



TEACHING & LEARNING POLICY

2022-2024

Penbridge Infants & Junior School

Part of the Thinking School's Academy Trust

Date of determination September 2022

Review Date September 2024



CHILD FIRST – ASPIRE – CHALLENGE – ACHIEVE

TSAT Teaching and Learning Policy

The policy will reflect the Trust Vision of ‘Transforming Life Chances’ and the school vision of ‘Love Learning for Life’ We aspire to enhance the learning of the pupils in a manner that will equip them for life outside of school. Teachers are among the most powerful influences in learning and will ultimately impact the pupil’s relationship to their learning in all areas of life, influencing how they engage with new ideas and attitudes.

Children first: To provide a stimulating learning environment for all where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.

Aspire: To be the best they can be. We believe that all staff and pupils can aspire for personal and professional success.

Challenge: To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent, reflective learners is part of our Vision.

Achieve: For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent expertise.

Our ‘Thinking School’ approach is consistent with the aims below and helps to ensure that:

- a) Pupils in TSAT are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools (Thinking hats, Thinking maps and Thinking keys) that they can use to aid and monitor their own progress.
- b) Staff in TSAT are encouraged to think accurately and reflectively about their practice and understand a range of thinking tools that can be used to support student motivation and progress.

All new teaching staff undertake an induction programme on joining the Trust to ensure their understanding of the ethos and expertise in integrating the tools to best effect. Further documentation relating to the successful implementation of our tools in each specific learning context is available from each school.

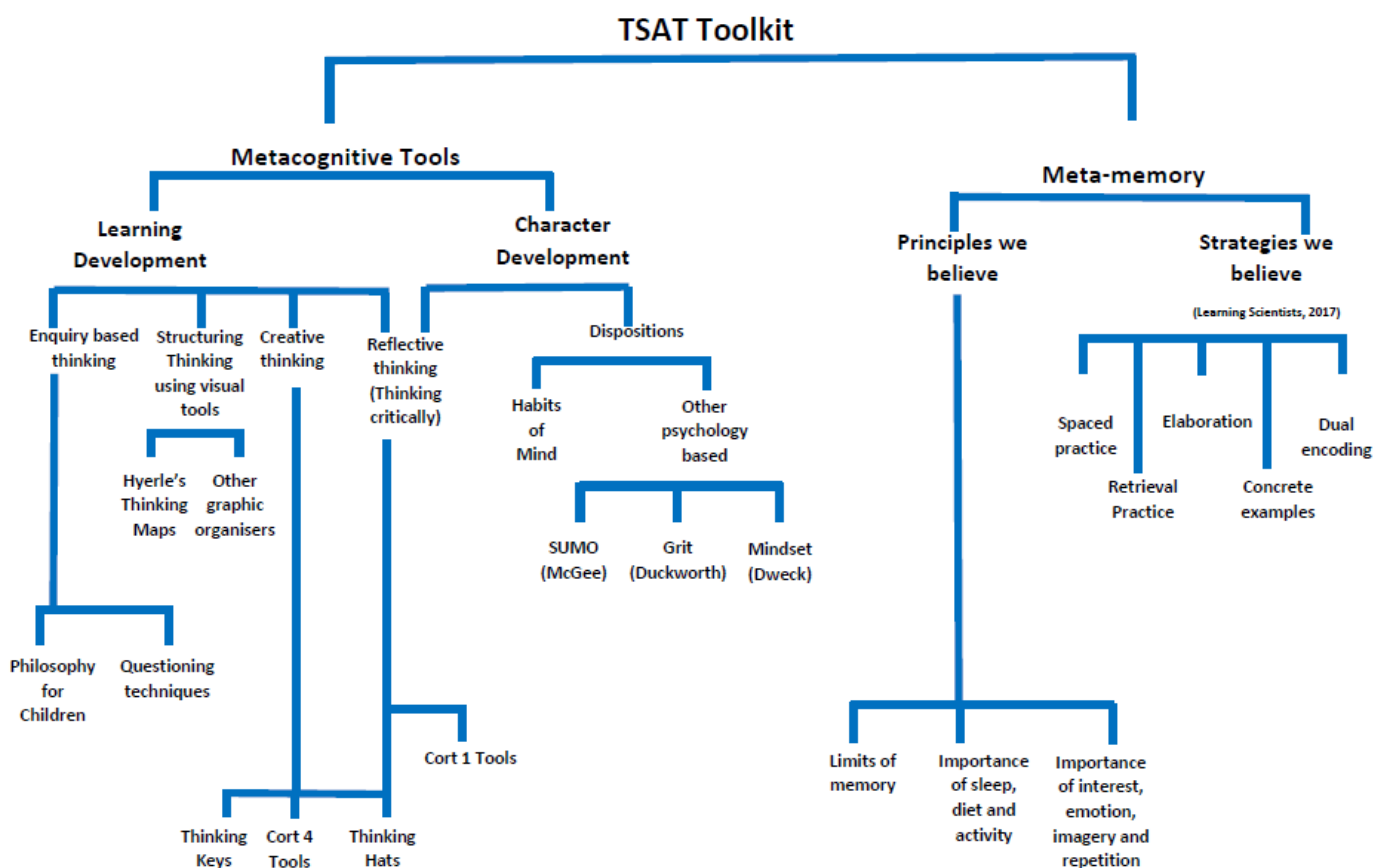
It is an expectation that all staff members ensure their understanding of the Thinking philosophy and their fluency in using the Thinking School approaches, therefore enabling them to implement appropriately and purposefully in all aspects of their practice to support maximum student progress.

Central to our Teaching and Learning policy are the *Core principles that underpin great teaching and learning in our Trust*. These should form the basis of our lesson planning.

The 7 principles of highly effective teaching and learning: the fundamental facets of what we do whilst also providing a way to keep the self-improvement of teachers manageable and sustainable at all levels.

- **Subject knowledge** – what do they need to know at that age group.
- **Explanations** – connecting to what they know, telling the story, providing metaphors and analogies, providing examples, being aware of cognitive load, doing it themselves.
- **Questioning and responding** – sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all students.
- **Feedback to feed forward** – accurate identification of current status and steps forward.
- **Modelling** – content, mindset and dispositions.
- **Metacognition** – tools and self-regulatory methods.
- **Memory** – encoding and retrieval practice.

We use metacognitive tools and meta-memory to support and meet these principles so the principles sit above the rest of the Tree Map



At Penbridge Infant and Junior School, we use a selection of the above tools to support children’s learning that are best suited to the needs of our children.

Aims

Our aim is to have a common framework for learning which breeds consistency but allows for creativity and thinking. The outcome of which is enthusiasm, engagement and excitement with the content and skills required to succeed, in every classroom.

To make learning 'visible' in lessons:

- To ensure standards of teaching are high through internal and external judgements.
- Pupils will be fully aware of the purpose of their learning.
- Pupils will be active and resilient participants in their learning.
- Pupils will make links across the curriculum and beyond the classroom.
- Pupils will apply their learning in unfamiliar situations with confidence.
- Pupils will use technology positively, knowledgeably and proportionately, including the use of 1:1 devices in the junior school.
- Staff have strong subject knowledge and use this to engage, enthuse and excite their students. Their lessons will include a balance between surface and deep level learning.
- Staff will use retrieval strategies to ensure that children are actively building on previous learning.
- Staff ensure that all pupils make excellent progress and achieve above age related expectations.

To make thinking 'visible' in lessons:

- Pupils will be encouraged to develop the necessary interpersonal skills to communicate effectively with others.
- Pupils will be able to find and process information independently using a variety of appropriate and purposefully selected Thinking Tools.
- Pupils will develop high-order thinking skills which will allow them evaluate and create effectively.
- Pupils will develop successful dispositions to ensure knowledge and understanding is accurately, consistently and purposefully applied - The Penbridge Powers are used by teachers as a way to cultivate an environment where students develop dispositions which will support them to be effective learners inside the classroom and beyond.
- Staff will teach pupils to be aware of the process of learning (metacognition) to provide them with the skills required for the curriculum and for life-long learning.
- Staff will promote students' independence and resilience in overcoming challenges.

To make progress 'visible' in lessons:

- Pupils will be able to work effectively as individuals or part of a team to solve important problems.
- Pupils will develop self-confidence, self-motivation and self-regulation towards their learning.
- Clear learning intentions and steps to success are used to ensure all students know how they can make progress in the lesson and over time.
- Staff will tailor provision to meet the needs of every pupil so that all can access our shared aims. They have high expectations and a belief that all pupils can achieve their potential.
- Staff will continually seek to research, innovate and improve the learning experience of all pupils.
- Staff feedback regularly to students to recognise and celebrate achievements, whilst challenging them in a constructive manner to strive for improvement and learn from their mistakes.
- Teachers use questioning to evaluate student understanding and progression.
- Staff regularly reflect on learning and students' depth of knowledge and understanding.
- Staff use a consistent approach to assessment to ensure accuracy of data and intervention.

What does effective Teaching look like at Penbridge Schools?

At Penbridge our aim is to develop a common language to identify what we mean when we talk about quality teaching and learning. We believe that the features identified below are fundamental for the children in our school to give them the best possible life chances.

Core Principles that underpin great teaching in our trust and in our school.

The 7 Principles of Effective Teaching

- Feedback to feedforward
 - Metamemory
- Questioning and responding
 - Metacognition
 - Explanations
- Subject knowledge
 - Modelling

These seven principles should be evident in some way in all lessons in the school. They are used as a guide for learning walks and drop ins when monitoring the quality of teaching and learning in the school.

Using these seven principles some of the following elements will be present in lessons:

<p><u>Feedback to feedforward</u></p> <ul style="list-style-type: none"> • Students share knowledge of where they are going, how they are getting on and where they are going next • Students understand what they need to do to move learning on • Variety of forms of feedback • Verbal and written feedback • Feedback explaining why and how • Student engagement with feedback • Engagement with student responses • Reducing the stigma of failure in the classroom • Target setting • Engagement with success criteria and assessment criteria • 6 Hat Evaluations- exploring why • Shared marking as a WAGOLL • Marking highlighting WWW • Quality peer and self-assessment which is taught • Marking at the point of learning 	<p><u>Metamemory</u></p> <ul style="list-style-type: none"> • ‘Hook in’ new knowledge to existing student knowledge and understanding. • Retrieval based activities i.e. low stakes recall quizzes at the start of the lesson • Dual encoding, e.g. colour coding definitions, explanations, examples, etc. • ‘Memory tools’, i.e. stories, analogies • Visual imagery to cue information • Memorable stories, striking visual metaphors and analogies • Repetition • Cyclical assessments • Use of maps to aid recall • Iterative tasks • Evidence of long-term planning to support this
<p><u>Questioning and responding</u></p> <ul style="list-style-type: none"> • Range of questions i.e. higher, lower, prompting, probing, multiple choice, hinge questions in use. • Targeted Q Matrix questioning • Think, pair, share/ use of talk partners • Course of lesson adapted based on responses • Probing for deep responses and inviting other students to develop them • Students challenging each other and asking questions • Questions which diagnose misconceptions 	<p><u>Metacognition</u></p> <ul style="list-style-type: none"> • Teacher sharing strategies to complete a task • Teacher pausing and asking students to reflect on their progress and next steps • Students ‘actioning’ feedback and working towards developing their limitations • Students self-selecting how to tackle a task • Students selecting appropriate maps or tools to approach a task • Self-regulation of behaviour and focus in class and on learning

<ul style="list-style-type: none"> • Bounce and pounce • ‘Phone a Friend’ • Diagnostic questions • Sentence starters to support detailed responses • Use of wait time to consider views 	<ul style="list-style-type: none"> • Use of the Frame of Reference to stretch and challenge thinking • Students encouraged to reflect on the process of learning and their feedback • Students able to consider their own strengths and areas for development and why and how they know • Competent children choosing their own activity • Wobble moments/ discussing solutions to failure • Scaffolding for ‘novice’ thinkers
<p><u>Explanations</u></p> <ul style="list-style-type: none"> • Students not writing the explanation while the teacher is talking • Connections made to what students already know • Not overloading and directing attention to too many different areas, i.e. being mindful of cognitive load • Telling a story or using a metaphor to explain • Student explaining ideas to each other • Giving examples to illustrate • Use appropriate vocabulary and synonyms to reinforce understanding of concepts • Breaking down the explanation into bite size pieces • Students explaining how they know something and where it fits in with prior knowledge 	<p><u>Subject knowledge</u></p> <ul style="list-style-type: none"> • Clear and concise language explained and examples or analogies provided to ensure shared understanding of new terms • Subject-specific terminology used by teacher and students • Teacher able to extend knowledge by questioning students • Teacher and student making links between areas of subject • Real world examples • Demonstrations in practical subjects • Developing understanding of how subject knowledge relates to assessment criteria and outcomes • Teachers have sound subject knowledge beyond and below their year group • Teachers have knowledge of expectations at end of KS
<p><u>Modelling</u></p> <ul style="list-style-type: none"> • Modelling of expectations e.g. ‘this is what I want to see...’ • Modelling expected language and attitudes to learning • Strategies to solve misconceptions and obvious errors • Modelling teacher thinking e.g. this is what I would do... • WAGOLL with annotations • Sentence starters • Carefully crafted scaffolding • The right and the wrong way • Improving a poor example (i.e. using BAR) • Use of visualisers • Faded guidance • Exemplar in front of books – presentation • Working Walls used with worked examples • Shared Writing across subjects 	

Planning for Effective Teaching and Learning at Penbridge.

Teaching is a highly complex process. When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal

achievement. We use the school curriculum INTENT statement and curriculum maps (both available on our website) to guide our teaching. These set out the aims, objectives and values of the school, and details what is to be taught to each year group.

How is the curriculum planned to ensure sequence and progression?

The curriculum is organised through a topic-based approach. Each half term the topic is led by one curriculum subject (history, geography or science) with other subjects purposefully linked together to provide an integrated and meaningful learning experience for the children. Each topic provides meaningful and purposeful stimuli for writing.

Some subjects do not lend themselves to being linked with other curriculum areas; these stand-alone subjects are taught in their own right outside the integrated curriculum (Maths, PE, music, computing, PSHE, French (junior school only) and for some topics, science.)

Every subject has a **curriculum map** which sets out the learning for that subject across the school. Topics have been deliberately chosen and sequenced to ensure that learning builds both through each topic but also across each year group, throughout the schools and between key stages. Strong links have been made between topics across the schools so that teachers can refer both back to previous learning and forward to subsequent learning. These links are made apparent to pupils so that they are fully aware of the context and purpose of their learning.

Key knowledge for every topic is set out in a **knowledge bank**. This sets out the vital ‘sticky’ knowledge that the children must know by the end of the topic in order to access learning in subsequent years. It also includes ‘what I should already know’ which can be used as a reference tool for teachers to plug any gaps in knowledge.

Knowledge banks are used to aid retrieval practice (see section on retrieval practice).

Progression through each topic, year group and through the schools is ensured through a focus on **disciplinary knowledge**. We have identified strands of disciplinary knowledge for every subject with **progression maps** (in the form of flow maps) to show the progress in each strand from years nursery – 6. This supports the planning of appropriately pitched activities in every year group and will ensure that progress is evident when looking at learning from different year groups.

A focus on disciplinary knowledge can therefore be used as an assessment tool for children and as part of monitoring the quality of teaching and learning in the school when looking at children’s books.

Topic Organisation

Each topic begins with an exciting memorable experience to engage the children in their learning. The journey ends with the ‘Prove It’ stage followed by a ‘topic showcase’ which provides a purpose to the whole journey and will link as much of the learning together as possible.

The ‘Prove It’ stage allows pupils to demonstrate their knowledge and skills learned during that half term’s topic. Pupils are given the opportunity to choose how they will present their learning. The ‘topic showcase’ is shared with an audience (other classes or year groups, senior leaders or parents).

In order to ensure that the planning of the learning is highly effective, we :

- Determine precise learning intentions which are shared with the children.
- Design activities to fulfil those intentions.
- Ensure that steps to success are shared with children and this is reviewed with the children. These may be co-constructed with the children.
- Differentiate the work appropriately and thus remove the barriers to learning.
- Connect the learning with previous work;
- Give learners the ‘big picture’ of the whole lesson or sequence of lessons; how the learning links with previous and future learning.
- Ensure that the activities are, relevant and worthwhile.

- Select the teaching technique(s) appropriate to the learning intention and learning styles of the children, ensuring appropriate differentiation.
- Use formative assessment to inform future planning (for example through questioning, using steps to success checklists, thinking hat self-assessment and reflection)
- When planning work for children with special educational needs, we give due regard to information and targets contained in the children's learning passports and EHCPs.
- Make connections between curricular areas, previous and new learning and other contexts in which to apply knowledge and skills.
- Review what has been learnt, and so increase retrieval.
- Provide feedback, celebrating success and reviewing learning strategies to outline the next step in the learning before moving on.

Retrieval Practice

Retrieval practice is an integral part of teaching and learning at Penbridge in line with one of our seven principles – metamemory.

In all subjects, children are given regular opportunities to recall what they already know. This may take place through a variety of different strategies e.g. blockbusters, low stakes quizzes, recalling information from a knowledge bank, last year, last month, last week, last lesson grids, making flashcards. The purpose of this is to strengthen the link between concepts and ideas that have previously been taught. By doing this regularly it enables information to be retrieved more effectively as the brain links both previously learnt and new concepts together. This practice strengthens memory and aids progress in the school.

In order to ensure that we manage the learning effectively we:

- Deploy Teaching Assistants and other adults as effectively as possible, sometimes with individual children, and sometimes with small groups, ensuring that no children become over reliant on them.
- Ensure all Teaching Assistants are aware of the learning intentions at the start of each lesson.
- Establish clear routines, in particular, at points of transition.
- Encourage a sense of humour.
- Deploy effective and flexible grouping strategies-both ability and mixed ability.
- Use intervention in relation to the needs of all children.
- Promote productive work habits and independent learning (Use prompts to remind children of how to work independently-the 4 'B's'- (see appendix 1)

In order to ensure that we establish a successful learning climate, we:

- **Follow our 6 school Values which underpin everything we do in school:**

Aim high
Show respect
Be independent
Be kind
Be resilient
Work well with others

We therefore:

- Make a special effort to establish positive relationships with all the children in the class.
- Treat the children with kindness and respect.
- Recognise that they are all individuals with different needs, whom we treat fairly, and give equal opportunity to take part in class activities.
- Encourage a positive work ethic with positive learning behaviours.
- Follow the school policy with regard to behaviour and classroom management.
- Set and agree with children a class code of conduct, expect all children to follow the rules that we jointly devise to promote the best learning opportunities for all.
- Praise and reward children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. (a growth mindset)
- Encourage children to take pride in their work and to complete it to the best of their ability. (see appendix 2 – non-negotiables for presentation)

(Please also refer to Relationship and Behaviour Policy)

In order to ensure an effective learning environment we:

- Develop a positive atmosphere where pupils feel safe, feel they belong and enjoy learning.
- Provide opportunities for challenge and success.
- Ensure that all tasks and activities that the children perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety using Hampshire Evolve.
- Promote attractive learning environments by changing displays each half term so that the classroom reflects the topics studied by the children.
- Use a ‘working wall’ approach where prompts and scaffolds are displayed as well as work generated in the lesson that supports the process of learning.
- Ensure all classrooms have a range of dictionaries both fiction and non-fiction books, maths resources as well as displays which support learning in English, maths and the foundation subjects.
- Ensure all resources are clearly labelled and the classroom is not cluttered-all areas have a purpose.
- Ensure that pupils know where resources are and can access them independently.

We believe that a stimulating and varied environment sets the climate for learning, offers support for learning, celebrates success and sets high standards. An exciting classroom promotes independent use of resources, which results in high-quality work by the pupils.

We believe that inspiring displays can help to reflect the level of detail that goes into teaching and learning across the school.

(Please refer to Display Guidelines – Appendix 3)

How will we monitor and evaluate the Impact of Teaching on Learning?

Strategies used to evaluate the impact include;

- Informal discussion between teachers and TAs reflecting on their own practice.
- School self-evaluation (SEF).
- External evaluation and monitoring (QA review, peer review, Ofsted).
- Professional Growth (performance management).
- Learning walks, drop ins and where deemed necessary more formal lesson observations.
- Pupil tracking to monitor progress (through school and at transition points).
- Pupil work/focused work scrutiny.
- Data analysis: Quantitative and Qualitative data.

- Staff meetings.
- Pupils' voice.
- Parents' voice.
- Assessment with pupils.
- Moderation.
- Self/peer assessment by pupils.
- Use of open/investigative tasks.
- Use of plenary.
- Formal testing.
- Ongoing teacher assessment.
- Marking and feedback.
- Reviews of Learning Passports.

The monitoring process for monitoring the Quality of education in the school is set out in a separate document 'Guidance for Monitoring Teaching and Learning Penbridge School'.

Assessment for Learning

(see Assessment and Feedback and Marking policy)

Assessment for learning is an integral part of teaching and learning.

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

This will include:

Planning: Teachers identify valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum. We plan focus groups for teacher and TA, and time for assessment opportunities through the lesson (plenary, mini-plenary..)

Sharing learning intentions with pupils: Pupils will know and understand the learning intention for every task. They will know what they are going to learn. Learning intentions will be presented in child friendly language. Children will know the success criteria for their learning (Steps to Success).

Pupil self-evaluation (self-assessment) and peer evaluation (peer assessment): Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning intention and reflect on the successes or otherwise, of the learning process. – What have we learned today? A range of strategies are taught and used for these purposes. (See guidelines for self-assessment and reflection)

Questioning: Higher order and open-ended questioning is used in the classroom to deepen pupils learning and to assess their understanding. Lessons will be re-shaped for the class or individuals in response to the children's answers.

Pupil Voice: Pupil voice will be evident in a number of different forms – talk in the classroom, responses to feedback, self and peer assessment, reflections on their learning and explanations about their learning. All these will be used to inform teacher assessment and if necessary to re-shape the learning in the lesson and in subsequent lessons.

Feedback: Reflects the learning intention of the task to be useful and provide an ongoing record; it can be oral or written. Feedback should be developmental (move the learning forward), or serve to consolidate learning and show mastery. Children will respond to feedback and this will be acknowledged by the teacher. Information from feedback will be used to plan subsequent lessons. During the introduction of a lesson feedback may be revisited and previous learning will be retrieved.

Target setting: Next steps are set for individuals, over time, for ongoing aspects – all pupils will know the next steps in their learning for writing and maths.

The role of governors

Governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are used optimally to support teaching and learning.
- Seek to ensure that both our staff development and our performance management promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly headteacher's report to governors, and learning walks in school which can include looking at books.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- By sending a topic overview and knowledge bank to parents, at the start of each half term, which outlines the key knowledge and vocabulary that the children will be learning during that half term at school.
- By adding curriculum information to our website.
- By holding parents' consultation evenings and sending an annual report in which we explain the progress made by each child, and indicate how the child can improve further.
- By explaining to parents how they can support their children with home learning, and suggesting, for example, regular shared reading, learning spelling rules and support for older children with their topic work.
- By encouraging parents to be actively involved in the life of the school e.g. Topic show case event once a term to share their children's learning from that half term and accompanying children on trips.
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Monitoring and review

We are aware of the need to monitor the school's teaching for learning policy, and to review it, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be reviewed every two years or earlier if necessary.



What do I do if I'm stuck?

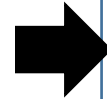
Use the 4 B's



Brain



Stop and think! What do you already know?
What strategies do **YOU** have to solve the problem?



Boards

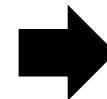


Look around the classroom!
What can you see that will help you? Look at the working walls.

Buddy



Can a friend help?
Quietly ask someone on your table to help you.



Boss



If you have tried the other B's – ask an adult to help.

Appendix 2 – Penbridge Non-Negotiables

PENBRIDGE SCHOOL

Non-Negotiables for Presentation

- Keep your books free from scribbles, doodles and drawings.
- Use best handwriting at all times.
- Respond to feedback in green pen.
- Stick all sheets in neatly.
- Cross out with one line only.

All Books

- Date on the left, on the top line – underlined (juniors).
- Miss a line.
- Learning Intention on the left – underlined (juniors).
- Miss a line.
- Start your work – write from the margin and continue to the end of the line.



Maths Books

- When starting a new lesson, miss a line under your last piece of work.
- Write one number in a square
- Short date on the left – underlined (juniors).
- Miss a line.
- Learning Intention on the left –underlined (juniors).
- Miss a line.
- Start your work.

Appendix 3 – Display Guidelines

Inspiring displays can help to reflect the level of detail that goes into teaching and learning across the school and overall presentation and quality of displays in classrooms sends out either a positive or negative message to pupils and visitors so displays must be good quality. Our learning environment needs to reflect high expectations.

Our aim is to enhance the learning environment by producing displays of high quality which reflect the learning that is taking place in the classroom, the quality of the work being displayed and the high expectations we have of the children.

Aims and purpose of display

- To inform.
- To reinforce and support learning as a working wall.
- To celebrate and reward achievement.
- To question or to challenge.
- To enhance the learning environment.
- To encourage children to think use thinking tools.
- To set an example and make expectations clear.
- To stimulate interest in a new topic.
- To reflect the ethos of the school as a Thinking School.
- To show the process of learning – The ‘Learning Journey’.
- To show an end product.
- To encourage independence.

Expectations of display in the classroom

Any learning prompts that are in the classroom **MUST** be referred to and used.

Think in advance if you are doing a piece of work that can be put on display. Do this work on paper so that it can be put on the wall. If you trim the paper first, any that isn’t put on the wall can then be stuck in books.

Flip chart paper and models for maths can and should still be placed on the working wall but these **MUST** be relevant to work you are currently doing and should be taken down if they are not relevant.

All classrooms have different amounts of display boards, but the following should be present.

Maths – information and prompts current to the topic. Working wall space for flip charts / models relevant to the current learning. Children’s work where possible.

English – SpaG prompts, weekly spellings, spoken language prompts. **Final outcomes of children’s writing.** (could be two separate boards).

Current Topic - pictures, key vocabulary, questions to start the topic and to stimulate interest. **Final outcomes from children’s learning during the topic.**

Previous topic - in September, work that was completed during transition week should be displayed on one board. At other times in the year, final outcomes from topics should be displayed. This can be ANY area of the curriculum.

Science – prompts for the current science topic, pictures, vocabulary. Children’s work (this might be from previous topic or current topic)

Thinking – prompts: examples of maps, hats and thinking keys. This should be a small board of prompts. Thinking skills e.g. reflections, keys, maps should be incorporated into other displays as much as possible.

Topic ‘artefact area’ – an area in the classroom to display artefacts relevant to the topic (especially history). **This should include topic books from the library.** Where available, every classroom will have a globe – this **MUST** be used at every available opportunity to widen geographical knowledge of the world. Maps should be displayed during a geography topic.

Topic boards can be used on a cycle. One topic board shows the current topic. At the end of that topic, the final outcomes remain displayed and a new board starts the new topic. After that topic, final outcomes remain and the original board is then used for the next topic.

Other information that should be displayed in the classroom

- Class contract, values, wet play rules and non-negotiables in a prominent place.
- RE cycle of enquiry – when doing RE.
- Spoken language prompt cards (can be along the edge of a board e.g. learning journey board).
- Reading corner – can be associated with a reading board but not essential. **If there is a board, put children’s work on it.**
- 4 B’s poster.
- Visual timetable
- Names can be put on lockers (juniors) but **must be uniform in the class. Printed on the computer please not written by children.**
- English learning resources should be available in all classrooms e.g. in racks on the wall.

Displays in communal areas

- Each class is allocated one board for which they have responsibility.
- This board should be used to display final outcomes of children’s learning.
- This board should be changed regularly (e.g. at the end of a half term, no work should be up for longer than a rolling term).
- Displays must have a title and if necessary an explanation of the learning that has taken place.

Procedures for achieving quality display

- Each display needs a title, either using cut out lettering or printed on the computer.
- Children’s work on display should be single mounted with a narrow border.
- Thinking hats, keys and reflections should be included to enhance the display and make it interactive where possible.
- Questions could be added to challenge.
- Displays need to be constantly maintained, for example, no ripped work, borders etc.
- Work to be displayed on display boards, not on walls or windows.
- Display boards should not be empty. Don’t take displays down until you have something else ready to replace it with.