

**WEST HOVE
INFANT SCHOOL**
.....
A family of friends



Hove Learning Federation

LEARNING & TEACHING POLICY

Amended: Summer 2022

Adopted by Curriculum & Inclusion Committee on behalf of the Governing body: Autumn 2022

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.

Hove Learning Federation Teaching & Learning Policy

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1. Introduction

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

Rita Pierson

The Hove Learning Federation’s approach to teaching and learning promotes a growth mind-set for all stakeholders and encourages learners to be reflective, critical thinkers who have opportunities to master understanding and develop their individual strategies for learning. All staff have the opportunities and confidence to research, develop and share best practice so that our classrooms are alive with a love of learning!

2. Aims

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race, background or ability. Our Teaching & Learning policy ensures that children are at the centre of our approach. The policy underpins the schools’ aims and vision statement and translates these into practice to:

- Enable a shared understanding of our teaching and learning ethos and inclusive practice.
- Inspire creativity and celebrate growth.
- Inform and ensure consistency of approach.
- Reflect current pedagogy and practice.
- Provide personalised ongoing CPD opportunities.
- Implement effective strategies for teaching, monitoring and evaluation.
- Guide reflective practice for all staff.
- Set clear expectations for staff and children.
- Help to inform teachers and support staff new to the school.
- Ensure logical progression in skills and knowledge as children move through the schools so that their understanding builds and deepens over time.
- Give children the opportunities to reason and make connections between what they already know and new learning.
- Foster a shared and collaborative learning culture to support all staff in their roles.

3. Quality First Teaching

Aims and key principles:

Our schools offer the highest standard of education that is planned, consistent and guided by clear vision as outlined in this and associated policies. Underpinning this assurance is the quality first teaching in our classrooms.

Quality first teaching is at the heart of our day to day practice and meets the needs of all pupils including those who are most disadvantaged and those with EAL and SEND. Teachers strive to use teaching methods that make accessing learning inclusive to all, using Assessment for Learning (AFL), differentiation and personalised methods to tailor teaching and reduce the attainment gap.

In order to ensure consistent quality first teaching, staff in school will do the following:

Expectations:	Strategies:
Keep up to date with educational developments, thinking and research in commitment to continuing professional development.	• Contribute to the school's own programme of continuing professional development. • Feedback to colleagues following courses and external training opportunities. • Seek out and utilise the knowledge of colleagues and experts. • Observe each other teach. • Maintain open dialogue with colleagues. • Visit and observe colleagues in other schools where appropriate. • Read educational literature / listen to blogs / access educational materials on social media (e.g. twitter) where appropriate. • Use on-line facilities to access information and resources.
Use professional judgement to develop approach to teaching and learning.	• Consider educational initiatives in the light of our own school's development and interpret them to meet our children's needs. • Engage in professional debate. • Ensure that opportunities are provided at every level for staff to share reflections on their own practice and current thinking.
Establish and develop positive, caring relationships with all children.	• Greet pupils each morning with a personal acknowledgement. • Consistently model the behaviour and attitudes we want the children to develop. • Show an interest in all our children. • Listen actively to what the children tell you. • Use positive body language in our interactions with children. • 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. • Seek advice from the SENCO and inclusion team if it is felt further support is needed – communicate all concerns with parents as appropriate. • Maintain a sense of humour without resorting to sarcasm or inappropriate language.

4. Planning & Lesson Structure

Aims and key principles:

We believe that considered, thorough planning ensures continuity in curriculum provision and produces lessons which enable children to build on their learning and make progress.

Teachers are responsible for planning to the highest standard to create the most inclusive lessons that address misconceptions and build on prior knowledge and skills to support progress.

The planning process is discussed in year group team meetings. Planning responsibilities are allocated at year group meetings and rotate over the year, ensuring opportunities for expertise to be shared and developed.

Subject leads work with each year group to create yearly planning overviews, which are then incorporated into medium-term and daily planning.

Expectations:	Strategies:
Planning will: • Provide children with the big picture. • Provide a half-termly breakdown of the work we will cover in our year groups in our medium term plans. • Outline the small steps that can be flexible in reaction to AFL. • Include a stunning start and fabulous finish to capture children's enthusiasm and imagination. • Give children the best learning opportunities possible. • Ensure that all children have equal access to learning and learning opportunities. • Be consistent and well prepared across all classes. • Establish a clear learning journey for our children over the course of a lesson, a day, a week, a term, a year, a key stage and through the whole school. • Be designed to enable children to make connections between what they know and new learning. • Identify gaps in key learning in order to consolidate core knowledge and key concepts. • Target teaching so that it fills pupils' specific gaps. • Make sure that children are building a progression of skills and core knowledge that they will need for later in life. • Be adaptable to meet the specific needs of classes and cohorts. • Provide detailed curriculum coverage through and across the year groups.	• Use clear learning objectives that relate to the appropriate programme of study. • Give opportunities for prior knowledge and skills to be reviewed. • Use exciting, immersive learning opportunities to hook children's interest and imagination. • Share learning objectives (in child friendly vocabulary) regularly and refer to these throughout the lesson to ensure children are clear about the purpose of their learning. • Introduce explicit steps to success and revisit these throughout lessons and units of work. • Make purposeful and contextual links across topics, year groups and Key Stages. • Pre-teach, contextualise and explain key vocabulary using strategies to include all children. • Ask a mix of questions, including high-order questions, throughout lessons and adapt these to the needs of the children. • Clearly model strategies and metacognition. • Use live marking and verbal feedback throughout each lesson. • Consider all children's needs and ensure resources are appropriate in order to access learning. • Refer to Learning Characters at appropriate opportunities in every lesson. • Incorporate challenge into every part of every lesson with opportunities for children to deepen their understanding and work at mastery level. • Give clear direction to additional adults involved in the learning. • Consistently apply non-negotiable expectations for presentation. • Share and display expectation lists for reading and writing for each year group in every classroom and learning

Lessons will follow the following structure: • Establishing behaviour for learning. • Revisiting prior learning and reviewing acquired knowledge. • Sharing objectives. • Quality modelling and guided teaching. • Opportunities for peer-learning and collaboration. • Opportunities for independent learning. • Review of learning. • See Appendix 1: Learning Model.	• Use diagnostic and targeted questioning. • Encourage peer discussion and Challenge Partner talk. • Employ audio, visual and kinaesthetic prompts. • Use of practical resources where appropriate – manipulatives and representatives. • Use regular brain Breaks. • Use assessment for Learning strategies. • Provide live marking and feedback. • Use exit passes, low-threshold quizzes and other review strategies. • Include opportunities to explain understanding.
Before teaching lessons staff will: • Research the area being taught. • Identify what we want the children to learn. • Assess previous learning and looked for gaps in knowledge/AFL. • Pre-teach key vocabulary and definitions where needed to enable the children to access the learning. • Identify a 'hook' to engage children • Consider how to use computing skills where appropriate. • Anticipate misconceptions. • Consider access/challenge for vulnerable and more able children. • Prepare resources in advance of the lesson.	• Teachers and support staff familiarise themselves with Core Knowledge files/Topic Teasers. • Discuss ideas in year group meetings. • Collaborate with and seek advice from subject leads and colleagues with subject knowledge and expertise. • Review prior assessments and outcomes. • Consider the lesson through the children's eyes. • Be aware of the specific needs of the children. • Prepare any digital devices as appropriate.

5. Displays and Learning Environment

Aims and key principles:

Classrooms should be stimulating, attractive, comfortable environments for learning to take place. They should be places that we and the children are proud of. Creating the right conditions for learning is crucial if children are to develop as confident, enthusiastic and effective learners. We know that learning requires active involvement, which needs to be modelled by staff at all opportunities.

Through the guidance below, we aim to ensure consistency in providing a high quality and safe physical environment, which actively promotes children's learning.

Expectations:	Strategies:
Displays should always have one or more of these specific purposes in mind: - To stimulate interest in a theme. - To introduce, summarise or reinforce knowledge and skills, supporting and enhancing teaching and learning. - To celebrate children's work. - Include enquiry questions to stimulate discussion. - Follow an agreed year group format - Include key vocabulary (from Topic Teasers and Core Knowledge Files). - Reference the core text being taught where relevant. Displays to introduce, summarise or reinforce knowledge and skills must: - Feature modelled examples, e.g. current calculation maths. - Make use of timelines, mind-maps or other devices to track knowledge, key information, story lines, characters, etc. - Include technical vocabulary with pictures and definitions. - Be referred to regularly within lessons. Displays of children's work must: - Reflect and value different levels of achievement and children's backgrounds. - Reflect the vision and aims of the school towards excellence. - Motivate children by setting high standards to which they can aspire. - Increase children's self-esteem and pride in their work. - Create a stimulating teaching and learning environment. - Arouse curiosity, pose questions and stimulate enquiry.	Displays: - Are of a high quality, boards are neatly covered, all work is mounted and promotes high standards of excellence. - Are clearly labelled with a title and an explanation of the learning involved (for all displays including work in progress). - Are enhanced with captions giving clear information about the learning intentions, learning processes and outcomes where appropriate. - Include first-name labels so that all children's work is identifiable, preferably at the bottom right hand corner. Each child must have at least one piece of work displayed in the classroom. - Include higher order questions. - Are interactive and varied. They include the Learning Objective (LO), skills and key questions. - Include a range of stimulus and are informative and celebratory. Display Boards and Cabinets: - Backing paper and borders should <i>complement</i> and <i>enhance</i> the work being displayed. <i>Neutral colours</i> such as cream or pale yellow are effective. - Stronger colours can be used where children's work is bold. - Most borders, especially for 'permanent displays' such as key frequency words, etc. should be the same colour throughout the classroom to ensure a coherent look. - More topical displays will have different borders and/or backing materials Mounting: - Colours used should again complement and enhance work. - Children's work should be mounted in <i>similar colour/s</i> to avoid a 'busy' look. - Work on display should be clear and not overlap unless it is an integral part of the display's design (not done because of running out of space!). Communal/Whole School Areas:

Inform and inspire children, parents, carers, governors, teachers and visitors to the school.	All displays must reflect and celebrate our cultural diversity and school community. - Specific boards reflect our current school priority, e.g. reading, mathematics, writing, PE, etc. These will be identified by subject leads. - Displays need to be changed at least twice per year. (See display timetable). 'Information' boards will need to be changed more frequently and all notices should be up to date and attractive. - Work on display will reflect the current learning in the year group. - All displays in communal areas should be put up complete (no 'work in progress' please). Working Walls Select boards in each classroom will be designated as 'working walls', where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom and will always reflect current learning Where possible: - Children's work is used to affirm features of work that are desired. - Vocabulary relevant to the focus of the learning is evident in all subjects. - There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. - Work is not necessarily mounted as it is expected to develop rapidly and change frequently e.g. weekly literacy and numeracy objectives. - Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference. (Captions should be written in cursive handwriting.)
All classrooms will be well resourced and organised.	It is the year leads' and class teachers' responsibility to make sure resources are fit for purpose and ordered in advance. Please ensure that: - Classroom resources are accessible, appropriately stored and of good quality (sharpened pencils, working pens, etc.) - The environment is free of clutter, tidy and organised and pegs are labelled. - A visual timetable is evident and consistent across the year group. - Wet play games are tidily stored and are easily accessible – all support staff potentially on we t break duty within the year group are aware of this location. - There is a visible, working clock.

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| | <ul style="list-style-type: none"> • The teachers' and support staffs' name(s) are displayed on the classroom door. • Resources and trays are clearly labelled and easily accessible. • All trays are red (Infants) or blue (Juniors) with no gaps. • Water bottles are stored in trays in a designated area. • Juniors: There is an up to date 'Supply Teacher Checklist' available on the clipboard. • There is an attractive, appropriate and well cared book corner, with monitors assigned to keep it tidy. • There is an up-to-date class information board/clip board with groupings; Talk/Challenge Partners, C.O.W, newsletters, timetables, etc. • English and Maths areas/displays are clearly labelled with the current week's focus for learning and key vocabulary. • Children's exercise books are neatly and uniformly labelled, stored tidily and are easily accessible. • Routines/systems of the classroom are clear (e.g. toilet, access to drinks, etc.). • Whiteboards/Smartboards are centrally located and can be seen by all pupils. • Classroom protocols are clearly visible: class code for behaviour (hand/Learning Ladder), LEARN statement, marking codes, presentation of work, etc. |
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6. Classroom management

Aims and key principles:

In order to maintain stimulating and organised learning environments, high standards of behaviour and consistent expectations of all adults supporting children, classroom management must be considered and effective. It is important that as children move from class to class they expect to find continuity and consistency.

Expectations:	Strategies:
Expectations, rules, routines and consequences - Rules and routines are established by actively being taught, modelled and referred to. - Expectations, rules and routines are displayed in the classroom and are regularly referred to. - Discussions about rules also take place within a broader context of rights and responsibilities, and these are linked to work in PSHE and Citizenship. - Children are aware of consequences when agreed rules and routines are not adhered to. (<i>see separate behaviour policy</i>).	- Learning to learn: teachers spend time at the beginning of a new academic year to explicitly teach learning skills such as growth mind-set, learning styles and expectations for learning - Class creates agreed rules/class contract at the beginning of each academic year that are regularly revisited and reinforced - Teachers have clear and consistent routines for: - start of the day - going home - gaining the attention of the teacher - pupils, clearing up - snack/break time - transition times - going to the toilet - All class rules are outlined in a way that can be clearly communicated to HLTAs and supply teachers. - All children understand how and when to ask for help. - Clear expectations about independence and personal organisation are set out. - All children know what to do when a piece of work or an activity is finished. - All classes have an agreed class strategy for setting appropriate noise levels for the type of activity taking place. - Behaviour ladder (Infants) / hand and thumb (Juniors) are displayed in each classroom and referred to by all staff. - All children have access to Just Right resources and class strategies using Just Right are understood by all.
Standards of work - High expectations are modelled at all times to foster care and pride in work. - Careful presentation and pride in work is celebrated. - Children are clear on presentation criteria within each lesson. - Regular book looks, cross class/year group/site moderation and book shares in year group meetings monitor consistency in presentation, marking & feedback and expectations of standards.	All work includes a Learning Objective and Date - EYFS and KS1: Stickers with learning objectives, challenges, self-assessment images and date. - KS2: Children write their learning objectives unless individual circumstances call for LSA or CT support and the short date for maths (e.g. 4/9/21) and long date for all other subjects (e.g. 4th September 2021). Books and folders: - EYFS: writing templates - KS1: children writing in lined books in literacy, spelling and topic. Children use folders in maths. - KS2: lined books for all subjects apart from maths and art where they have squared paper books and sketchbooks. - High-quality, tailored worksheets are used where needed for scaffolding, challenge and differentiation. - Any illustrations are purposeful and of high quality.

	- Children and teachers expected to use pre-cursive handwriting in reception and cursive handwriting from year 1 onwards. - Handwriting books and lines in books are used as appropriate in KS2. - Cursive handwriting is evident in all staff modelling, feedback and classroom displays and examples. - Staff modelled handwriting is of high quality. - Work is acknowledged using agreed marking and feedback policy (<i>see Marking & Feedback policy</i>). - In EYFS and KS1, each year group has 'Every Time We Read' and 'Every Time We Write' success criteria generated with the children to ensure consistency and awareness of expectations. These are reflected on year group Marking and Feedback bookmarks. - In KS2 each year group has specific 'What we need to include' lists to ensure consistency in written work.
The role of other adults in the class: Class-based or cross-class support staff Support staff offer essential support to teachers in: - maintaining learning environments. - supporting classroom management. - managing and guiding children's behaviour. - supporting learning . Support staff play an active role in assessment. Support staff who work regularly with small groups may be given the responsibility for: - planning activities. - selecting appropriate texts and other materials. - supervising pupil behaviour. However overall responsibility lies with the class teacher and all expectations must be clearly set out by both class teachers and support staff line managers Support staff working in a 1:1 or 1:2 capacity - Children will be supported according to the targets outlined in their SEND action plan or EHCP. - Support staff will be responsible, with guidance from class teachers, for creating and using appropriate resources to enable child to access learning more effectively. - Work will be modelled and adapted where appropriate to ensure accessibility. - Regular communication with parents is prioritised.	- All support staff to know specific groups of children including SEND, DA/PP and EAL. - Support staff are aware of specific individual needs of any children in the class including medical information, allergies, individual risk assessments and behaviour and learning plans. - Teachers and support staff liaise regularly and support staff are given copies of the weekly timetable and appropriate plans. - Support staff observe, support groups or individuals and provide valuable feedback to the teacher on children's progress orally and by contributing to class records/Edukey. In class support staff: - Focus on specific children. - Sit near children who may need more help, providing discreet, focused support. - Use supportive manipulatives and visual resources to help children understand (whiteboards, visual aids, magnetic bar models resources, etc.). - Echo teacher, re-wording or repeating phrases or objectives for children. - Use a range of questions, including diagnostic and targeted questioning, to further explain or encourage greater depth of understanding. - Help pupils to use resources through modelling. - Trouble-shoot to help lesson run smoothly, e.g. responding to queries, sorting minor disagreements. - Contribute to behaviour management alongside the class teacher. - Provide marking and feedback to children they are supporting and to the teacher. (<i>See Marking and Feedback policy</i>). Guidance for support staff: - Class teachers will liaise regularly with support staff, discuss learning/Edukey plans and share planning.

- Support staff maintain up to date records on children's progress, feeding back to class teachers and updating action plans (Infants)/Edukey (Juniors) Additional support staff (BLA, EMAS) - Bilingual assistants to support children in their home language to enable full access to curriculum. - Bilingual assistants to provide feedback to class teachers on child's understanding and progress.	- It is the responsibility of the class teacher and SENCo to share EHCPs and SEND action plans with support staff working 1:1 with children to ensure appropriate support. - Support staff working 1:1 with children provide marking and feedback for tasks they carry out with child, identifying level of support. Working with EMAS and BLA: - Teachers to complete EMAS support planning document with simple instructions for each session that is supported. - Teachers to provide suitable resources to enable BLAs to support. - BLAs can carry out assessments for class teacher in home language, e.g. when assessing for ELGs or when assessing a maths task. - BLAs to provide feedback on each session.
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7. Communication with stakeholders

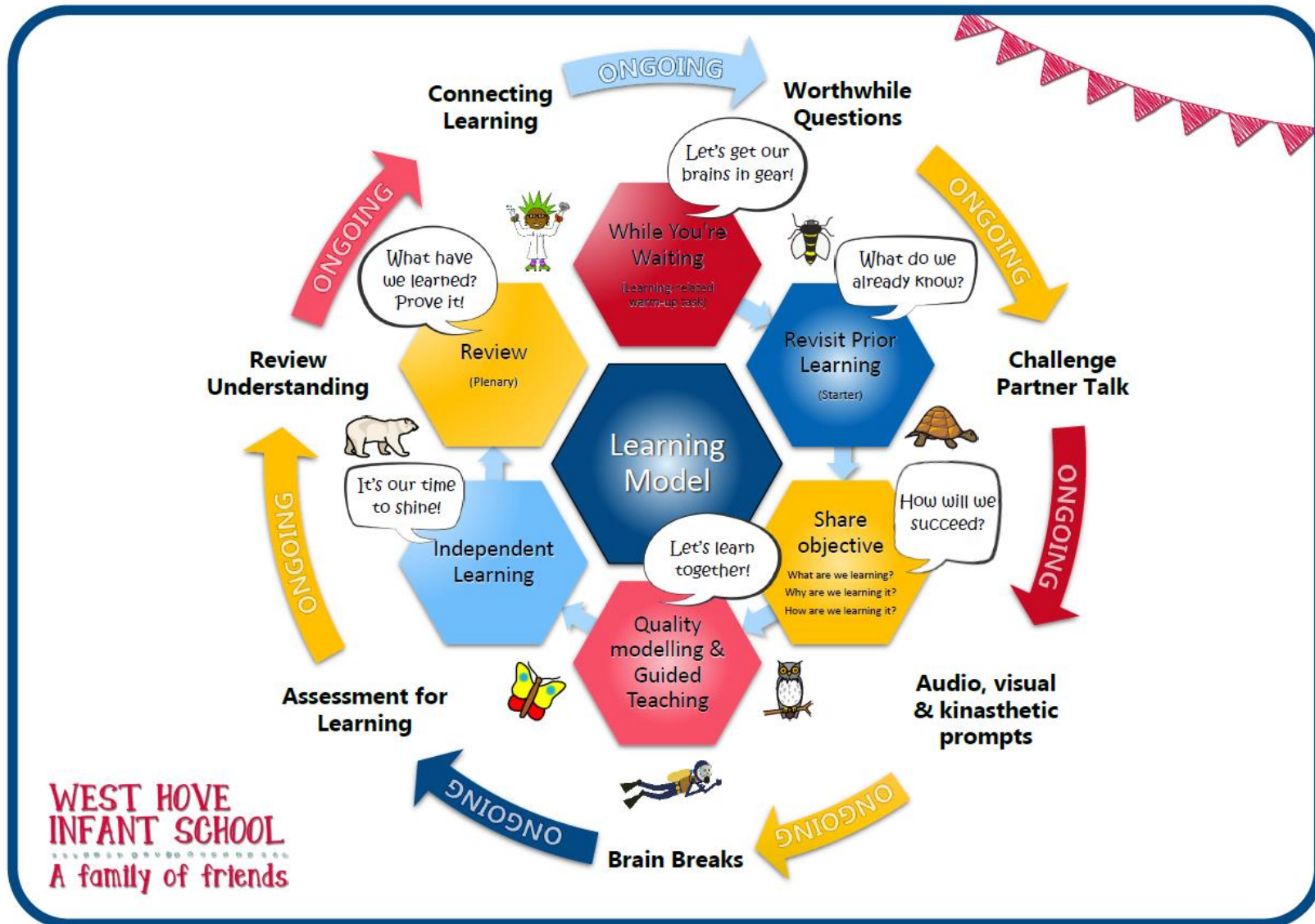
Aims and key principles:

Our children are at the heart of our school community and it is essential that all stakeholders have clear and consistent communication about all areas of school development. This enables us to create the best framework of teaching and learning support. We draw on the expertise, opinions and united vision of governors, parents and carers, and external agencies to make teaching and learning practises reflective and forward thinking.

This level of communication with stakeholders will be achieved through achieving the following expectations.

Expectations:	Strategies:
To develop and maintain good communication with parents as we recognise that children learn best where a positive and supportive relationship exists between teachers and parents.	Communicate formally with parents through: • Newsletters • Annual induction meetings for parents • Parents' evenings • Meetings in response to a particular need or situation • Reports • Curriculum workshops • Websites • Text/email (through the school office), Arbor and School Ping Communicate informally through: • Conversations at the beginning and end of the school day • Telephone calls • Home/school books (where appropriate) • Encouraging parents to volunteer in school • Informing them of successes • Involving parents/carers if there is a problem Provide structures to promote communication and understanding: • EAL assistants • pre-school liaison • responding to parental input about policy development and review, and School Improvement Planning • PTA
To develop and maintain good communication and transparency with governors so that they have the information required to be a 'critical friend'.	• All policies to be signed off by governors. • Regular curriculum monitoring is carried out by governors within an agreed format and timeline. • Link governors assigned to key focus areas. • Subject leads communicate regularly with link governors. • Findings from learning and teaching monitoring are fed back to Governors through the termly Head Teachers' Reports. • Governors are invited to INSET days and relevant staff meetings.
To develop and maintain good communication with support staff in order for children to be effectively supported in their learning.	• Regular support staff meetings. • Informal conversations with the class teachers. • Support staff to regularly check all electronic forms of communication. • Planning documents to be shared.
To develop positive relationships with the children in the school to ensure a positive learning environment.	• Talk respectfully and positively. • Model good grammar and diction. • Model growth mindset and the use of metacognition skills.

Appendix 1: School Learning Model



Appendix 2: Learning Environment Checklist

AUDIT OF THE CLASSROOM AND/OR SHARED AREA LEARNING ENVIRONMENT 2020-21					
	Date:	Year Group:			
Principles	What will this look like?	Examples seen/comments			
Class					
Children learn best when they feel secure and valued	Whole class visual timetable . Individual visual timetable/reward chart and resources for specific children. <i>(Ideally these need to be in place from the beginning of the year.)</i>				
	Photographs of the children e.g. on displays etc. Ensure that photographs represent the diversity of the class (gender, disability, ethnicity, same sex families etc.)				
	Behaviour Chart linked to learning characteristics and behaviours on display and in constant use Inc. 'Just Right' Displays as appropriate				
	Opportunities for children to express their emotions/worries through use of a worry box, puppets, quiet area, emotion cards or similar				
	PSHE display EY/KS1/PSHE Class Book on display KS2				
	EY/KS1 Wonderful World of Me display (Not currently a display due to COVID-19)				
Children pay more attention when they believe learning is relevant to them.	At least one topic working wall which includes learning links to real life contexts where possible and meaningful				
	Displays which are topical and cover a breadth of areas across the curriculum				
	Current learning/unit of work on display e.g. <i>'We are leaning to (use children's work to illustrate)</i>				

Children learn best if they have instant access to tools that support them with their independent learning.	English: High frequency words, graphemes easily accessible by the children				
	English working wall to display current learning and ‘What a good one looks like’ examples				
	Displays related to the current core text				
	EY/KS1 Phonics displays showing the current focus phonics and the phonics books being used				
	Topic words and new core text vocabulary				
	Mathematics: YR - Number lines to 10 and 20 displayed Y1- easy access to Number lines to 20 and 100 Y2-6 easy access to Number lines to 100 All classrooms to have a 100 square displayed or, in upper KS2, easily accessible EY/KS1 Natural resources for counting, etc. e.g. pebbles, shells, cones Interactive unit based maths displays				
	Maths working wall to display current learning and ‘What a good one looks like’ modelled examples				
	Computing (where relevant) E-safety rules regarding safe use of the internet prominently displayed				
Children are more likely to succeed if they understand what constitutes good learning and how	Learning to learn display which makes reference to behaviours for learning and learning styles. Animal poster and/ or toys/puppets on display for constant use				
	Curriculum displays include statements and questions to highlight key learning				
	Examples of children’s work evident celebrating effort and excellence				
	<u>Displays must be a balance of adult generated (1/3) and children’s work (2/3)</u>				
	Captions for displays will generally use a range of easy to read fonts so that children are exposed to this but all drawers, coat pegs and signage should use our cursive script . As new labels and signs are created this font should now be used				

<i>they can apply this.</i>	All staff should be using a cursive script when responding to children's work and modelling writing				
<i>Children are more likely to their critical and creative thinking skills when the environment facilitates and celebrates this. (OFSTED area for development)</i>	Curriculum displays and signage which include higher order questions and phrases which encourage children's critical and creative thinking and provide challenge and prompt discussion				
	Interactive displays on walls and tables, where possible, to reflect/support/extend current learning				
<i>Children are more likely to succeed if their environment reflects and celebrates the diversity of our school (i.e. cultural, gender, disability, social groupings)</i>	Communal displays which are multi-cultural. Be specific about the country or region to which the display refers e.g. name the Asian country rather than just saying Asia.				
	Classroom displays which include multi-cultural links <i>e.g. textiles, maps, photographs, artefacts, books</i> Photographs, books, resources, artefacts, toys which reflect diversity.				
	Dual language labels if relevant				
	Traditional/cultural artefacts used for display where possible				
	Role play areas which reflect our multi-cultural society <i>e.g. clothes, food, cooking utensils, dolls</i> (These will need washable content that is washed/sterilised at least once a week)				
	Globe and/or world map on display				

Children are more likely to develop a love of reading if they see books being valued and regularly used.	Book corners must be as inviting as possible. They must draw children in. We are a literacy rich school and this must be evident in classrooms and around the school buildings and environs (outside and inside). Rugs, cushions, canopies, soft toys and puppets might be evident if age appropriate and space allows. Book corners might be combined with role plays.				
	Evidence that books are looked after carefully and respectfully with signs encouraging this				
	Other signs, captions etc. to encourage reading and questions to stimulate discussion around stories and non-fiction texts				
	Books separated into fiction (story) and non-fiction/information				
	Books reflect the diversity of our school (see above)				

Other Notes/Reminders:

- **Please ensure that your shared areas and the outside environment are well presented and enable high quality learning to take place**
- **Shared areas:** these are **extensions** of your classroom and **areas for learning** (1:1, group and/or independent). They are not dumping grounds/ large cupboards for storage. If you are fortunate to have one of these areas please ensure that it is as inviting, organised and tidy as your classroom. Resources should be orderly and well labelled and the area should include fresh and stimulating displays. Surfaces should generally include interactive displays and challenges for the children and will also stop them from becoming dumping grounds. Do use your year group budget to buy additional storage if required.
- Resources should be well organised, in good condition, etc. **No clutter!!**
- **Labels:** Please use 'Communicate in Print' where appropriate.
- **Role play:** This area should be highly inviting and include a purpose for reading/writing/counting where appropriate. Children should be able to articulate what they are learning/practising in this area.
- **Topic walls:** these need to be as well-presented as the other displays. Across the year, all curriculum areas should be displayed at some point. Try to group curriculum areas together, i.e. phonics near to the key words and writing area.
- Classrooms need to be **well-ventilated**. Keep a window open a little bit even in the winter. Keep windowsills neat and tidy.
- Keep the teacher's table/area neat and tidy. **Nothing under teacher's desks please.**

- There should be NO RESOURCES underneath the children's tables for H&S reasons.
- Remember any hot drinks outside of the staff room must be covered.
- Please try not to have anything on top of cupboards for health and safety reasons
- Please do not have a birthday display but a birthday book instead.

'Readiness for Day One'

It is very important that your **classrooms and shared areas** are ready **from the first day when the children start**. It gives completely the wrong and unintended message to children, parents and other staff if walls are unbacked, resources unlabelled/untidy and when the environment feels generally unprepared.

Always think ***'What I would I want for my own child/grandchild/niece/nephew etc. on their first day of the new term?'***

We appreciate and recognise that staff will need to come in over the holidays to get their class rooms/shared areas ready and additional help is generally given to staff who are moving rooms/sites or leaving altogether. The dates available for this are the first and last week of the summer holiday. Cleaners are in during the rest of the holiday completing a deep clean and the school is not open to teachers at this time.

Please always leave your classroom as you would wish to find it and remember the impact on others when this is not done.

Below are the minimum expectations for July:

- Leave all resources and equipment in the classroom/shared area including any resources you may have made for the class / year group
- Take all items which belong to you personally
- Clear boards – make sure to remove ALL staples and prepare the boards for re-backing
- Please remove all blu-tack from the walls
- Take names off drawers and pegs leaving them in good condition for new labels
- Please do not leave piles of clutter and unwanted resources for the new teacher to clear/dispose of. Please do this yourself before you leave
- Please do not leave any children's books for the next teacher to pass on
- Please do not leave any confidential information in the classroom but ensure that everything is properly filed/passed on before the end of term

Start of Term:

- All boards must be backed and edged in line with year group agreements and Teaching and Learning Policy
- Some more 'permanent' displays/learning walls will be started and/or complete e.g. English, Maths, Learning Characteristics
- Behaviour chart/hand/thumb will be on display ready to use from the first day
- All resources/drawers/areas should be labelled (especially children's drawers and coat pegs) in readiness for the first day
- The classroom should look as inviting as possible....