PENDRAGON PRIMARY SCHOOL

TEACHING AND LEARNING POLICY



LEAD PERSON: Headteacher

# AGREED BY STAFF: Autumn 2017

AGREED BY GOVERNORS: Autumn 17

# REVIEW DATE: Autumn 2019

##### Learning and Teaching Policy

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In this policy we have attempted to identify the aspects of teaching and learning which apply across the curriculum. This policy has links to all other curriculum policies and all policies should be read in conjunction with it. The class teacher has the ultimate responsibility for the teaching of **all** children in the class.

**Our school curriculum drivers**

At Pendragon Primary School we will develop children as learners. We aim to provide the children with a high quality of education within an environment that is stimulating, challenging and caring using the principles of Assessment for Learning.

These 4 main principles will drive our curriculum and be represented through every aspect of school life:

* Enquiry and Risk Taking Ambition
* Community and Diversity Emotional Awareness

See the school development plan for further explanation of the curriculum drivers.

We have adopted the model of Achievement for All to help to accelerate progress through aspiration, access and achievement. See the school development plan for further explanation.

#### Learning and Teaching Models in the classroom

During their time in school children will be taught

* in a class or large group
* in a small group
* individually
* through discussion
* through a task or activity
* through interactive whole-class teaching initially directed to enable all students to master the curriculum
* using ICT to present information
* through high quality questioning

###### Our expectation is that everyone will:

* listen attentively
* participate in a group
* participate as an individual
* take ownership of their learning
* become active learners
* practice what they have previously learnt

#### Quality learning

Children who are involved in quality learning will:

* concentrate well in class and see the teacher at the front without needing to turn
* take pride in their work and achievements and enjoy their work
* work independently and work with others
* show confidence in their own ability
* search for knowledge and understanding
* persevere when tasks are not easily solved or when things go wrong
* learn from their mistakes and know the next step in their learning
* be sat at the right size furniture
* know the classroom management systems including stopping procedure, class timetable for the day and the week

#### Quality first teaching includes:

* having high expectations of all children
* involving all children in the lesson eg using lolly sticks to select children (if appropriate)
* motivating and encouraging all children to do their best
* awareness of the different learning needs of the children (keep up not catch up)
* planning work carefully, differentiating only where appropriate
* ensuring gaps are filled and misunderstandings addressed with pre and post teaching
* using assessment to change and modify plans
* having clear Learning Objectives that are shared with the children
* use of curricular targets that are shared with the children
* a positive atmosphere and the opportunity to make a mistake without feeling inadequate or humiliated
* valuing creativity and spontaneity
* developing children’s vocabulary at all levels
* using ICT across the curriculum
* a teaching style that is well matched to the task in hand
* giving children regular feedback to help them to know and be able to identify their next step (assessment for learning)
* a well organised classroom
* efficient use of support staff
* using time and classroom resources effectively
* providing homework to support and link with classroom learning
* the use of cross curricular links where appropriate
* awareness of the different cultural and educational backgrounds of the children
* children’s interests are recognised and celebrated
* teacher modelling what they expect the children to be able to do and wear (in PE it may be useful to use a child able to demonstrate)
* all groupings in class should be flexible and not set by ability in advance
* visual resources and first hand experiences
* 20% teacher talk, 80% pupil talk
* pupil lead learning e.g. pupils developing success criteria
* partner talk
* variety of ways to collect answers eg hands up/ no hands up
* enabling children to become independent learners
* rehearsal of activity whether in art or if using talk for writing
* inclusive lessons with differentiation where necessary
* use of the outdoor environment
* managed risk taking
* enthusiasm!

It can be an interesting exercise to ask the class at the start of the year what helps them to learn and to help them identify what stops them learning.

**First Thing**

Learning should start at 9 am. Any early morning work prior to this should not include reading unless it is a guided group, 1:1 support or comprehension based, such as a retrieval/ inference/choice activity (RIC)

#### Pendragon is an Inclusive school

All children have equal access to the curriculum irrespective of race, gender or ability.

#### Classroom management

The organisation of each classroom is the responsibility of the individual teacher but a well-organised room will display some or all of the following:

* Teachers should model good classroom organisation e.g. putting away items when finished with.
* Resources will be in good condition and clearly labelled, and accessible to the children
* Display will reflect the children’s work and, where possible, be interactive
* A working atmosphere will prevail, depending on the activity taking place.
* Everyone will speak politely to each other
* Shouting, interrupting and other disruptive behaviour will be dealt with firmly and calmly
* Good use will be made of areas outside the immediate classroom
* Children and class adults will take responsibility for the tidiness and care of the room
* A visual timetable is available for all
* There should be a celebration of children’s work in the classroom
* White tack should be used on bare walls, staples and map pins need to be used on permanent displays on boards
* Adults should never humiliate any member of the class either a child or an adult
* Adults should have empathy for the feelings of others eg not hearing a child read at the front of the classroom in front of everyone else
* Organisation that allows all children to have an entitlement to speak and to be listened to
* Classrooms should take into account the needs of all children including those with dyslexia or any other SEN (See appendix 6)
* AFL trays to be used to inform teachers’ understanding of children’s learning in lessons and so plan next steps.
* Not accepting the 1st answer given- “Tell me more..”
* Giving children the time to think before getting answers

#### Presentation

All teachers will model and teach neat presentation in all aspects of their classroom work and when marking children’s books.

Expectations will vary according to the age and ability of the child. Please refer to the presentation policy.

#### Marking

Teachers and TAs are expected to use their professional judgement when marking work so there will be exceptions to these guidelines.

All work done by children should be marked, ticked, initialled or dated (or a combination of these), to demonstrate that the work has been seen and read. Please read the marking and feedback policy.

## Display

The purpose for display is to enhance the children’s learning environment and to celebrate children’s work. Every display is different. However, it is essential to label the work with the name of the children and explain the purpose of the displayed items. A variety of writing styles should be used to label the work. Work displayed around the school should indicate which class completed the work and how it was completed. All displays need to be checked as borders are often a target for little fingers!

#### Assessment

Teachers use two types of assessment. Formative, which is done on a day to day basis and is used to inform future planning and summative which is used at the end of a unit of work to see how the child has performed against expectations both national and within school.

Formative assessment will be seen in marking (see above) and in teacher’s individual records. These assessments will not necessarily be reported to parents unless they reveal some significant pattern.

Summative assessment will be reported to parents either orally at parent teacher consultations or in writing in reports.

Teachers will use weekly plans for ongoing assessment jottings to aid future planning. Teacher assessments in maths, English and science.

**Our school expectation is that children should be at age expected level. Where children are below this level, progress must be measured using an alternative assessment method eg Sandwell for maths**

The children are formally assessed as follows:

Foundation and Key Stage 1 children should be benchmarked at least twice a year to support the assessment of reading

Foundation Stage: Development matters is used as the basis for the school curriculum and the children are assessed at the end of the year to judge their level of development.

Year 1: Teacher assessments against national objectives in English, maths and science, phonics screening test

Year 2: Statutory SATs in English and Maths. Teacher assessment in Reading, Writing, Maths and Science.

Year 3, Year 4 , Year 5: Assertive mentoring will be used in maths. National curriculum expectations will be used as targets for children in writing and school materials will be used to assess reading.

Year 6: Statutory SATs, in Reading, Writing, Spelling, Punctuation and Grammar; and Maths. Teacher assessment in Reading, Writing, Maths and Science.

Guided reading records will be kept for all children in addition to their individual reading record where appropriate.

For full information on assessment see Assessment Policy

**Home / School Links**

Communication with parents is imperative in order to keep their support with school and their child’s education. The school has a weekly newsletter and a monthly article in the Papworth Newsletter.

Parents need to be informed about all school visits but permission for visits in school is kept centrally and collected on arrival in school.

Parents are kept informed of the curriculum plans for each class through the termly Link-up (half termly in KS1), and have the opportunity to attend Parent Consultation meetings and Open Evenings during the course of the year.

Curriculum related information meetings are held when a need is identified.

The Home / School Agreement, which parents are sent annually, sets out the school’s aims and values. There is a school standard format for any home/school/reading diary that is used.

Appendix 1

**EYFS Essential Learning Environment Items:**

|  |  |  |
| --- | --- | --- |
|  | **Cubs** | **Kittens** |
| Clear labelling of work areas and resources (pictures also) |  |  |
| Birthday wall |  |  |
| Colours |  |  |
| Roleplay |  |  |
| Sand and Water trays in outside area |  |  |
| Phonemes & alternative spellings |  |  |
| Days of the week |  |  |
| Months of the year |  |  |
| Alphabet strip – capital and lower case |  |  |
| Labels showing school handwriting |  |  |
| Maths Learning wall – inc. build it, draw it, write it, say it |  |  |
| KIRFs |  |  |
| English Learning wall – inc. vocabulary, success, models, resources |  |  |
| Science learning wall – inc. oracy skills, vocabulary and unit objectives |  |  |
| Visual Timetable |  |  |
| Reading corner |  |  |
| Children’s work on wall |  |  |
| Presentation Guidelines |  |  |
| Housepoint pots |  |  |
| Restorative calming down area/thinking chair |  |  |
| Voice levels |  |  |
| Motto display REACh and Growth Mindset |  |  |
| Class info/notices Planning |  |  |
| Number line to 10, 20 and words |  |  |
| Labelled clock – o’clock, half past, quarter hour |  |  |
| E safety poster |  |  |
| Capital letter/ Full stop |  |  |
| Marking Guidelines in books and displayed |  |  |

**Y1/2 Essential Learning Environment Items:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Lynx** | **Ocelots** | **Bobcats** | **Sand Cats** |
| Clear labelling of work areas and resources (pictures also) |  |  |  |  |
| Weather and seasons chart |  |  |  |  |
| Spellings |  |  |  |  |
| Days of the week |  |  |  |  |
| Months of the year |  |  |  |  |
| Alphabet strip – capital and lower case |  |  |  |  |
| Labels showing school handwriting |  |  |  |  |
| Maths Learning wall – incl. build it, draw it, say it, write it |  |  |  |  |
| Maths facts, KIRFs, x tables facts |  |  |  |  |
| English Learning wall – inc. vocabulary, success, models, resources |  |  |  |  |
| Weekly phonics/spelling pattern |  |  |  |  |
| Science learning wall – inc. oracy skills, vocabulary and unit objectives |  |  |  |  |
| Visual Timetable |  |  |  |  |
| Library area |  |  |  |  |
| Children’s work on wall |  |  |  |  |
| Presentation Guidelines |  |  |  |  |
| Housepoint pots |  |  |  |  |
| Restorative calming down area |  |  |  |  |
| Voice levels |  |  |  |  |
| Growth Mindset |  |  |  |  |
| Question words |  |  |  |  |
| Class info/notices |  |  |  |  |
| Number line to 10, 20 and 100 |  |  |  |  |
| Multiples of 10 to 100 and words |  |  |  |  |
| Labelled clock – o’clock, half past, quarter hour |  |  |  |  |
| E safety poster |  |  |  |  |
| Capital letter/ Full stop |  |  |  |  |
| Motto display REACh |  |  |  |  |
| AFL trays |  |  |  |  |
| WOW words/ vocab tiers |  |  |  |  |
| Marking Guidelines in books and displayed |  |  |  |  |
| AfL Labels on trays |  |  |  |  |
| Key vocabulary for topic on display |  |  |  |  |

**Y3/4 Essential Learning Environment Items:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Pumas** | **Leopards** | **Panthers** | **Jaguars** |
| Clear labelling of work areas and resources |  |  |  |  |
| Days of the week |  |  |  |  |
| Months of the year |  |  |  |  |
| Labels showing school handwriting |  |  |  |  |
| Maths Learning wall – inc. build it, draw it, say it, write it |  |  |  |  |
| KIRFs and/or x tables display |  |  |  |  |
| English Learning wall – inc. vocabulary, success, models, resources |  |  |  |  |
| Spelling patterns of the week |  |  |  |  |
| WOW words/tiers of vocabulary |  |  |  |  |
| Science learning wall – inc. oracy skills, vocabulary and unit objectives |  |  |  |  |
| Visual Timetable |  |  |  |  |
| Library area |  |  |  |  |
| Children’s work on wall |  |  |  |  |
| Presentation Guidelines |  |  |  |  |
| Housepoint pots |  |  |  |  |
| Restorative calming down area |  |  |  |  |
| Voice levels |  |  |  |  |
| Challenge area-included on Learning wall or on separate display |  |  |  |  |
| Growth Mindset |  |  |  |  |
| Question words |  |  |  |  |
| Class info/notices |  |  |  |  |
| Number line (Y3 up to 1,000; Y4 up to 10,000) |  |  |  |  |
| E safety poster |  |  |  |  |
| Capital letter/ Full stop |  |  |  |  |
| Motto display REACh |  |  |  |  |
| AFL trays |  |  |  |  |
| Marking Guidelines in books and displayed |  |  |  |  |
| AfL Labels on trays |  |  |  |  |
| Topic vocabulary on display |  |  |  |  |

**Y5/6 Essential Learning Environment Items:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Tigers** | **Lions** | **Mountain**  **Lions** | **Snow Leopards** |
| Clear labelling of work areas and resources (pictures also) |  |  |  |  |
| Labels showing school handwriting |  |  |  |  |
| Maths Learning wall – inc. build it, draw it, say it, write it |  |  |  |  |
| KIRFs and/or x tables display |  |  |  |  |
| English Learning wall – inc. spelling patterns, vocabulary, success, models, resources |  |  |  |  |
| Spelling pattern of the week |  |  |  |  |
| WOW words/tiers of vocabulary |  |  |  |  |
| Science learning wall – inc. oracy skills, vocabulary and unit objectives |  |  |  |  |
| Visual timetable |  |  |  |  |
| Reading/book corner |  |  |  |  |
| Chn’s work on wall |  |  |  |  |
| Presentation guidelines |  |  |  |  |
| Housepoint pots |  |  |  |  |
| Restorative calming down area |  |  |  |  |
| Voice levels |  |  |  |  |
| Challenge area-included on Learning wall or on separate display |  |  |  |  |
| Growth mindset |  |  |  |  |
| Question words WWWWH |  |  |  |  |
| Class info/notices |  |  |  |  |
| Number line (Y5 to 1,000,000; Y6 to 10,000,000) |  |  |  |  |
| E safety poster |  |  |  |  |
| Capital letter/ full stop |  |  |  |  |
| Motto display REACh |  |  |  |  |
| AFL trays |  |  |  |  |
| Topic vocabulary on display |  |  |  |  |
| Marking Guidelines in books and displayed |  |  |  |  |

Appendix 2 Questioning

Sanders (1966) stated, "Good questions recognize the wide possibilities of thought and are built around varying forms of thinking. Good questions are directed toward learning and evaluative thinking rather than determining what has been learned in a narrow sense" (p. ix). With this in mind, teachers must be sure that they have a clear purpose for their questions rather than just determining what knowledge is known. This type of question planning results in designing questions that can expand student's knowledge and encourage them to think creatively

General Questions

*Questions should lead children on to explore new thoughts and avenues of approach.*

|  |
| --- |
| Knowledge   * What do you know? * What do you remember? |
| Comprehension   * Can you describe it in your own words? * What does it mean? * Can you explain? |
| Application   * How can you use it? * Where does ... lead you? * Can you show how? |
| Analysis   * What was the cause of? * What are the reasons for and against? * What are the consequences of? * What are the similarities and differences? |
| Synthesis?   * How else could you start/finish it? * Can you invent a new way? * How can you improve on...? * What if...? |
| Evaluation   * Why would you think that? * What would you prefer and why? * Did it work and why? * How can you check that out? |

Lower order

questions

Higher order

questions

The lower order questions result in pupils remembering and reciting facts. The higher order questions result in a greater depth of thought and understanding.

Effective Questioning (Using Bloom’s Taxonomy)

**Knowledge**

|  |  |  |
| --- | --- | --- |
| **Useful Verbs** | **Sample Question Ideas** | **Possible Outcomes** |
| **Tell**  **List**  **Describe**  **Relate**  **Locate**  **Write**  **Find**  **State**  **Name** | What happened after...?  How many...?  Who was it that...?  Describe what happened at...?  Find the meaning of...?  Who spoke to...?  Can you name the...? | *A list of the main events*  *A timeline*  *A facts chart*  *A list of remembered information*  *Reciting a poem*  *A chart showing...* |

**Comprehension**

|  |  |  |
| --- | --- | --- |
| **Useful Verbs** | **Sample Question Ideas** | **Possible Outcomes** |
| **Explain**  **Interpret**  **Outline**  **Discuss**  **Distinguish**  **Predict**  **Translate**  **Compare**  **Describe** | Write in your own words  Write a brief outline  What do you think could have happened next?  What was the main idea?  Who was the key character?  What differences exist between?  Can you provide an example of what you mean?  Provide a definition for... | *Pictures to show a particular event*  *An illustration of the main idea*  *A cartoon strip of a sequence of events*  *A performance of a play based on the story*  *Flow chart*  *Summary report* |

**Application**

|  |  |  |
| --- | --- | --- |
| **Useful Verbs** | **Sample Question Ideas** | **Possible Outcomes** |
| **Solve**  **Show**  **Use**  **Illustrate**  **Construct**  **Complete**  **Examine**  **Classify** | Do you know another instance  where...?  Could this have happened in...?  Can you group characteristics such as...?  What factors would you change if...?  Can you apply the method/ idea to some experience of your own?  What questions would you ask of...?  Using the information, can you write a set of instructions about...? | *A book / leaflet about...*  *A model made from instructions*  *A report in a similar style*  *A presentation about a particular point*  *A collection photographs or annotated diagrams about a subject*  *A map which includes relevant information about an event* |

**Analysis**

|  |  |  |
| --- | --- | --- |
| **Useful Verbs** | **Same Question Ideas** | **Possible Outcomes** |
| **Analyse**  **Distinguish**  **Examine**  **Compare**  **Contrast**  **Investigate**  **Categorise**  **Identify**  **Explain**  **Separate**  **Advertise** | If ...happened, what might the ending have been?  How was this similar to...?  What was the underlying theme of...?  What do you see as other possible outcomes?  Can you explain what happened when...?  How is... similar to...?  What were the motives behind...?  What was the turning point in the  plot? | *A questionnaire to gather information*  *A flow chart to show critical stages*  *A play about the study area*  *A biography*  *A prepared report about a particular topic*  *A review* |

**Synthesis**

|  |  |  |
| --- | --- | --- |
| **Useful Verbs** | **Sample Question Ideas** | **Possible outcomes** |
| **Create**  **Invent**  **Compose**  **Predict**  **Plan**  **Construct**  **Design**  **Imagine**  **Propose**  **Devise**  **Formulate** | Can you design a... to...?  Can you compose a piece of music for...?  What would happen if...?  How many ways can you...?  Can you create new and unusual uses for...?  If you had access to all resources how would you deal with...?  Can you write a tasty new recipe for...? | *An invention*  *A new product, named and marketed*  *A record, book, magazine cover*  *A musical composition to accompany prose*  *A performance*  *A newspaper*  *A stall at the fete* |

**Evaluation**

|  |  |  |
| --- | --- | --- |
| **Useful verbs** | **Sample Question Ideas** | **Possible Outcomes** |
| **Judge**  **Select**  **Choose**  **Decide**  **Justify**  **Debate**  **Verify**  **Argue**  **Recommend**  **Assess**  **Discuss**  **Prioritise**  **Determine** | Is there a better solution to...?  Judge the value of...?  Can you defend your position about...?  Do you think... is a good thing or a bad thing...?  How would you have handled...?  What changes would you recommend...?  How would you feel if...?  How effective are...?  What do you think about...? | *A list of criteria to judge something by*  *A debate*  *A school council*  *A reading group/ workshop*  *And end of term/ unit report*  *A letter of persuasion/ argument* |

Appendix 4

Features of a communication supportive school: primary

**Whole school**

|  |  |  |
| --- | --- | --- |
| **Feature** | **What would you see?** | **Why?** |
| All staff actively promote communication supportive practice. | Leadership team using visual support strategies in whole-school events, discussion at staff meetings promoting use of a range of approaches. | The whole school ethos promotes the inclusion of pupils with SLCN. |
| A supportive social environment. | Buddy systems, friendships stops, circle time, regular Social and Emotional Aspects of Learning (SEAL) activities, appropriate play and lunchtime support. | Facilitation of successful social interactions, acceptance of and empathy for others. |
| Staff work collaboratively with colleagues, external professionals and parents. | Regular meetings and sharing information. | Consistency of approach, sharing of good practice, communication regarding specific needs and recommendations. |
| Access to assessments and reports. | All staff working with pupils with SLCN has access to reports and assessments from other professionals. | Staff have an understanding of the nature of difficulties and appropriate support panned based on recommendations. |
| Consistent use of symbol system evident in shared areas. | Where appropriate whole-school visual displays are supported with a consistent symbol system. | Pupils with SLCN have visual representation to assist with comprehension. A consistent system reduces confusion. |
| Quiet space available for small-group work. | Small group/individuals working with an adult in a distraction-free environment. | Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered. |

|  |  |  |
| --- | --- | --- |
| **Feature** | **What would you see?** | **Why?** |
| A range of resources available for use with pupils with SLCN | Staff accessing specialist resources including appropriate software/ICT to meet communication needs and to promote learning. Resources clearly labelled. | Lessons can be differentiated and well supported with a range of specialist materials. |
| Staff share information and knowledge about language and communication. | Dissemination of information gained form training, discussion of successful approaches and use of resources. | Staff gain and use knowledge to enable them to more successfully meet the language and communication of pupils. |

**Classroom**

|  |  |  |
| --- | --- | --- |
| **Feature** | **What would you see?** | **Why?** |
| Classroom environment | An organised, calm learning environment with equipment well organised and labelled. Uncluttered arrangement of furniture and wall displays. | An optimal learning environment is promoted. |
| Visual support systems | Symbols, drawings, prompt cards and photos are used to support teaching at macro and micro levels, e.g. learning outcomes, specific vocabulary, to sequence the steps within an activity. | Comprehension is improved with visual representations. |
| Visual timetable | A combination of words and pictures. Key subject/activity displayed and capacity to move individual items. | The structure of the day is predictable and changes can be signalled – reduces anxiety. Pupil can be shown the sequence of the day. Visual sequencing supports time concepts, e.g. before, next. Can be used for boundary setting and negotiation, e.g. work then play. |

|  |  |  |
| --- | --- | --- |
| **Feature** | **What would you see?** | **Why?** |
| Wall displays | Wall displays are relevant to teaching in different subject areas. Key vocabulary is signalled as part of each display, supported with pictures/symbols and can be added to as lessons progress. Displays need to be big enough to be accessible as a learning resource. | Structured visual representation of key concepts and vocabulary supports understanding and aids learning. Pupils can refer to previous learning and the display can act as an aide-memoire.  Expressive vocabulary can be supported by the use of the display. |
| Learning outcomes | Learning outcomes and success criteria are clearly displayed, together with related vocabulary and questions – symbol/picture supported where necessary. | Pupils understand what they are learning about, the purpose of their learning and how they will know they have been successful. Related vocabulary can be consistently referred to. |
| Talking area | Pupils have access to a quiet, distraction-free zone. | Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered. Peer-to-peer talking is promoted in an appropriate space. |
| Seating arrangements | Desks are either arranged in a shape so that all are facing the teacher, or pupils with communication needs are seated near the teacher. Teacher speaks facing the class and stops speaking when writing on whiteboard. | Environmental distractions are minimised. A pupil’s attention can be gained more successfully. Pupil is always looking at the speaker. Less potential for peer-to-peer distraction. |
| Use of teaching assistant | Teaching assistant has necessary skills and knowledge to support a pupil with SLCN. They are able to support when needed while allowing independent work. | Pupil’s independent learning is appropriately scaffolded. The TA is aware of general strategies to support language and communication. |
| Organisation if resources | Resources stored in key categories, e.g. maths and clearly labelled. Each category is signposted in the classroom using symbol/picture. Resources should be near to pupils and accessible. | Promotion of independent learning, support for pupils with poor organisation skills. Promotion of categorisation skills, e.g. tools for writing. |

**IDP – Dyslexia**

**Overcoming barriers**

**Dyslexia Inclusive School – information**

**Elements of a dyslexia inclusive school**

Below are examples of a dyslexia inclusive school.

* Buff or cream backgrounds on interactive whiteboards and handouts
* Symbols used to support written information – for example resources in classrooms, notices around the school, menus in the dining hall
* Colour coding used to highlight curriculum/subject areas, including resources, equipment, displays
* ICT used to support pupils’ learning. Computer screens, text size and font adjusted where appropriate
* Resources on tables and walls to support multisensory learning – for example word banks, magnetic letters, alphabet strips, small whiteboards and pens, b/d memory joggers
* Evidence around the school of celebration of achievements – for example displays, motivation charts
* Evidence of pupils ‘showing what they know’ in different ways through displays around the school – for example models, concept maps, posters, ICT, drama
* Examples of assessment for learning
* Displays in classrooms of keywords and information to support organisation – for example when to bring in PE kit. Also visual timetables in classrooms