



# Teaching and Learning Policy

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Ratified by <i>Governors</i> :	Delegated to Head Teacher approval



As a primary school, our core purpose is to ensure all our pupils attain the highest standards in all aspects of English, maths and oracy leaving this school with both high levels of attainment and having progressed well from their starting point. We believe that we will be more successful if this core goal is enshrined in a clear and shared approach to teaching and learning and to school ethos.

As a school, we aim:

- To provide pupils with a highly personalised curriculum that sets high expectations in the classroom, instilling in all children a love of learning and the desire to continue to learn.
- To provide pupils with a deep understanding of the English language with an emphasis on reading, writing and speaking and listening.
- To provide pupils with a deep understanding of maths with an emphasis on fluency, reasoning and problem solving.
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school through a thorough understanding of our children and their families.
- To provide a safe, supportive and caring environment which every child remembers with affection;
- To reflect and celebrate local diversity and encourage everyone to aim above and beyond.
- To enable the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To provide a broad, balanced and varied curriculum which is differentiated to match teaching to pupils' needs whilst developing the whole-child.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To encourage children to make positive choices about their own physical well-being.
- To work in full partnership with parents.
- To create opportunities where children can develop a sense of awe and wonder.

The following principles describe how we work together as a school in pursuit of these aims.

#### **Principle 1: Put creativity at the heart of teaching and learning**

We believe that children who demonstrate 'spark', through their ability to think creativity and independently, are more likely to discover things for themselves, to be open to new ideas and to be

motivated to work beyond lesson time on assignments at home in order to pursue topics of interest. Allowing children to think and work creatively develops 'spark', self-confidence and builds up key learning skills, e.g. how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others.

We believe these key skills and attitudes are best developed within a motivating cross-curricular thematic approach. Our aim is to create a rich and varied curriculum, meeting national requirements but uniquely developed by us.

Teachers are encouraged to think creatively when planning a term's work in all subjects - to make connections between subjects, to take risks, and to be innovative.

Examples of how this policy looks in practice are:

- Each class has an over-arching topic each half term and the whole school knows about it;
- Teachers are free to create the context for learning that they feel most inspires them and will inspire the children, whilst covering all statutory requirements;
- We have a specific fund to enrich curricular experiences;
- Teacher's personal enthusiasms and passions are positively encouraged;
- Teachers use each other's expertise and during their PPA time, may work alongside colleagues sharing particular expertise;
- We value children's individual responses and independence of thought;
- We have several special events throughout the year which encourage creative thinking and innovation.

## **Principle 2: Make learning vivid and real**

As teachers we work hard to plan interesting and engaging work that stimulates imagination. We maximise first hand and practical experiences using as many resources (objects, artefacts, people, places) as we can find. Depth is more important than breadth and work is blocked in subjects such as design technology and art to allow for maximum engagement and quality rather than superficial curriculum coverage. There is significant emphasis on making sure that learning opportunities have a clear purpose, are set within a real-life context and have an explicit outcome or product.

Examples of how this policy looks in practice are:

- We aim to have at least one educational visit or visitor per class per term;
- We have a fund within our delegated budget to subsidise visits and visitors;
- It is expected that artefacts that support topic work will be displayed centrally in the classroom;
- Our termly planning matrix allows teachers to plan work in blocks;
- Children are actively encouraged to bring in resources to support class work;

Tell me and I will forget  
Show me and I will understand  
Involve me and I will remember

### **Principle 3: Inclusion makes for successful outcomes for all**

Winsor is an educationally inclusive school. The achievements, attitudes and well-being of every person in the school matters. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning through the delivery of a highly personalised and differentiated curriculum.

We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident happy and secure.

There are good supports and challenge in place for all groups of pupils.

Recognising and celebrating success through assemblies, displays and performances is very important at Winsor. We ensure that there is a broad range of opportunities to shine.

Examples of how this policy looks in practice are:

- It is expected that work be differentiated to at least 3 broad levels;
- We have an experienced Inclusion Manager who works closely with class teachers to offer additional support;
- We have good relationships with a range of other professionals and value their support and advice in meeting children's needs;
- We have a School Council which meets fortnightly;
- Our school is filled with high quality work on display that reflects current topic work;
- There are regular mentions in our weekly newsletter for a range of achievements;
- Our Friday assembly is a celebration of the children and their achievements. Teachers mention individual children who come to the front and receive a Certificate of Achievement, certificate for Star of the Week and a Value of the week certificate;
- Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes.

### **Principle 4: Set high standards**

We have high expectations of staff in terms of commitment and professionalism, classroom organisation, display and personal expectations of the children.

Equally, we have high expectations of learners, their level of professionalism and the effort they should put into learning at school and at home, and what they can achieve. We place significant emphasis on subject knowledge and skills. Topics should be planned so as to include lots of information and interesting facts.

Examples of how this looks policy looks in practice:

- Staff meetings begin on time and everyone is there;
- Deadlines must be met - they are set for a reason;
- There is a strong culture of volunteering and taking on 'extra' amongst all the staff;
- Classrooms are expected to be well-organised, tidy and arranged to enable the children to be independent in using resources;
- All work displayed must be double mounted;

- Sympathetic and carefully considered colours should be selected for mounts and backing paper;
- Classroom display boards should be covered by half-term, with work that reflects the term's theme;
- We work as a team to cover all communal display boards once a term;
- Children and staff are expected to be polite, punctual, positive, presentable and prepared;
- Children are encouraged to redraft their work in order to produce beautiful work that is of a high quality.

#### **Principle 5: Children should experience excellence**

We recognise and value high achievement and create opportunities for those children who excel, where relevant, to compete beyond the school.

We positively encourage teachers to personalise learning opportunities, seeking out subject specialists to enhance topic work allowing children the experience of working alongside experts. Each teacher has personal strengths too and is encouraged to share these with their class or by leading a club.

Examples of how this policy looks in practice are:

- Where possible, each term we welcome experts into school to enhance topic work.
- We create regular opportunities to work with artists and other experts in their field;
- We give children time to complete and redraft work in order to achieve something of quality;

#### **Principle 6: The planning process demands thought, creativity and time**

There is a high expectation of the quality and depth of medium term planning and it is not acceptable to simply photocopy and follow pre-written plans, although these may be used as a starting point. If teachers are motivated and enthusiastic about the term's work, then the children will be too.

Examples of how this policy looks in practice are:

- Topics are planned for the year, at the start of the year, ensuring that different subjects take priority, essentially, one history led, one geography led and one science led.
- There is no expectation that every subject is taught every week, every term;
- Staff meeting time is set aside each term for sharing ideas and looking for creative links and innovations for the following term;
- Our planning matrix gives an overview of how the term is planned and which, if any subjects are to be 'blocked';
- QCA documents may sometimes provide a starting point and in addition, we use a range of resources;
- Teachers are expected to actively research and plan ahead for opportunities to use the museums and galleries of London.

### **Principle 7: Teaching technique matches learning need**

Teachers working at this school must be strong in the full range of teaching techniques. We believe in matching teaching technique and strategy to learning need and objectives – fitness for purpose – and as such, a week's lessons should include whole-class direct teaching and modelling, ability group work, mixed ability work, practical tasks, paired work and individual work. In order to develop oracy, there should be a good balance between teacher/pupil talk and well-structured pupil/pupil talk opportunities. Developing frequent and rich opportunities to develop oracy is integral to good teaching at Winsor. Teachers must take into account the range of learning styles, i.e. visual, oral, aural and kinaesthetic.

Examples of how this policy looks in practice are:

- Ability groups are organised within each class for maths and English which come with set places. These groups are however fluid so teachers can respond to different rates of progression;
- There should be opportunities at other times for children to choose where to sit and who to work with, to increase motivation;
- Clear defined space for whole class teaching, and tables arranged to facilitate group and individual teaching;
- We regularly share 'tips' for teaching techniques at staff meetings;
- We make good use of 'talk partners';
- There are many real opportunities for co-operative group work;
- Our youngest children learn songs and stories with actions;
- We make good use of visual resources in our teaching;
- Opportunities for developing oracy are clearly identified during the planning process.

### **Principle 8: Asking questions is central to learning**

We place great emphasis on asking questions, participating in 'shared thinking' and discussion, in our teaching and in our work as a staff. Interactive teaching promotes this style of learning. Teachers' questions need to be well-planned and to both prompt ('What was the name of...') and probe ('What if...') the children's thinking. The best extension questions are those aimed just above what the child can already do; Vygotsky's "zone of proximal development". Pupils must also be actively encouraged to clearly articulate their responses in order to develop their level of oracy.

Examples of how this policy looks in practice are:

- We start each topic finding out what the children already know and what they would like to find out;
- We make good use of 'talk partners' and 'hot seating' ;
- The plenary is seen as a vital part of the lesson, and is used to further extend children's thinking and to test possibilities for next steps;
- Children's questions are always responded to and valued;
- Children are encouraged to answer questions in complete sentences;
- It is regular practice to see children's responses challenged for further clarification by either the teacher or a fellow pupil in order to further develop communication skills;
- We positively encourage inquisitiveness and intellectual curiosity.

### **Principle 9: The assessment priority is assessment for learning**

We aim to include children in their learning as much as possible.

Teachers are constantly assessing, as they ask questions in lessons and lean over shoulders. We value greatly this style of formative assessment for learning during lessons. We also value summative assessments of learning, where the children are assessed against national standards.

Teachers meet with parents individually to discuss progress, early autumn term, mid-spring term, (when teachers write a very full report on each child) and then at the end of each school year.

Examples of how this policy looks in practice are:

- Where possible work is marked alongside the child. If not alongside, then before the next lesson;
- Why work is happening and what needs to happen next to improve is always discussed and explained;
- Pupils respond to marking regularly.
- Teachers use a variety of AfL strategies
- We keep all formal assessment levels in computer files, tracking each class in maths and English, alongside contextual data on each child;
- The Head Teacher/Assessment co-ordinator regularly analyses pupil data.

### **Principle 10: Develop learning skills and personal qualities across the curriculum, inside and outside the classroom**

Involving the children in roles and responsibilities beyond the classroom contribute to our ethos and sense of community. We place a high value on these; expecting them to be carefully planned and well used. We also value special events and traditions and the importance these have for our school's culture.

We value the role of families in learning and expect good open communication with parents, listening sensitively and responding thoughtfully to their queries and concerns.

Examples of how this policy looks in practice are:

- Classroom doors are left open;
- Teachers readily become involved with extras such as clubs and evening events;
- Staff and pupils really enjoy their work at this school, and this is communicated to our many visitors;

### **Principle 11: This is a learning community**

At Winsor, there is a common purpose and shared responsibility amongst children, parents, staff and Governors. All are actively committed to the life, growth and development of this school. There is intellectual challenge for everyone and a culture of learning and questioning practice.

Teachers share a common understanding achieved through discussion, consideration of practice, the sharing of information and whole school planning of important issues. Teachers are thoughtful and reflective. Teachers' individuality is valued but some autonomy must be sacrificed for coherence, consistency and shared standards in school life.

Examples of how this policy looks in practice are:

- We are very open to prospective teachers doing observations;
- We expect teachers to be motivated individuals who are open to new ideas and enquiry;
- Staff really talk at meetings;
- The performance management cycle is well established;
- Attendance at courses and further study is positively encouraged and supported;
- We actively seek to build partnerships with local organisations to enrich learning.

Effective teaching and learning as described above must underpin every learning experience faced by our pupils.

**Every lesson, every day counts - starting today...**

**"Today matters"**

### What is Teaching and Learning?

#### Quality of Learning

Where learning is outstanding, all pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good or better progress. They adjust well to the demands of working in different contexts, selecting appropriate methods and organising effectively the resources they need. Work is sustained with a sense of commitment and enjoyment. Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available. They are provided with the skills to evaluate their own work and come to realistic judgements about it. Where appropriate, pupils readily support one another as part of the learning process.

Outstanding Teaching and Learning raises standards of achievement across the whole curriculum. It supports and enables the aims, ethos and values of the school and provides a secure, well ordered environment where each child can achieve his/her maximum potential.

#### Quality of Teaching

Where teaching is good pupils acquire knowledge, skills and understanding progressively. The lessons have clear aims and purposes, and are driven by specific objectives and success criteria. They cater appropriately for the learning of pupils with differing abilities and interests, and ensure the full participation of all. The teaching methods suit the topic or subject as well as the pupils; the conduct of the lessons signals high expectations of all pupils and sets high but attainable challenges. There is regular feedback against success criteria which helps pupils to make progress, both through thoughtful marking and discussions of work with pupils. Relationships are positive and promote pupils' motivation. Where appropriate, assignments for completion at home which extends or complements the work done in lessons is set regularly.

## **Effective Schools**

### **At Winsor we believe that effective learning takes place when:**

- Pupils feel valued as individuals and are actively involved in the learning process
- Children are made aware of what is being learnt and how it will impact the future and the wider development of skills
- Classroom relationships are built on mutual tolerance and respect
- Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement
- There is a common awareness that high standards of self-discipline and order are expected
- The environment in which pupils and teachers are working is stimulating and comfortable
- Lessons are well prepared, with tasks and resources appropriate to pupils' learning needs

### **We therefore aim to ensure that:**

- Lessons are prepared, structured and paced to make effective use of the time available
- Pupils are made aware of lesson objectives and success criteria and the start of lessons
- Pupils have a clear and common understanding of the high expectations their teachers hold of them and of the targets towards which they are working
- The teaching styles, resources and tasks pupils encounter are varied and challenging, offering opportunities for achievement by pupils across the ability range, irrespective of social class, race or gender
- Pupils have a positive attitude to change and the development of their own expertise
- Links with the local community are established to prepare pupils for the opportunities, responsibilities and experiences of adult life

### **Pupils work towards the school's aim through displaying a sense of professionalism by:**

- Attending school regularly, being punctual and ready to begin lessons on time
- Being organized and prepared - bringing the necessary equipment or kit for lessons as requested by staff, taking letters home promptly, returning reading books regularly
- Being polite - conducting themselves in an orderly manner both inside and outside school, in line with the school's values
- Being presentable and wearing the correct school uniform at all times

- Maintaining a positive attitude towards all aspects of school life, showing grit in times of difficulty
- Taking growing responsibility for their own learning

**Parents work towards the school's aim by:**

- Ensuring that children attend school regularly and are punctual
- Ensuring that children are prepared and bring appropriate equipment to school, e.g. reading book bags and PE kit
- Providing support for discipline within the school - encouraging and modelling polite behaviour
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which may affect a child's happiness, progress or behaviour
- Communicating promptly with the school, returning forms, letters, etc.
- Supporting children with reading and other school related activities
- Giving due importance to assignments for completion at home
- Allowing children to take increasing responsibility as they progress throughout the school
- Participating in the development of school policy
- Maintaining a positive attitude towards decisions made by the school
- Encouraging their children to be presentable and correctly dressed in school uniform

**At Winsor Primary School we believe that a good teacher:**

- Is organised for all aspects of their role
- Has clear learning intentions and outcomes, and (an awareness of) success criteria
- Sets clear targets and is able to provide positive reinforcement
- Is committed to improvement and raising standards of achievement
- Is open to new ideas and suggestions
- Is able to work as part of a team

- Is sympathetic and responsive to the needs and aspirations of all children, families and the community
- Is able to communicate clearly and in a variety of ways
- Recognises, supports and contributes to the school ethos
- Makes learning enjoyable
- Demands a high quality of work from all pupils
- Encourages independence
- Has appropriate and high expectations of pupils
- Is willing to listen to constructive criticism and learn from others
- Is well prepared for lessons
- Is adaptable and flexible
- Takes note of and adheres to whole school procedures
- Establishes clear, consistent and realistic standards of behaviour
- Listens to children
- Employs a variety of teaching methods
- Values children's work and opinions
- Is consistent and fair with children
- Is supportive, co-operative and fair with colleagues
- Is calm and patient
- Is enthusiastic and can motivate pupils
- Is a reflective practitioner
- Assesses and evaluates pupils' work against clear/ explicit success criteria

**Children learn best when:**

- There is a clear focus to the work
- They understand what is expected of them
- The work meets the needs and ability of the child
- They are interested, happy, comfortable and challenged

- Clear examples of expected standards are given e.g. reminders displayed around the room
- They are praised
- The teacher is enthusiastic
- Their behaviour is relevant
- They have been taught the necessary skills
- They are aware of the relevance of the learning
- They, their teacher and their families value their work
- The lesson is well planned, prepared, relevant and differentiated
- There is a calm, orderly learning environment
- They feel secure
- The activity has been clearly explained and understood
- The teacher is sure about the learning intentions and how they can be achieved
- A variety of approaches are used
- Home and school work together successfully
- They experience success

Indicators of good practice within the quality of teaching would include:

- Pace of Learning and Teaching commensurate with capabilities
- Clear objectives of lesson(s) communicated to pupils
- Well-planned teaching methods align pupils with objectives; well matched to pupil's capabilities
- High expectations which challenge but do not defeat pupils
- Sensitive informal assessment of pupil adjusts teaching content to their needs; learning reinforced by supportive marking and discussion of work
- Relationships based on mutual respect; contributions sought and valued from all pupils; knowledge and ideas made memorable by imaginative teaching
- Progressive acquisition of knowledge, skills and understanding related to National Curriculum

## ***The Learning Environment***

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning.

The visual environment is very important and should display work which is representative of all children and all ability levels.

Displays should reflect the taught curriculum, include dual language script and be changed regularly to sustain interest and discussion.

There is a calm environment when:

- Children are on task
- Children are aware of acceptable noise levels for classwork and teachers help to maintain this by example
- Children are taught to tidy up after themselves
- Children know the teachers' rules and boundaries
- Classroom support staff and helpers work in a similar way to the teacher and collaborative planning reflects this
- Children have appropriate amount of room for the activity

All classrooms adhere to the school's checklist for classroom content and organisation - see Appendix A.

## ***Resources***

Relevant resources are essential to the quality of Learning and Teaching.

Basic resources, such as pens, pencils, rulers etc. should be organised and stored properly. Pupils should know the class and school rules about these.

Resources relevant to the particular subject should be ready before the lesson.

Pupils should be taught to use resources properly and carefully and put away after use.

## ***Pupil Groupings***

### ***Working groups***

Pupils should be given the opportunity to work in different groups and, from time to time, with different pupils. Pupils should be given the opportunity to work in mixed ability groups. This is particularly important for bilingual learners so less experienced English speakers can model themselves on more fluent speakers.

For some work, particularly Maths, English and Science, pupils will work in ability groups. There should be opportunities for reviewing the groups, at least half-termly.

Groupings should be included in each teacher's planning file.

Care should be given to seating arrangements. These should be mixed boys and girls, although numbers may be uneven. You will need to consider whether there are pupils sitting on the same table who may distract each other. Even when not sitting on the same table consider this also, pay attention to who is near each other and who can easily gain contact with each other.

Children may sit in groups, though the work may be completed individually or they may need to work co-operatively. Teaching children to work co-operatively (collaborative group work) needs to be developed from year two upwards and each teacher need to plan opportunities for this as well as suitable strategies to build upon existing skills.

### ***Planning***

Good planning is essential to effective Learning and Teaching.

The school plans in three ways.

The **long term** plan is the curriculum framework which breaks down the programmes of study into blocked and continuing units which ensure full National Curriculum coverage, continuity and progression.

**Medium term** planning is completed every half term and breaks down the schemes of work further into broad learning objectives, differentiated activities, experiences and learning outcomes.

This medium term plan is devised in conjunction with year group partners. Year group partners meet weekly to evaluate the effectiveness of the plan and to share and moderate children's work which has been achieved within their week. Within year group meetings assessment tasks and observations may be discussed to inform the next week's plans.

**Short term** planning is the final cycle. Teachers plan weekly to ensure specific learning objectives, success criteria and outcomes for each session. Teachers will highlight teaching styles, teaching focus and differentiated activities for groups and/or individuals. Assessment opportunities are planned to provide formative evidence which informs future planning.

### **Role of Support Staff**

**There may be other adults working in the classroom alongside the teacher. These may include parents, other volunteers, teaching assistants, nursery nurses and visitors from outside agencies.**

Each adult's role has to be clarified, known to all involved and included in daily, and where possible, medium term plans. The adults should know the learning intention of the activity.

Some suggested strategies for working successfully with other adults are:

- Listen to other teachers/adults whilst you are working with the children
- Adults should not interrupt each other whilst working with the children

- Watch for signs of children not understanding and choose an appropriate time to help children to understand what the other teacher/adult has said
- Take turns to do daily tasks, e.g. register (school staff only)
- Make roles within the lesson explicit to children
- Agree support roles within the classroom and divide teacher focus accordingly during activities

This document is a working document for all members of our school community. As such it should encourage reflection and self-evaluation which in turn will improve the quality of Learning and Teaching at Winsor Primary School.

**Appendix A**  
**Monitoring in Classrooms – Environment and Displays**

Date:
Classroom:
Teacher:
Term 1 2 3 4 5 6

Checklist Area/ display	Developed	To be done by/ comments
<b><i>Must Haves</i></b>		
Rotas and timetables		
Groups on display		
Reflective Area		
<b><i>Display</i></b>		
Classroom should be colour blocked		
All work should be double-mounted		
Comic sans font in use		
Display consisting of large amounts of children's work		
Displays that are bold, bright, 3D and eye-catching		
Displays that celebrate all children's 'best work'		
Interactive displays, e.g. use of questioning		
Process displays – planning, drafting and checking		
Use of fabric and drapes		
Use of wall hangings and washing lines		
Photographs		
Lettering should be clearly written, of appropriate size and a mixture between computer and handwritten		
Displays should be cross-curricular		
<b><i>Curriculum Support Displays</i></b>		
Key vocab boards		
Lesson objective boards		
AfL targets		
Ambitious word display		
Connective display		
Punctuation pyramid		
Sentence openers display		
visual timetable		
<b><i>Systems for organisation</i></b>		
Shelves need to be tidy and resources labelled clearly		
All resources should be kept in a central place		
Exercise books should be labelled by the teacher		
Clear and tidy teacher areas		
Name tray labels printed		
Stimulating and inviting book corner with a variety of texts including dictionaries, thesaurus and dual language - including big books, fiction/ non-fiction (arranged alphabetically)		

Plans on display		
Job lists/ helpers		
Current celebrations, e.g. Eid, etc.		
Books labelled with child's name, subject and class		
Profiles accessible and up to date – EYFS		
<b>English – FS/ KS1</b>		
Literacy Language and Communication – labelled		
Role play area		
List of high frequency words/ ambitious words display		
Phonics this week		
Big book display		
Story boards		
Poetry		
Puppets		
Book of the week and props		
Listening area		
Writing area		
Flashcards		
Magnetic letters		
Dictionaries and thesauri		
Atlases		
Prompts for writing		
Grammar prompts		
Clear modelled handwriting samples		
Dual language labels/ book related displays		
Book corner		
<b>English – KS2</b>		
Word banks		
Process displays		
Poetry		
Puppets		
Book/ author of the week		
Dictionaries and thesauri		
Atlases		
Prompts for writing		
Grammar prompts		
Clear modelled handwriting samples		
Dual language labels/ book related displays		
<b>Maths</b>		
Number line – child height		
Themed display area of topic		
Maths vocabulary		
Clock labelled		
ICT work displayed		
Known websites used		
Dual language numbers on display		
Maths resources/ area – labelled		
Times tables		

Sand and water (KS1)		
2D and 3D shapes displayed		
Mathematical language displayed		
<b>Science</b>		
Scientific language displayed		
Investigative language displayed		
Let's investigate table-topic table		
Use of photographs		
Hands on feely investigative table		
Graph work, Venn diagrams, sorting displays		
Display should have a large proportion of children's work		
<b>ICT</b>		
Computers clear of clutter		
Displays close to computer		
Rota for turn taking		
ICT work displayed		
Step-by-step prompts		
Cross-curricular display		
Use of website information/ websites used		
<b>SEN</b>		
Visual timetables		
Interactive displays		
Areas for resources for individual children		
Pictorial supports		
Focus children identified		
<b>EAL</b>		
Confident display that reflect positive images, accurate skin colour, clothes and all communities		
Multicultural story display		
Dual language and labels of varying sizes		
Ethnic fabric/ artefacts		
Instruments from different countries		
Languages used reflect languages within classroom		
Repetitive language		
Writing frames		
Texts from different cultures		
Role-play area		
Bilingual stories in listening areas		
Interactive areas		
<b>FS additional</b>		
Creative area accessible to children		
World map		

Monitored by:	
Feedback to teacher:	
Follow-up date:	

## Appendix B

### Teaching and Learning - Questioning

<p><b><u>Classifying</u></b>          Which of these go together? Why?          Can any of these be put together?          How are these things alike/ similar/ different?          What could you call these groups?          What are the characteristics of all these things in this group?          What criteria have been used to classify these?          How could you rearrange ...?          How could you compare ... and ...?          Can you find another way to ...?</p>	<p><b><u>Explaining</u></b>          Why does...?          How do you...?          Why did this happen?          Why do you think that...?          What caused this?          What might be the result of...? Why do you think so?          Can anyone think of another reason/ explanation?          Can you explain...?</p>
<p><b><u>Describing</u></b>          What is ... like?          What can you see?          What did you notice about...?          How would you describe ...?</p>	<p><b><u>Generalising</u></b>          What is true about all of these?          What can you tell us about...?          What have you found out about...?          What seems to be generally true about...?          What have you learned about...?          What conclusions can you draw now?          What does this tell you about...?</p>
<p><b><u>Evaluating</u></b>          Do you think this is a good thing/ bad thing? Why?          How do you feel about this? Why?          Is there anything you would have done differently?          Why was this done? Do you think that it was a good idea?          What were the reasons for this?          Do you think this is just/ fair/appropriate? Why?          What do you think is important about this? Why?          How could this be improved?          How could you justify this?          Can you take another point of view about...?          How would you feel if you were ...?          Is this the best way to ...?</p>	<p><b><u>Inferring</u></b>          Can you explain from this how...? / why...?          What do you think might be happening here? Why?          What do you think might cause this?          Why do you think they did this?          How do you imagine they are feeling? Can anyone think of a different idea?</p>
<p><b><u>Recalling Information</u></b>          How many ...?          Where is ...?          In which year did...?          Why did...?</p>	<p><b><u>Predicting and Hypothesising</u></b>          What are we going to see at ...?          What would/ might happen if ...?          If..., what do you think would be the result?          What would it be like if...?          What would you do if...?          How would you plan for ...?</p>