

# LEARNING & TEACHING POLICY

Adopted by Learning & Teaching Committee on behalf of the Governing body: *Summer 2018*  
Amended: *Summer 2018*

## Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



# **Learning and Teaching Policy**

## **Policy Statement**

At West Hove Infant School we aim to support children to be confident, independent learners who will go on to be healthy, self-aware, socially responsible and positive citizens. We aim to enable each child to achieve their full potential and for them to be willing to take risks, seek out challenges and be fully equipped for a rapidly changing world. We aim to help our children understand the global context of their lives and how they can contribute to sustainable growth.

We endeavour to provide a school day that excites challenges and motivates each child providing rich opportunities to be both independent and collaborative thinkers. The organisation of their learning promotes enjoyment, perseverance, curiosity and self-discipline. We encourage the children to achieve personal excellence in all aspects of their work and behaviour.

This policy is based on principles of consistency, shared values, collaborative decision making and openness amongst staff. It gives practical, achievable guidelines for all to follow, giving space for individual flair alongside support, comfort and security for all.

Learning and Teaching is at the heart of school life. It is the means by which we offer, and put into practice, a curriculum which is broad and balanced, meets the requirements of the National Curriculum and those of the Local Authority's Agreed Syllabus for Religious Education and Collective Worship and reflects our four curriculum drivers - standards, enjoyment, enquiry and diversity.

## **Purpose**

The purpose of this policy is:

- to underpin the school's aims and vision statement
- to translate the school's aims into practice
- to develop a shared understanding of learning and teaching
- to encourage consistency, coherence, continuity
- to affect and reflect teaching and learning
- to guide and enhance the quality of relationships between the school, child and parent;
- to describe the school's ethos and how this is achieved

The Learning and Teaching Policy will:

- drive all other policies
- inform and ensure consistency of approach
- reflect current pedagogy and practice
- act as criterion for monitoring and evaluation
- help to inform teachers and support staff new to the school

## **Key Principles**

At West Hove Infants learning and teaching centres around the promotion of Growth Mindset in which we:

- Promote understanding that intelligence is not 'fixed'
- Recognise intelligence can continually be improved through effort
- Give specific and effective oral and written feedback on performance to ensure improvement

- Encourage children to
  - thrive on challenge
  - throw themselves into difficult tasks
  - learn from their mistakes
  - react to failure by trying harder
  - be self-confident and have high aspirations
  - engage in self-assessment and self-monitoring
  - be driven by the intrinsic worth of learning

We aim to develop children's independence of thought, self-confidence and 'learning how to learn' skills. This leads to 'active' rather than 'passive' learning. It gives children a sense of ownership over their learning by being actively involved in decision-making. In developing thinking and problem-solving skills:

- Children need to be able to **verbalise their thinking** in order to highlight and clarify the skills they are practising
- Children need to learn how to **work in teams or groups** and learn the skills of **discussion, debate, negotiating, persuading and co-operation**
- Children need to learn to understand that others may have **different viewpoints**, that sometimes there are no right or wrong answers, and that people can change their ideas and opinions
- Children need opportunities to **ask and answer open-ended questions**
- Teachers need to **model the thinking process** – they need to model the use of language, the thought and problem solving process, sometimes teachers don't know the answers!
- Children need opportunities to work with Challenge Partners and to practise using modelled language and encourage each other to explain and prove their answers
- Teachers need to encourage children to **investigate, explore and find out for themselves** when appropriate

### **Including all Learners**

At West Hove Infants we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life.

We will ensure that everything we do seeks to remove any barriers that prevent any individual or group of pupils (e.g. EAL, DA, SEN, Boys/Girls) from being fully involved or achieving their potential.

We actively encourage and support everyone to develop the confidence to engage and 'have a go', a 'can do' attitude, even in areas in which they lack confidence. In this way, everyone is nurtured towards reaching their full potential in all of the educational and social opportunities which the school provides.

We work in collaboration with the child and their family, drawing upon the support of outside agencies and other partners within Brighton and Hove where appropriate.

**Aim 1 Teachers/teaching assistants at West Hove Infant School promote and support learning to enable children to achieve their full potential.**

<b>As teachers/teaching assistants working with the children we will:</b>	<b>Strategies:</b>
Keep up to date with educational developments and thinking as we are committed to continuing professional development in order to reflect on and improve our practice.	<ul style="list-style-type: none"> <li>• contribute to the school’s own programme of continuing professional development</li> <li>• go on courses, and feedback to colleagues</li> <li>• receive training from experts</li> <li>• observe each other teach</li> <li>• visit and observe colleagues in other schools</li> <li>• read educational literature</li> <li>• use on-line facilities to access information and resources</li> </ul>
Engage in professional debate as we believe that ideas are developed and identity forged through discussion.	<ul style="list-style-type: none"> <li>• ensure that opportunities are provided at every level for staff to share reflections on their own practice and current thinking</li> </ul>
Use our professional judgement to develop our approach to learning and teaching as we believe we are a highly skilled team that can make appropriate decisions.	<ul style="list-style-type: none"> <li>• consider educational initiatives in the light of our own school’s development and interpret them to meet our children’s needs</li> </ul>
Have a positive and encouraging approach to working with children believing that learners learn best when they know they are liked and valued.	<ul style="list-style-type: none"> <li>• be fair, kind and friendly</li> <li>• have a positive approach</li> <li>• smile</li> <li>• give praise</li> <li>• establish a ‘can do’ culture</li> <li>• treat children with kindness and respect</li> <li>• follow agreed school Behaviour and Relationship policy</li> </ul>
Establish and develop positive, caring relationships with our pupils as we understand that pupils’ development and welfare is our responsibility. We know that successful learners have high self esteem.	<ul style="list-style-type: none"> <li>• consistently model the behaviour and attitudes we want the children to develop</li> <li>• show an interest in all our children</li> <li>• listen actively to what the children tell us</li> <li>• use positive body language in our interactions with children</li> <li>• Meet the developing needs of the whole child by providing for their personal, spiritual, social and emotional growth with an emphasis on citizenship and social responsibility.</li> <li>• remember to have a sense of humour – learning is fun!</li> </ul>
<p>Develop and maintain good communication with parents as we recognize that children learn best where a positive and supportive relationship exists between teachers and parents.</p> <p>Create opportunities for lifelong learning as we believe that parents actively involved in the learning process are an excellent role model for pupils.</p>	<p>Communicate formally with parents through:</p> <ul style="list-style-type: none"> <li>• newsletters</li> <li>• annual induction meetings for parents</li> <li>• parents’ evenings</li> <li>• meetings in response to a particular need or situation</li> <li>• reports</li> <li>• curriculum workshops</li> <li>• website</li> <li>• text / email / School Ping</li> </ul> <p>Communicate informally through:</p>

	<ul style="list-style-type: none"><li>• conversations at the beginning and end of the school day</li><li>• telephone calls</li><li>• home/school books</li><li>• encouraging parents to help in school</li><li>• informing them of successes</li><li>• involving parents if there is a problem</li></ul> <p>Provide structures to promote communication and understanding:</p> <ul style="list-style-type: none"><li>• EAL assistants</li><li>• pre-school liaison</li><li>• involving parents in policy development and review, and School Improvement Planning</li><li>• Friends of West Hove Infants /PTA</li></ul>
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**Aim 2 Teachers/teaching assistants at West Hove Infant School provide a school day that challenges, excites and motivates each child.**

**We know that pupils only have one chance for their education and we believe that it is our duty to achieve the best possible educational outcome for them all.**

As teachers/teaching assistants working with the children we will:	Strategies:
<p>Plan carefully for learning.</p> <p>We believe that learning involves:</p> <ul style="list-style-type: none"> <li>• acquiring knowledge</li> <li>• acquiring a skill</li> <li>• developing understanding</li> <li>• applying learning</li> </ul> <p>We believe that considered and thorough planning ensures continuity in curriculum provision and produces lessons which enable pupils to build on their learning and make progress. We plan in year group teams to ensure equality of opportunity for our pupils.</p>	<ul style="list-style-type: none"> <li>• provide children with the big picture</li> <li>• provide a half termly breakdown of the work we will cover in our year groups in our medium term plans</li> <li>• provide detailed curriculum coverage through and across the year groups</li> <li>• includes a 'wow' start/finish to capture children's enthusiasm and imagination</li> </ul> <p>In our weekly plans we plan well-structured lessons which:</p> <ul style="list-style-type: none"> <li>• have clearly defined learning objectives and success criteria</li> <li>• have differentiated activities designed to promote the achievement of the stated objectives through visual, auditory and kinaesthetic activities (concrete, pictorial, abstract)</li> <li>• are well paced and learning is scaffolded</li> <li>• include challenge and offer opportunities for higher order thinking and discussion</li> <li>• identify key vocabulary and questions</li> <li>• detail which group or individuals the teacher/TA will work with in the independent part of the lesson</li> <li>• detail the role of any learning support assistants or helpers</li> <li>• outline the assessment focus if planned for that lesson</li> <li>• detail the resources needed</li> </ul>
<p>Use a variety of teaching styles, e.g.</p> <ul style="list-style-type: none"> <li>• demonstrating and modelling</li> <li>• thought showers</li> <li>• instructing</li> <li>• discussion</li> <li>• questioning</li> <li>• coaching</li> </ul> <p>We believe it is important to consider fitness for purpose. We promote learning by employing a variety of teaching strategies.</p>	<p>Have clearly structured lessons which:</p> <ul style="list-style-type: none"> <li>• make it clear what we expect the children to know, understand or be able to do by the end of the lesson</li> <li>• share learning intentions and success criteria</li> <li>• 'paint the big picture' and connect the current objective to previous learning and future application</li> <li>• control the pace of the lesson through careful and explicit timing</li> <li>• tell the children who we will work with during the activities and which group or individuals we will focus on</li> <li>• use Assessment for Learning strategies to promote dynamic intervention</li> <li>• provide challenge for 'rapid graspers' and support for those needing further explanation/modelling</li> <li>• enable all children to access higher order questioning and challenge</li> <li>• provide opportunities for investigation, research and problem solving</li> <li>• use flexible groupings as appropriate to the lesson</li> <li>• use plenaries to draw out the children's learning and show them the part it will play in future learning</li> </ul>

<p>Make meaningful and manageable assessments of each pupil's learning as we know that on-going assessment is fundamental to effective learning and teaching. (See Assessment policy)</p>	<ul style="list-style-type: none"> <li>• take time to observe and listen to children</li> <li>• talk to children about their work</li> <li>• record significant progress in a variety of ways</li> <li>• note any difficulties</li> <li>• mark children's work constructively in line with school practice and policy</li> <li>• target improvement</li> <li>• share targets with pupils</li> <li>• use assessment to inform planning</li> <li>• modify planning if necessary</li> <li>• build in opportunities for peer and self-assessment</li> </ul>
<p>Provide meaningful, effective feedback celebrating effort and achievement and bringing about improvement in a positive and encouraging way. (See Marking and Feedback Policy)</p>	<p>Provide feedback which:</p> <ul style="list-style-type: none"> <li>• is positive and encouraging</li> <li>• is given immediately, with the pupil present or as soon as possible after the work is completed</li> <li>• Is carried out using the school's green and orange mark scheme</li> <li>• relates directly to the learning objectives, success criteria and targets</li> <li>• is given regularly and while still relevant</li> <li>• makes clear what children have done well and their next steps</li> </ul> <p>Ensure children are given time to read/discuss and reflect/act on feedback <u>using blue polishing pencils</u></p>
<p>Use Assessment Data to inform to school improvement, planning and practice for individuals, groups and whole class/year group</p>	<ul style="list-style-type: none"> <li>• Know and understand data relevant to the progress or attainment of individuals, the class and year group and how that relates to whole school and national data</li> <li>• Set challenging targets based on starting points</li> <li>• Prepare for and contribute to half-termly Pupil Progress Meetings</li> <li>• Identify barriers to learning for individuals or groups of pupils (EAL, DA, SEN, Boys/Girls) and action plan accordingly to diminish any differences</li> </ul>
<p>Provide opportunities to enhance learning and for children to share / celebrate learning</p>	<ul style="list-style-type: none"> <li>• Organise visits / visitors linked to topics</li> <li>• Organise opportunities for children to learn from / work with experts – PE coaches, visiting artists, musicians, authors</li> <li>• Class assemblies</li> <li>• Celebration assemblies</li> <li>• Take part in wider community events – Let's Dance, Children's parade</li> <li>• Provide a range of extra-curricular activities</li> </ul>

**Aim 3 Teachers/teaching assistants at West Hove Infant School provide a school day which allows children to develop as creative and critical thinkers and as independent learners.**

**We develop children’s self-esteem in order to empower each individual as a learner in control of their own learning.**

<b>As teachers/teaching assistants working with the children we will:</b>	<b>Strategies:</b>
<p>Foster independence by planning lessons which will challenge all children and move them forward in their learning. We recognise that we are responsible for meeting individual needs and believe this is a key strategy in developing independence.</p>	<ul style="list-style-type: none"> <li>• give children opportunities wherever possible to plan and promote their own learning</li> <li>• prepare tasks which are open ended or differentiated</li> <li>• provide opportunities for research, creative &amp; critical thinking and investigation</li> <li>• provide opportunities for pupils to choose their own resources</li> <li>• differentiate our questioning to consolidate and progress learning, and ensure challenge and success for all pupils</li> <li>• use on-going assessment to inform planning and meet individual needs</li> <li>• give children opportunities to evaluate theirs and others learning using the green, orange and blue marking colours</li> </ul>
<p>Encourage organisational and administrative independence at all times. We believe children must take responsibility for their own learning and have high expectations of pupils’ independence in order to achieve this.</p>	<p>We make sure, for example, that children of all ages:</p> <ul style="list-style-type: none"> <li>• hang up their own coats</li> <li>• put away their book bags and lunch boxes</li> <li>• put out and clear away equipment and resources whenever appropriate</li> <li>• are fully equipped for each lesson</li> </ul>
<p>Promote the 5 key characteristics which we want the children of WHI to develop – <b>Perseverance, Independence, Imagination, Co-operation, Curiosity</b></p>	<ul style="list-style-type: none"> <li>• plan learning activities which promote key characteristics</li> <li>• relate feedback to learning characteristics</li> <li>• refer to learning characters during lessons and activities</li> <li>• relate behaviour for learning to learning characteristics</li> </ul>

**Aim 4 Teachers/teaching assistants at West Hove Infant School organize learning to promote enjoyment, perseverance and self discipline.**

**We endeavour at all times to create an optimal learning environment with low stress and high challenge.**

<b>As teachers/teaching assistants working with the children we will:</b>	<b>Strategies:</b>
Create a calm environment throughout the school as we acknowledge that children respond to their environment and it can therefore be used as a powerful tool to promote learning.	<ul style="list-style-type: none"> <li>• keep corridors free of furniture</li> <li>• keep classrooms tidy and clutter free</li> <li>• walk calmly around the school</li> <li>• speak in a calm and reasoned way</li> <li>• use quiet music in the classrooms when appropriate</li> </ul>
Create a stimulating learning environment as we acknowledge that children respond to their environment and it can therefore be used as a powerful tool to promote learning.	<ul style="list-style-type: none"> <li>• create displays as starting points for learning</li> <li>• create displays which support learning</li> <li>• use challenging questions on a range of displays</li> <li>• mount displays which reflect the range of the curriculum</li> <li>• create both two and three dimensional interactive displays</li> <li>• use display to value and celebrate children's work</li> <li>• change displays regularly</li> </ul>
Have a flexible arrangement of furniture and equipment to suit different classroom activities as we believe that classrooms should reflect the principle of being fit for the purpose.	<p>Consider carefully:</p> <ul style="list-style-type: none"> <li>• the use of different groupings of tables</li> <li>• the positioning of other furniture and equipment</li> <li>• the use of the carpet area during lessons</li> <li>• the use of the assigned areas in the classroom</li> </ul>
Ensure the provision of an engaging and stimulating outdoor environment.	<ul style="list-style-type: none"> <li>• In EYFS outdoor learning opportunities carefully planned providing a range of activities and provision that complements and extends the current topics and themes.</li> <li>• In KS1 planning will identify outdoor learning opportunities. Teachers and teaching assistants will take groups and whole classes into the school grounds or to places within the immediate local area to make learning meaningful, relevant and fun.</li> </ul>
Organize the classroom in such a way that the children can make full use of resources as we believe children must take responsibility for their own learning and have high expectations of pupils' independence in order to achieve this.	<ul style="list-style-type: none"> <li>• make resources accessible</li> <li>• label resources clearly</li> <li>• use space effectively</li> <li>• create a safe environment</li> <li>• create an optimal acoustic environment</li> </ul>
Establish a learning environment in which children feel secure, can learn from mistakes and are confident to take risks.	<ul style="list-style-type: none"> <li>• establish positive relationships</li> <li>• value children's contributions</li> <li>• build their self esteem</li> <li>• develop and challenge thinking through skilful questioning</li> <li>• encourage an enquiring attitude and foster curiosity</li> <li>• support children in evaluating their own work and that of their peers</li> </ul>

**Aim 5 Teachers/teaching assistants at West Hove Infant School encourage children to achieve personal excellence in all aspects of their work and behaviour.**

<b>As teachers/teaching assistants working with the children we will:</b>	<b>Strategies:</b>
<p>Set high expectations for all pupils' work as we recognize that high expectations of pupils are a characteristic of high quality teaching and learning, and essential for children to achieve their best.</p>	<ul style="list-style-type: none"> <li>• ensure our pupils know the planned learning outcome for each lesson</li> <li>• plan appropriately challenging activities incorporating the modelling and use of higher order questioning</li> <li>• follow the 'Maths Mastery' approach</li> <li>• communicate clear expectations for the whole class, groups and individuals</li> <li>• explain to pupils how their work will be assessed</li> <li>• be flexible and extend or simplify tasks in response to children's reactions</li> <li>• praise, celebrate and reward effort</li> <li>• express disappointment kindly yet firmly when a child has not produced their best</li> </ul>
<p>Promote high standards as we believe that is each child's entitlement</p>	<ul style="list-style-type: none"> <li>• have high expectations of pupils</li> <li>• be consistent in our expectation</li> <li>• have high expectations of ourselves</li> <li>• reward effort with praise, through marking, by sending pupils to other teachers and senior staff</li> <li>• ensure children are clear about what is expected. Use other children's work as exemplars when appropriate.</li> <li>• Show children their own work to illustrate the progress they have made.</li> </ul>
<p>Make the children aware of clear boundaries of behaviour as we know these are key life skills, essential for responsible citizenship.</p>	<ul style="list-style-type: none"> <li>• implement the school's Golden Rules</li> <li>• negotiate classroom rules with the children and review them each term</li> <li>• remind the children of the importance of body language, attitude and eye contact</li> <li>• use assemblies to clarify reasons for rules and expectations of behaviour</li> <li>• praise and reward pupils who are behaving well</li> </ul>

## **Developing and Monitoring Learning and Teaching**

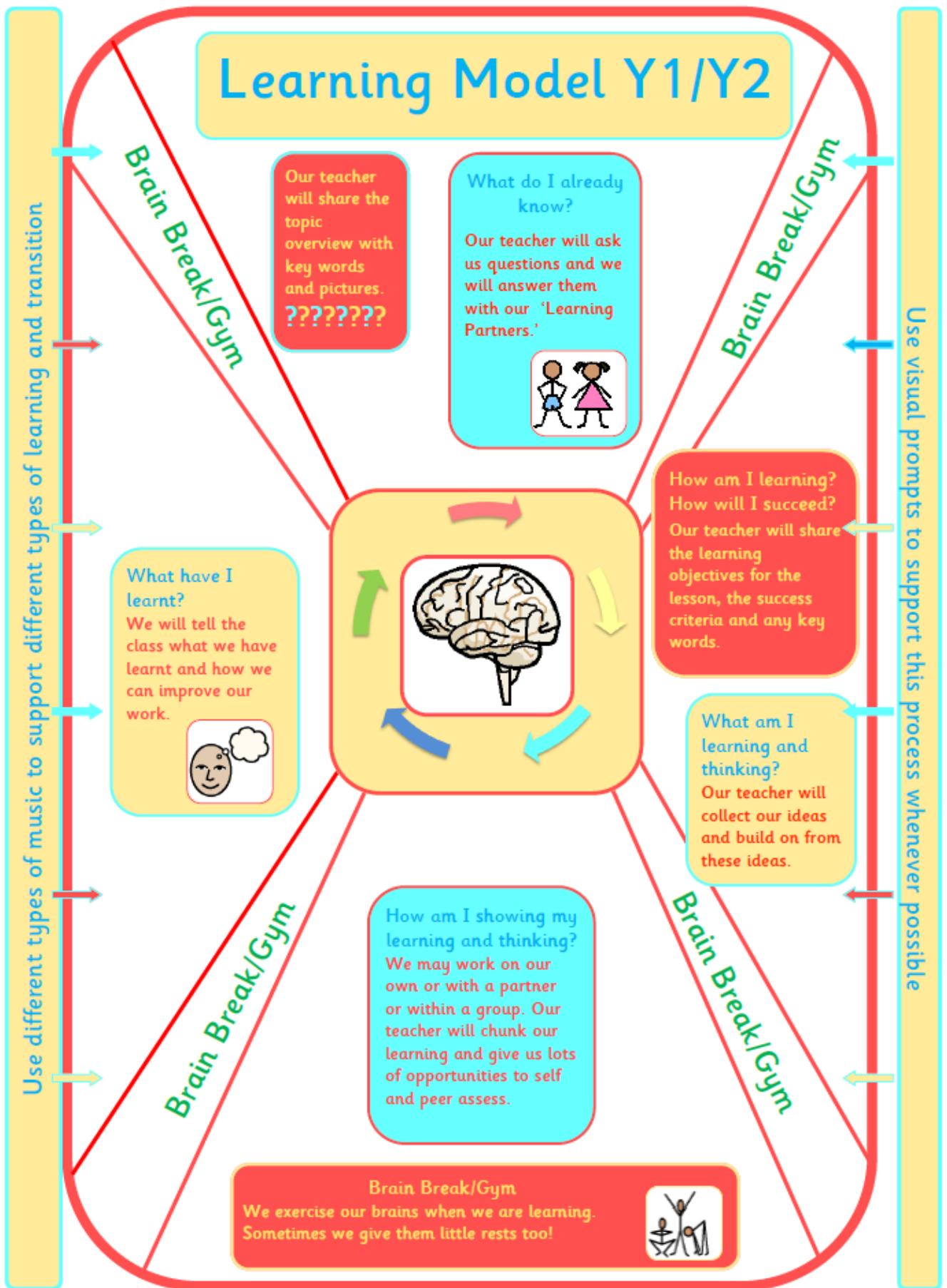
At West Hove Infant School we are committed to making sure every teacher provides our children with a good and outstanding education, enabling them to reach their full potential.

We conduct a range of formal observations, monitoring and coaching designed to improve teaching and learning:

- Formal observations
- Learning walks
- Work scrutiny
- Classroom environment audit
- Monitoring planning

The aim is to ensure that we get an accurate view of learning and teaching over time. The standard of learning and teaching is determined by triangulating lesson observations, book scrutiny findings and pupil progress data. Lesson observations and work scrutinies seek to ensure that where teachers are found to have a particular area development; they get the necessary advice and training in order for them to work on that particular skill. Information gathered also informs wider School Improvement. We are committed to sharing good practice both within school and within the wider Partnership.

Findings from learning and teaching monitoring are fed back to Governors through the termly Headteacher Report.



## West Hove Infant School Learning Model

Minimum expectations for every lesson:	Refinements (where appropriate):
<b>Topic overview</b> <ul style="list-style-type: none"> <li>Share topic title page with key words and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use questioning to elicit understanding of key vocabulary, what pictures tell us etc.</li> </ul>
<b>What do I know already? (2 mins)</b> <ul style="list-style-type: none"> <li>Display one or Challenge Partner questions on the flipchart which are <b>open</b> and link to previous lesson/s or previous knowledge (see School Drive:/Assessment for learning/Worthwhile Questions)</li> <li>Visualise the chatterbox questions e.g. with visual cues from previous lessons, photographs etc.</li> <li>Quick brain breaks used to keep children engaged (e.g. clapping a rhythm, do this do that)</li> <li>Pick out the positive e.g. good sitting to keep children on task</li> </ul>	<ul style="list-style-type: none"> <li>Children to use the STEM statements displayed on wall e.g. I know that .....because.....</li> <li>Children to challenge each other using How and Why questions</li> </ul>
<b>Brain break (1 min)</b>	<ul style="list-style-type: none"> <li><b>Link the brain break to the subject/activity.</b></li> </ul>
<b>What am I learning? How will I succeed? (2 mins)</b> <ul style="list-style-type: none"> <li>Share the learning objective with children 'We are learning to...' in child-friendly language.</li> <li>Share Success Criteria as 'Today's targets', in child-friendly language. Develop SC by making them specific (SMART), and involve the children in reading them.</li> <li>Make SC <b>visual</b>, either before, or during session (could just draw visuals next to each SC).</li> <li>In year 2, we share the targets of the lesson, but often generate the Success Criteria during the teaching input.</li> <li>Share any key vocabulary with the children (e.g. <i>I say, you say</i>)</li> <li>Discuss 'What's in it for me?' – either given to children or children to choose from a few suggestions</li> <li>How does this link to my target (when applicable)?</li> <li>Quick brain breaks used to keep children engaged (e.g. clapping a rhythm, do this do that)</li> <li>Pick out the positive e.g. good sitting to keep children on task</li> </ul>	<ul style="list-style-type: none"> <li>Use the children to generate the SC</li> </ul>
<b>Brain break (1 min)</b>	<ul style="list-style-type: none"> <li><b>Link the brain break to the subject/activity.</b></li> </ul>
<b>The Teaching Input (~15 mins)</b> <ul style="list-style-type: none"> <li>Provide children with the necessary knowledge and skills in order to be successful.</li> <li>Year 2 generate often generate SMART Success Criteria during this stage of the session and refer to it throughout</li> <li>Ensure that learning is inclusive (VAK) e.g. regular chatterboxing opportunities, whiteboards, interaction with IWB, <b>brain breaks</b>.</li> <li>Use of ICT to enrich learning (videos on Espresso, BBC Class Clips, Education City, games)</li> <li>Children see the teacher model the task on the</li> </ul>	<ul style="list-style-type: none"> <li>Refer to SC during teaching input – could display on flipchart pages as you go through the lesson, by taking a photograph of the LO &amp; SC page in ActivInspire.</li> </ul>

<p>flipchart and are given a preview of the expected outcomes.</p>	
<p><b>Individual/Paired/Group work (20 mins)</b> Group tasks support Visual, Auditory and Kinaesthetic learners.</p> <ul style="list-style-type: none"> <li>• Children are clear of the Success Criteria and refer to and use</li> <li>• Children are seen to be working on their target, when applicable.</li> <li>• Teacher is giving on the spot feedback to children as they work.</li> <li>• Timer on whiteboard, giving children small, achievable chunks in which to work e.g. 10 minutes, with a sound to show that the time has run out (i.e. ActivInspire timer)</li> </ul> <p><b>During this time, chunk the learning - mini plenaries during lesson, after short achievable chunks of time</b></p> <ul style="list-style-type: none"> <li>• Sharing of examples of successful learning</li> <li>• Pick up on any issues found when monitoring children as they work</li> <li>• Opportunities for children to 'magpie' ideas off each other</li> <li>• Children are given time to self-assess in green and orange and make improvements (polish in blue pencil)</li> <li>• Brain breaks to refocus children</li> </ul>	<ul style="list-style-type: none"> <li>• Toolkits are on the tables/IWB e.g. key spellings</li> <li>• Children feedback to each other against the SC, during mini-plenaries</li> </ul>
<p><b>The Plenary - What have I learnt? (~10 mins)</b></p> <ul style="list-style-type: none"> <li>• Children reflect on their learning against the LO and SC. Were you successful today and how do you know?</li> <li>• Teacher knows how well the class has achieved and uses this information to inform planning of next lesson.</li> <li>• Children colour faces ☺ on their learning objective sticker as a visual to show how successful they think they have been.</li> <li>• Children come up with greens and oranges for a session (against the SC) and record it in their books or orally share it with the class/their partner/their table/adult etc.</li> <li>• Children orally evaluate their learning or write in their books 'I have learnt...' (Y2 HA/HMA)</li> </ul>	<ul style="list-style-type: none"> <li>• Finish a lesson with one final question for the children to solve.</li> <li>• Explain how the lesson is linked to future learning and/or homework. What questions can children raise after this session?</li> </ul>
<p><b>Brain breaks or brain gym used pro-actively rather than reactively.</b></p> <ul style="list-style-type: none"> <li>• Teacher anticipates a need for a brain break.</li> <li>• Brain breaks link to subject area, e.g. Spelling Basketball for literacy, Backwards Spelling for literacy, Funky Chicken for maths, Lazy Eights before handwriting, P.E. warm up activities related to main activity.</li> <li>• Brain breaks are used to get children to stand up, stretch, and switch off from the learning for &lt;1 minute of time.</li> </ul>	

### **Classroom Environment:**

- The classroom is well ventilated and at a comfortable temperature.
- Children have easy access to water
- Resources are maintained in good condition and are well organised.
- The classroom is well ventilated and at a comfortable temperature.
- Displays support the learning process and are referred to regularly.
- Music is used to support teaching and learning and general classroom management
  - Calming music (e.g. Classical) is played during the individual/group/paired work to focus children.
  - Music is played to support transitions, tidying up, settling children in at the start of the school day/after a break time.
  - Music is used to introduce a lesson, e.g. a French song, number bonds song in Maths. See School Drive:/Music

