.

The characteristics of effective learning, as set out in the EYFS framework, are important in helping us to focus on and help build a strong foundation for the West Lodge learning journey. The three Characteristics of Effective Learning are:

Playing and exploring - observing how children engage with their learning

- Finding out and exploring
- Playing with what they know
- Being willing to “have a go”

Active learning - observing how children are motivated to learn

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and critically thinking

- Having their own ideas (creative thinking)
- Making links (building theories)
- Working with ideas (critical thinking)

We adapt our teaching strategies to meet the needs of all learners within the classroom. However, we also recognise that key aspects of good quality teaching (the 6 essentials) are effective for supporting all kinds of learners and so aim to utilise these in the majority of our lessons.

We endeavour to foster a growth mindset in all our pupils. We ensure the best possible atmosphere for learning by building a school community where pupils feel safe, valued and a sense of belonging. Our classrooms cultivate an environment where children enjoy learning and being challenged, where they expect to succeed (because they know the challenge will have been set at the right level)

but where they also feel comfortable learning from their mistakes. Children are encouraged to collaborate and are used to sharing their learning journey with others in a spirit of collaboration.

Growth Mindsets need to be watered and fed with the right kind of opportunities that challenge thinking and increase learning. Also, a great deal of care is given to ensuring that children receive the right type of praise. Research shows that praising children for intelligence and talent can lead to a fixed mindset. So any feedback and praise given supports the view of ability as incremental rather than fixed. We need to praise pupils for **what they have achieved** and **the strategies used**, such as: trying new things, practice, research, persistence, evaluating and making improvements.

Good learning is about making sense and making connections. In order to make our pupils' learning deep, meaningful and cumulative, we structure lessons so as to:

- Connect the learning with previous work
- Give learners the 'big picture' of the whole lesson or sequence of lessons
- Discuss the learning intention, and why the lesson is important
- Generate Steps to Success with the children when appropriate
- Explore the key skills that the children are using and developing
- Present information in a range of styles
- Allow pupils to develop their understanding through various activities
- Review what has been learnt, and so increase recollection
- Provide feedback, celebrating success and reviewing learning strategies
- Outline the next step in the learning before moving on

Where appropriate we build in opportunities for pupils to have regular brain breaks (see 'Ideas for Brain Breaks') so that they remain refreshed and active and to help prevent them becoming passive.

3) Effective Teaching – The 6 essentials

The 6 Essentials of High-quality teaching and learning.

The Six Essentials are:

- 1) **Clear focus for learning (Learning Intention and S2S)**
- 2) **Appropriate challenge for the children**
- 3) **Sequencing concepts and modelling**
- 4) **Effective questioning leading to meaningful dialogue**
- 5) **Effective feedback**
- 6) **Effective use of different stages of practice**

The 6 essentials, which incorporate the Rosenshine Principles, are underpinned by aspects of cognitive science:

Retrieval practice, sometimes referred to as "[the Testing Effect](#)" is the act of generating answers to questions about previously learnt materials. [Retrieval practice](#) is one of the most effective revision strategies a student can use to enhance their learning and memory recall. By recalling previously learnt information, students create stronger memory traces which not only ensures that information will be transferred to their long-term memory, but also provides a stronger foundation for future learning.

Growth mindset can be defined as a person's belief that their intelligence and abilities can, with effort, [develop and improve over time](#). It's the opposite of a fixed mindset, which is the belief that intelligence and a person's talents are set in stone. At West Lodge we support and encourage pupils to develop a growth mindset – supporting them to seek out better feedback, develop strong self-regulation and [improve their well-being](#).

Cognitive Load Theory emphasises how our [working memory is so small](#), if students are presented with too much information at once, their brain can experience a cognitive overload. As a result, the learning process gets slower or completely shuts down because the brain can no longer process all this information. Consequently, this information doesn't get transferred to their long-term memory. The following strategies are used to reduce cognitive load and support the embedding of learning: present material in small steps; provide models and worked examples; check for student understanding and provide scaffolding.

Metacognition refers to a student's ability to critically analyse the way that they think so they can monitor and reflect upon their academic performance. Students with strong metacognitive skills choose the most helpful and appropriate strategies to complete a task, are less likely to procrastinate and have strong self-awareness.

For more details about how to apply these aspects of cognitive science – use the following link: [The cognitive science behind Rosenshine's Principles](#)

4) Planning

Planning is carried out collaboratively within year groups and with support from the AHT.

A set of plans and IWB files are saved on the system each year for teachers to use as the basis for their planning alongside the subject progression maps created by subject leaders for each subject. Teachers have the autonomy to use their professional judgement to review and where necessary, re-plan topics based on their cohort of children, and to ensure alignment with the subject progression map. It is important that time is used wisely and not spent 're-inventing the wheel'. The desired outcome of all lessons is that they are well-pitched, appropriately differentiated and engaging – teachers have autonomy to decide the best way to achieve this.

Planning grids include the following guidance

Learning Intention & Steps to Success	Main	Plenary/AfL opportunities (throughout)
	Include reference to: differentiated activities (provision for SEN, EAL and for all levels of attainment), organisation of adults, resources , probing questions , different starting points, CCL , SMSC/RRS	Focus questions, next steps, AfL

Where possible pre planning discussions with pupils should happen in all subject areas: *What pupils already know? What pupils want to know/understand?*

Planning grids should be used for Science and all foundation subjects; however, Maths and English, when planned together will be planned using IWB slides. Written plans may be necessary if the IWB cannot convey clearly enough the planning. E.g. pictorial based flipcharts within early KS1 English and Maths.

In Reception each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child-initiated activities. Planning and provision should also reflect the different ways children learn. The New EFYS curriculum has been revised for September 2021. There are 7 areas which are covered across the curriculum and are often woven together to ensure children get a well-rounded curriculum. These are:

Prime areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

5) Active Learning through Formative Assessment

We have worked hard to develop an active learning culture at West Lodge. Developing formative assessment as a key driver has helped us embed this culture into our practice. Our definition of formative assessment incorporates Assessment FOR learning (any practice which provides information to pupils about what to do to improve) and Assessment AS learning (any practice which takes the 'what to improve' into 'how to improve').

We have developed these key strategies:

- Creating a classroom culture in which all see ability as incremental rather than fixed.
- Involving pupils in planning both appropriately pitched content and meaningful contexts.
- Clarifying learning objectives and establishing pupil generated and therefore pupil-owned success criteria.
- Enabling and planning effective classroom dialogic talk and worthwhile questioning.
- Involving pupils in analysis and discussion about what excellence consists of – not just the meeting of success criteria, but how to best meet them.
- Enabling pupils to be effective self and peer evaluators.
- Establishing continual opportunities for timely review and feedback from teachers and pupils, focusing on recognition of success and improvement needs, and provision of time to act on that feedback.

(Ref: p11 Active Learning Through Formative Assessment – Shirley Clarke)

Sharpening Learning Intentions and Success Criteria (Steps to Success)

At West Lodge to plan for effective learning, we know that.....

- There are often multiple learning intentions in play at any one time (e.g. with knowledge a long term objective, a short term objective and a related key skill; and with skills a long and short term objective).
- Knowledge learning intentions need to be explicitly linked with a key skill, so that the success criteria focus on the skill rather than the knowledge.
- Closed learning intentions are achieved by simply meeting the success criteria – there are rarely quality issues.
- Open learning intentions require discussions with pupils about quality to avoid a minimalistic approach.
- Learning intentions need to be decontextualised in order for pupils to be able to transfer them to any context.
- Decontextualised learning intentions promote vocabulary and talk focused on the learning rather than the context.

(Ref: p82 Active Learning Through Formative Assessment – Shirley Clarke)

At West Lodge in order to have maximum impact, success criteria.....

- Need to be known, in a basic form, by the teachers first.
- Should be the same for all learners in a class – differentiation by access should be sought via the amount of support provided within the activity.
- Can be generated by pupils, so that they are more meaningful and have more impact on learning
- Can be used across the curriculum, including social skills, thinking skills etc.
- Need to be constantly referred to by pupils and ticked off for closed skills.
- For open skills, need to be checked for inclusion first, but then used to decide on most successful and where to improve.
- One success criterion can be used as the focus for a lesson, broken down into further success criteria.
- Need to be part of a bigger picture in defining quality: open, creative work might be more or less than the sum of its parts.

(Ref: p92 Active Learning Through Formative Assessment – Shirley Clarke)

Reference P.93/94 *Active Learning Through Formative Assessment – Shirley Clarke for ideas to help facilitate pupil generation of success criteria.*

Using finished pieces of work as a model or an example (projected using a visualizer or ipad or photocopied for children to annotate) is a very powerful way of helping children to generate the success criteria. This may be carried out at the beginning of a lesson or a series of lessons. Models of good practice are shown, sometimes in isolation and sometimes alongside a piece of work that is not of such good quality – allowing children to identify what may be missing. Displaying models of work during the lesson as they become available (using the visualiser or ipad) is also very powerful. This may be to highlight good examples of where success criteria are being met or for some shared editing.

Analysis of a piece of work or product leads to:

- An understanding of the overall expectation, how the finished piece might look, how long it is, what exactly is meant by the learning objective in this context;
- Through talk partner discussion, the identification of success criteria;
- Some indication of quality.

Having two examples of differing quality side by side, which can be compared and analysed by the class, leads to a more explicit and deeper understanding of quality because:

- Seeing why one example is more successful than the other, against specific success criteria, allows pupils to see what excellence looks like in real terms.
- Seeing what one example includes, compared to what the other does not include, communicates excellence much more explicitly than an example which simply shows good work.

(Ref: p117 Active Learning Through Formative Assessment – Shirley Clarke)

Each classroom should have the relevant year group non-negotiables for reading, writing and maths clearly displayed and visible for all students. At the beginning the academic year non-negotiables are generated with the children using the non-negotiables from the previous year as a starting point. These will evolve as the children progress during the academic year, with more and more of the current year non-negotiables becoming the focus. Where possible non-negotiables are not used as success criteria.

A range of strategies are used to ensure that talk partners are used productively and opportunities for meaningful talk are built into lessons – maximising opportunities to think, discuss and question. To help facilitate quality talk in the classroom:

- Pupils need to have thinking time to answer a question, but discussing with a talk partner during that time or using mini whiteboards makes the thinking time more productive.
- Talk-partner discussions need to be very focused and not too long to avoid pupils' losing momentum and going off-task.
- Teachers need to avoid asking for 'hands up' because the same few children are always first with their hands up and do most of the answering – and most of the class opt out of listening and thinking as a consequence.
- Randomly paired talk partners is the most effective organisational device, with partners changing either weekly or fortnightly. Pupils appreciate the fairness factor and get to appreciate the rich variety of social and learning experience they encounter because of the frequent change.

- Strategies need to be put in place to ensure quality talk, such as sharing the rationale and surveying opinion regularly about the impact of talk partners from pupils' points of view; using ice breaking activities when partners change; generating success criteria for good talk and good listening; using these to discuss how well pupil talk is developing; and finding ways for pupils to self and peer evaluate their paired talk.
- Teachers need to avoid asking too many closed recall questions and ask more worthwhile questions which will extend pupil understanding and begin lessons in a more productive way, also revealing misconceptions which can then be addressed.
- Responses to children's responses need to be sensitive and respectful to establish an ethos of confidence to give one's opinion, whether that is right or wrong.
- Use Pause, Pounce and Bounce. Pause = thinking time; Pounce = ask children randomly; Bounce = bounce the answer that one child has given to another child for their reflection/opinion.

(Ref: p39 *Active Learning Through Formative Assessment* – Shirley Clarke)

The kinds of questions teachers ask determine how far the classroom discussions will go in deepening and furthering children's learning and understanding.

Teachers use a range of templates for effective questions:

- 1) A range of answers
- 2) A statement
- 3) Right and wrong
- 4) Starting from the answer or end
- 5) An opposing standpoint

(Ref: p55 *Active Learning Through Formative Assessment* – Shirley Clarke)

6) Feedback

"Consistently high-quality marking and constructive feedback from teachers ensures that pupils make rapid gains." Ofsted 2012
"The most powerful single moderator that enhances achievement is feedback." John Hattie

At West Lodge we believe feedback is often most successful at the point of learning. We recognise the value of different forms of feedback, such as: written, verbal, peer and integrated. Teachers have the autonomy to use their professional judgement to decide on the most appropriate form at any given time – whilst maintaining a level of consistency within year groups.

Principles

Effective feedback should:

- Be carried out promptly – written or oral
- Include both written and oral feedback as appropriate
- Be manageable for teachers and accessible to children
- Relate to the lesson aims, S2S or individual targets for each child
- Involve all adults working with the children in the classroom
- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to feedback
- Respond to individual learning needs: eg marking face to face with some and at a distance with others
- Inform future planning and target setting
- Where appropriate, the children should be involved in marking their own and others' work (peer and self-assessment)
- Recognise effort as well as quality
- Ultimately be seen by children as a positive approach to improving their learning

Integrated Feedback

Feedback at the point of learning is the most powerful and effective form of feedback. Teachers at West Lodge work hard to ensure that they develop the skills of ensuring children have the right amount of 'good' struggle before intervening.

Effective feedback is feedback which causes thinking to take place and comes in a variety of forms; some of the most effective is verbal feedback given to pupils on a minute-by-minute basis during the lesson. This is what the most effective or agile teachers do; they continuously test the temperature of learning and adapt their teaching accordingly, in real time.

Verbal Feedback

West Lodge Primary school recognises the importance of children receiving regular oral feedback. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment. In Early Years, the children work mostly in small groups. The teacher will always discuss the learning with a child and give feedback orally, therefore, aspects of the marking code are not appropriate, and work may not be annotated by an adult.

Written Feedback

All work is marked in green pen – using the code outlined below.

Formative Feedback / Marking for Core Subjects

Some pieces will be marked in greater detail and should always relate to the learning intention, any steps to success formulated as part of the lesson or unit of work and/or individual targets. The teacher may identify positive aspects of the work and action needed to improve, using WWW (What went well) and EBI (Even better if). Highlighting is used when marking a piece of writing to draw children's attention to specific WWW (green) or EBI (pink) comments – this is only used where necessary. In KS1 the terms 'Green for Great' and 'Pink for Think' are used to explain the highlighting of specific aspects of English work. WWW and EBI are used in Year 1 for those children that can access written feedback meaningfully. Where appropriate, pictorial images are used to ensure written feedback is more accessible predominantly in the autumn term. There is no need to write out extensive WWWs linked to a piece of writing. Instead, every piece of extended writing throughout Years 2 - 6 should have a check list of Steps to Success glued at the bottom which will reflect the WWW. The child should have the opportunity to tick what steps they think they have successfully achieved. Highlighting in green, within the piece of writing should reflect to a child what they have done well.

Marking should provide a focused comment which should help the child to '*close the gap*' between what they have achieved and what they could have achieved. Useful closing the gap comments are:

- A **reminder** prompt (e.g. 'Think of a better word than bad.' 'What else could you say about the prince's clothes?').
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'What kind of monster was he?', 'The monster was so angry that he...', 'Change bad for a word that makes him sound more scary.').
- An **example** prompt (e.g. Use one of these words instead of bad – ferocious, terrifying, evil.). This type of prompt will begin to widen a child's vocabulary.

Marking Maths

Children are given an EBI in Maths and an opportunity in the next lesson or at some point before the next lesson in the sequence to respond to the EBI. Children are given either: EBI 1, EBI 2 or EBI 3. EBI 1 is provided to support the understanding of a concept or skill. EBI 2 is to provide consolidation and develop fluency – the new examples given which are tailored to the kind of errors made. EBI 3 – is to help children develop reasoning, apply knowledge in a different context and to develop problem solving skills.

Individual Targets

Children have targets in Reading, Writing and Maths – which are linked to the National Curriculum. When the teacher is confident that the child has securely met the target the child/teacher will date this target. Children will circle the targets that they are working on.

Marking in Foundation Subjects

All work is marked, however there may not be as much depth in these subjects – WWW and EBI may be used when the teacher feels it is appropriate.

Marking by Cover Teachers

Work should always be marked in line with the policy, and upon consultation with the class teacher.

Shared Marking

Teachers sometimes use a piece of work from a child (with their agreement) to mark as a class/group, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

Pupil Conferencing

Pupil conferencing linked to personal targets and/or S2S, will happen throughout lessons and timetabled where needed/appropriate.

Children Editing/Making improvements in response to feedback

Time should be built in to lessons, when relevant, to allow children to read feedback and respond if appropriate.

Throughout the school any editing carried out by children in English should be done in black biro (**The Black Biro of Brilliance**) in KS2 and purple pencil (**The Purple Pencil of Power**) in KS1.

Across the school regular opportunities should be given to edit and improve work – particularly writing. In each genre 'back-to-back' pieces of writing should be planned to enable the children to apply the feedback received from the first piece and in some cases to use this feedback to create personalised S2S. Also, some pieces of writing should be written on 1 side of a double spread leaving the parallel page blank to enable editing.

Learning Intentions

At West Lodge Primary school learning intentions are made clear to children and may also be written or provided at the top of a piece of work. In some cases, this may take the form of a short title. These may help guide feedback.

Steps to Success

Teachers may sometimes provide specific steps to success as a checklist for children to tick, either as they work, or when they have completed a piece of work (as a self-assessment). At times, it will be appropriate for these Steps to Success to be drawn up with the children as part of the lesson. These may help guide feedback.

Self- marking

All children should be encouraged to self-evaluate by identifying their own successes and looking for an improvement point (WWW and EBI).

Paired Marking (Peer Assessment)

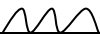
As the children's confidence with marking their own work against personal targets or steps to success grows then they may be expected to sometimes mark work in pairs. Children will need to be taught how to engage in peer assessment through a variety of techniques, including:

- Use of ipads and cameras.
- Use of visualisers
- Lots of modelling of how to assess a piece of writing.
- Using checklists of Steps to Success.
- Using WWW and EBI.
- Development of sentence starters for comments, for them to give written feedback.
- Ground rules should be decided as a class and adhered to.

Agreed Code (See appendix for classroom resource)

It is important that across the school, marking is consistent and recognisable by the children. The symbols key should be clearly displayed around the classroom and children's attention must be regularly drawn to these. Children should be given the opportunity to respond to the marking of their work e.g. making corrections, responding to questions or comments, or talking to the teacher. Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The following agreed code will be displayed in each classroom so that all children are aware of the meaning of the various markings. Comments are written whenever possible, giving targets for future work.

Year 2 – 6	
(Teachers in Year 2 to make a professional judgement when to move to move to this code)	
SP (in margin)	Check spelling (word also underlined, with correct spelling/prompt being provided if appropriate – children practise how to spell it. Most children are encouraged to find the correct spelling and practise how to spell it – through the use of word banks, dictionaries and learning walls).
^	Omission
//	Start new paragraph
C	Underline where capital letter is needed
c	Underline where capital letter is not needed
• (bullet point in margin)	Indicates a grammatical or punctuation error that the children have to locate and correct
✓	Correct
•	Incorrect
	This doesn't make sense
Punctuation may be corrected or children directed to, e.g. find 3 more missing full stops.	
Reception – Year 1	
✓	Correct
.	Incorrect
• (bullet point in margin)	Indicates a grammatical or punctuation error that the children have to locate and correct
C	Underline where a capital letter is needed
	This doesn't make sense
Punctuation may be corrected or children directed to, e.g. find 3 more missing full stops.	

Homework

If the homework is marked with the class – where necessary, there may be recognition that it has been seen by the teacher; this may be a sticker/stamp and/or a comment (the use of stickers/stamp for homework are consistent within the year group).

Monitoring and Review

Year Group Leaders will monitor that marking in their year group is being done in accordance with this policy on a termly basis. Phase Leaders will monitor marking in their phase.

7) Presentation of Work

After in depth book scrutiny – strengths and areas for development were identified across the school. This led to the Literacy Team creating a consistent set of guidelines to ensure high quality standards in writing and presentation across the school.

As a staff team, we have agreed to adhere to these guidelines, to improve the quality of pupils' handwriting and presentation.

The teaching of handwriting at West Lodge Primary School should:

- Be taught using Nelson joined script, referring to the 4 joins and 9 break letters displayed in classrooms
- Use a range of techniques for teaching letter formation
- Demonstrate the correct posture, as detailed in classroom displays

All written work at West Lodge Primary School should:

- Be recorded in pencil
- Be written using joined handwriting
- Be edited with the use of a rubber
- Include the date
- Be written in books provided by the school, with no doodles on covers or inside books.

Written work in Reception:

- Children's writing is a mix of child initiated and adult led.
- Examples of children's writing for their Learning Journals should include the date and an appropriate observational comment that defines the learning, along with 'next steps' if appropriate.
- When children have mastered the mechanics of writing, Nelson script letter formation should be taught/modelled and children encouraged to adopt this handwriting style.
- When children are beginning to work within and exceed the ELG for writing they will begin to do some writing in lined wide lined books when appropriate.

All written work in Key Stage 1:

- Include full date in words starting from the margin at the top left-hand corner of the page (Year 1 to begin in the Summer Term)
- RWI intervention groups use the short date until writing becomes more fluid
- Include a title which reflects the learning intention starting from the left-hand margin of the page
- Leave a line between the date, aim and beginning of their work

All written work in Key Stage 2:

- Include full date in words in the top left-hand corner and underlined using a ruler.
- Leave a line between the date, learning intention and beginning of their work.
- Include a learning intention.
- Any scientific or technical drawings should be labelled diagrams, colour is only to be used if specifically links to the learning, e.g. colour of oxygenated / de-oxygenated blood in the circulatory system
- Use a ruler for all straight lines (diagrams, underlining, labelling).

During the first lesson of each subject in the Autumn Term, the teacher must go over expectations and demonstrate the correct page layout using joined Nelson script.

Maths work at West Lodge Primary School should:

- Follow whole school presentation guidelines as outlined above
- Be presented using one square per digit as this makes work much clearer
- Children should rule off in pencil before beginning their next piece of work
- Include margins of one square width, where necessary, to aid presentation and avoid wasting space
- Work should be completed working down the page rather than across the page
- Jottings and working-out to be recorded neatly within books

The above must be written in child-speak and displayed in the classroom. During the first lesson of each subject in the Autumn Term, the teacher must go over expectations and demonstrate the correct page lay out on the interactive whiteboard.

All corridor and classroom displays should:

- Include an explanation of work displayed
- Refer to the relevant UNCRC article

8) Effective use of other adults

Teaching and support staff worked together on developing a set of guidelines for the effective deployment of teaching assistants to ensure that all the children in the class are learning throughout the lesson.

A guide to the effective deployment of Learning Assistants

The role of the Learning Assistant is very important. The effective deployment of a LA can make the difference between a child succeeding or failing. Much of the Learning Assistant's role is directed by the teacher, but an outstanding LA is also intuitive and responds to the needs of the children. It is important that both teacher and Learning Assistant work together with the aim that **all the children** in the class are **learning throughout** the lesson. Children should **make progress** through suitably **challenging** activities and **questioning**. Thinking time is good; down time is not.

Teacher's role in supporting the LA to facilitate learning	LA role in supporting children's learning
Before the lesson	
- Tell your Learning Assistant what the lesson is about, what you expect them to do and who the target children are. - Talk through lesson plan – explaining Aim and S2S. - Have they got suitable resources? <i>Are you confident with the lesson content (subject knowledge)?</i> - Exchange of ideas with LA.	- Make sure you know what the lesson is going to be about. - Adapt planning for specific children - Be clear about what you will be expected to do during the lesson. - Do you need any resources? <i>Are you confident with the lesson content (subject knowledge)?</i> - Offer skills and ideas – including feedback from prior learning
During a lesson introduction – Aim high, scaffold up.	
- Is there a group who don't need this introduction – the TA could take a group earlier than the rest and get them going sooner (table back of the classroom). <i>Introduce the aim and S2S (what are they learning and what do they need to do?)</i> - Links to prior learning (consolidate learning). - Modelling strategies. - Keep it pacy and active. <i>Work with focus groups to pick on misconceptions and reinforce learning.</i>	<i>Introduce the aim and S2S (what are they learning and what do they need to do?)</i> - Check they know how to get on. - Get them going quickly. - Scaffolding the modelling/teaching – breaking the learning down into smaller steps. <i>Work with focus groups to pick on misconceptions and reinforce learning.</i>
During 'whole class' or 'carpet time'	
- Know where you want the Teaching Assistant to be. - Place children who might need support so that the Learning Assistant can get to them easily. - Don't expect a LA to keep children focused when the time is too long or the activity is inappropriate. - Direct the LA to make observations (e.g. assess and review lesson). - Keep it pacy and active.	- Concentrate on the children, not the teacher. You already know what the lesson is about! - Focus group/individual could be sat at a table next to the carpet with appropriate resources and LA. - Sit next to the child or children who find it hard to listen or concentrate. - Focus children, don't distract them. - Model the behaviour you expect from the children. - Take initiative to allow teacher to focus on the learning. - Making observations under the direction of the teacher.
Working with a child or small group	
- Make sure the LA knows where to work with the child or group and what resources they will need. - Make sure the LA knows why they are working with a specific individual or group. - Ensure the LA has a bank of high quality questions to help move learning on. - Ensure that the LA knows why they are working with a child or group and what support to give. - Would learning outside the classroom benefit a target group or are they better being part of the class?	- Know where you will be working with the child or group and what resources you will need. - Be flexible and allow learning to evolve during the lesson. - Know why you are working with the child or group – What support are you giving and why? - Use of high quality questioning to help move learning on. - To be aware of individual targets for children working with.

	• Be encouraging and give praise. • Be learning focused rather than task focused.
Helping children with their work	
• Communicate the lesson aim with the LA (this is not the same as completing the task!) • Communicate the steps to success with the LA – what will show that the children have learned something? • Make sure the LA knows that learning takes precedence over completion of task. • Have 'next steps' for learning available to the LA – they might need them.	• Ask questions to check the child understands. • Encourage the children to answer rather than answering for them. • Make sure the child does the work, rather than you. • Don't worry about the child finishing the task – it is more important that they understand the bit they have done. • Ask questions to move children on. Go onto next steps if learning is secure. • Keep children focused on learning and praise good behaviour. • Aware of whole class learning and take initiative to help facilitate all learning. • Use a range of questions to get children thinking. • Deal with misconceptions when they arise.
During plenaries or a summing up	
• Quick dialogue prior to plenary to agree focus children for plenary/AfL (if needed). • Is there a group whose needs are different - could the LA give a differentiated level of plenary to a group? • Ensure LA knows next steps. • Plenary before final clearing up. • Build in opportunities for peer/self assessment. • Use of technology to orchestrate good learning (ipads).	• Feedback to teacher on progress during lesson prior to plenary. • Let the children tell you what they have learned/achieved/enjoyed or the problems they encountered. • Use difficulties or misunderstandings as an opportunity to learn even more. • Introduce next steps for learning. • Value children's work – celebrate success. • Support children with peer/self assessment. • Use of technology to orchestrate good learning (ipads). • Share the learning of the focus group/individual with the whole class.

9) Learning Environment

A stimulating environment sets the climate for learning. An organised and engaging classroom encourages children to feel a sense of ownership and pride that leads to high-quality work and develops successful learning habits.

At the beginning of a new school year, and at the beginning of each term, teachers involve the children in a discussion about how to create the best environment for their learning. Questions that may be helpful in facilitating this discussion are: What do you want your teacher to be like? What do you want your classroom to be like? What are you going to do to enable this to happen?

All our classrooms encourage learners to:

- Access resources easily and independently
- Take ownership of the learning environment and be involved in decisions about it
- Use the classroom environment (including displays) to help them learn
- The ethos of the classroom whether teachers and pupils have a 'growth' or a 'fixed' mindset and how much say pupils have in their learning needs.

Four guiding principles shape practice in Reception as set out in the statutory guidance. The Learning environment should respond to the individual needs of every child promoting warm, positive interactions. Children learn by leading their own play and by taking part in play which is guided by adults. Displays should show the process of learning for every child. The environment should reflect all areas of learning and development through the continuous provision. Learning should be both explicit and implicit within the planning and provision.

Each classroom in KS1 and KS2 has a English and Mathematics working wall. These are engaging, interactive and built on throughout a unit of work. Children are encouraged to use the working walls to support their learning and to add to them frequently. Learning walls may also be visible in classrooms – where children share reflections of their own learning.

Other displays within the classroom are valued as important learning tools and are changed regularly to ensure relevance for the children. These cover a range of subjects and are changed termly.

They are used to:

- Provide learning prompts and support children's independent learning
- Celebrate good work (including examples of writing)
- Reflect topics currently being studied in the class
- Display the Class Charter and West Lodge Way
- Display linked to Zones of Regulation – supporting awareness of emotions at different times during the day

Classroom and corridor displays across the school all refer to the UNCRC and reflect our rights respecting ethos. The relevant article from the UNCRC is visible on each display.

Each classroom has a class library which is attractive, engaging and interactive. Books are changed regularly and children encouraged to independently select appropriate books for interest and/or research. A focused reading display encourages a love of literature and good reading habits.

Classroom tables are organised flexibly to suit different lesson activities and to provide opportunities for a mixture of independent, paired and group work. Groups and pairs are changed regularly to give children opportunities to work with and learn from as many of their peers as possible.

Regular risk assessments are the responsibility of the class teacher to ensure a safe working environment for all.