



Teaching and Learning Policy

Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is with this unity that we fulfil our school motto: 'Fortis in Fide'



'Strong in the Faith'

Holy Trinity and S. Silas Teaching and Learning Policy

School Aims

We believe that every child should leave our school prepared for life.

They will be...

- respectful, courteous and kind
- literate and numerate, in order to access information
- co-operative and collaborative
- happy and caring
- honest and trustworthy

They will have...

- high self-esteem
- achieved their full potential
- high moral, spiritual, cultural and social awareness

Our definition of learning

Staff and children worked together to create our shared definition of learning.

“Learning is the process of extending and consolidating our knowledge, developing our skills and deepening our understanding.”

Factors Associated with effective Teaching & Learning

In order for effective learning to take place for all children teaching must be inspiring, motivational, active and creative. In order to achieve this, the following needs to be in place:

1. Creative curriculum
2. Looking for learning
3. Effective planning of pupils work
4. Sharing learning intentions with children
5. Developing success criteria
6. Reflection and self evaluation
7. Marking & feedback
8. Good subject knowledge
9. Use of effective grouping strategies
10. Good time management
11. Effective questioning
12. Appropriate assessment and record keeping
13. Target setting
14. Classroom organisation
15. Equal opportunities
16. Behaviour management
17. Homework
18. Monitoring

1. CREATIVE CURRICULUM

A creative curriculum enhances all subjects, allows children to take risks and makes learning exciting and motivational. Through the use of art and drama and weaving movement, music and creativity into everyday teaching, lessons become lively and exciting. The use of specialists in the classroom enhance the curriculum, develop and build upon teacher's skills and improve learning for all pupils.

Some examples of creative teaching

- Using music and images to develop poetry and creative writing
- Using music during maths sessions either for reinforcement or for rote learning
- Using drama to develop historical understanding
- Using the outdoors for practical learning- geography, story telling, DT
- Using mind mapping techniques
- Linking subjects to the creative arts e.g sculpture, dance and maths
- Using galleries, museums, nature parks as teaching areas

Ten top tips for the creative classroom

- Explore what's possible through the senses
- Value all contributions
- Focus on questions rather than answers
- Make it safe to take risks
- Allow time for ideas to emerge
- Encourage and develop visualisation
- Dream, draw and describe before you write
- You have to know the rules before you can break them
- Make connections and then make some more
- Make the familiar unfamiliar and the unfamiliar familiar

2. LOOKING FOR LEARNING

Our creative curriculum also enables children to develop a wide range of knowledge, skills and understanding. This process will however help us to focus more clearly on the learning that takes place in the classroom and to ensure that we provide opportunities for all our children to progress.

Key factors for effective learning to take place in school:

- Healthy and fit children- morning fitness, fruit time, growing and cooking
- Making connections and seeing the big picture- mind mapping, Blooms taxonomy (using and applying)
- Questioning (see Section 12 and Appendix 2)
- Emotional intelligence- self esteem, stress management, use of language, breaking down problems, strategies for managing conflict
- Learning styles (Appendix 3)
- Portfolio of intelligence (Appendix 4)
- Slow thinking – giving time to children to digest, consider and explore problems and possibilities in order for their learning to become truly embedded.

3. EFFECTIVE PLANNING OF PUPILS WORK

Teachers plan using the national curriculum, the early years curriculum and the school's own schemes of work, using a core text as the centre of their planning.

Stage of planning	Purpose	Content
Long-term (curriculum framework)	Shows coverage provides breadth and balance	Summary of subject content for each term/half-term per year group
Medium-term (termly or half-termly)	Provides a teaching framework for the term or half-term for all subjects	Shows clear learning intentions and an overview of activities. Links with visits, special events and resources. Also includes key assessments
Short-term	Provides a personal agenda for the weeks lessons Enables certain day-to-day assessment judgements to be recorded in order to influence further planning	Should include: <ul style="list-style-type: none">• a breakdown of learning intentions• activities• organisation/differentiation provision for SEN/EAL• use of other adults• assessment notes

4. LEARNING INTENTIONS

Learning Intention

There should be one clear learning intention for every task. Ensure your learning intention is purposeful and that the children always know why they are learning.

Share the learning intentions giving both the focus and the overall purpose. A copy of the learning intention should be typed under the date in the children's books.

Sharing the Learning Intention

Share the learning intention with the children.

-Be very explicit about what you expect the children to know, understand or do.

Give the instructions first. It can muddle children to include the learning intentions focus within the instructions of the tasks.

Below are some examples of learning intentions

Learning Intention
To learn about repeated addition.
To be aware of how Anne Fine develops characters
To find out the role played by different parts of the digestive system.
To begin to use initial letter sounds as an aid to decoding unfamiliar words.
To be able to use the past tense in writing

5. STEPS TO SUCCESS (Success Criteria)

The purpose of 'Steps to Success' is to enable children to work independently and know what they need to do in order to achieve the learning intention.

Develop Steps to Success (Success Criteria)

After your teaching input, before children go to work independently, refer back to the learning intention and with the children generate the

- 'Steps to Success' (you should have 'planned' so that these were included in your modelled teaching).

The Steps to Success should then be written up (in succinct bullet points) by you so that they are visible to all children during independent work. Mini plenaries must refer back to them.

The success criteria should be referred to throughout the lesson – oral reminders and prompts must be given.

At least once a week a piece of children's work should be shared as the plenary, referring back to the 'Steps to Success' and learning intention.

6. REFLECTION AND SELF EVALUATION

Ask the following questions to maximise your plenary

- What did you find easy?
- What did you find difficult?
- Where did you get stuck?
- What do you need more help with?
- What have you learnt? Can you link it to other aspects of the topic?
- Are there any other key things you need to remember for next time?
- What could you do to make your learning better?

To reflect on your own practice see Appendix 1

7. MARKING AND FEEDBACK (see assessment, marking and target setting policy)

Comments on children's work should: -

- Relate to planned learning intentions
- Be legible and clear in meaning
- Recognise children's achievements
- Indicate the next step in children's learning
- Relate to the child's target

8. GOOD SUBJECT KNOWLEDGE

This is essential, as part of your planning you may well need to research a subject

9. USE OF EFFECTIVE GROUP STRATEGIES

Our school policy is to group according to ability if appropriate but to also use mixed ability groups and effective talk partners to support different ways of learning.

10. GOOD TIME MANAGEMENT

It is essential that teachers are aware of how much time they spend introducing a lesson. Teachers should spend no more than 15 minutes for whole class teaching. Mini plenaries are a good way of ensuring engagement, understanding and progression.

As role models teachers must ensure they keep to daily routines, i.e ready to begin hymn practise on time/picking up children after break. Children need to be taught the use of good time management for daily lessons and day to day routines.

11. EFFECTIVE QUESTIONING

Bloom's Taxonomy

Questions need to be planned and linked to the objectives. Bloom's taxonomy is very useful both in planning objectives and in planning increasingly challenging questions.

draw	state/name	record/list	recognise	identify
sort	describe	select	present	compare
decide	discuss	define	classify	explain what
devise	calculate	interpret	construct	clarify
plan	predict	conclude	solve	determine the key points from...
formulate	explain why	use the patterns to	reorganise	explain the differences between...
link/make connections between...	use the ideas of... to...	use the model of... to ...	provide evidence for	evaluate the evidence for

Socratic questions

Richard Paul (1993) identified six types of questions that probe the underlying logic or structure of our thinking. These questions are very useful when helping students learn how to learn.

Questions of clarification	<ul style="list-style-type: none"> • <i>What do you mean by that?</i> • <i>Can you give me</i>
questions that probe assumptions	<ul style="list-style-type: none"> • <i>Why would somebody say that?</i> • <i>What is that</i>
questions that probe reason and evidence	<ul style="list-style-type: none"> • <i>Why do you say that?.</i> • <i>What evidence have you based that on?</i>
questions that probe implications and consequences	<ul style="list-style-type: none"> • <i>What do you think are the consequences of that thinking?</i> • <i>Where do you think that person is likely to end up if they go ahead with that idea?</i>
questions about viewpoints or perspectives	<ul style="list-style-type: none"> • <i>Why do you think that person would have that point of view?</i> • <i>What would be another way of saying that?</i> • <i>Why would his answer be better than her answer?</i>
questions about the question	<ul style="list-style-type: none"> • <i>How is that question going to help us?</i> • <i>Can you think of any other questions that might be useful?</i>

Planning the session

If a question and answer session is an important component of your lesson, it is a worthwhile exercise to plan the line of questioning in advance. This allows you to carefully scaffold the cognitive understanding of your students. It is often useful to plan questions with certain students in mind, to ensure that the range of questions you will be asking meets the abilities and learning needs of all of the students in the group.

No hands up

A good way to avoid the same students dominating the session is to inform them in advance that you will not be calling on volunteers, but choosing people around the class. This also keeps all of the students on their toes. If students are unable to answer your question, allow them to **phone a friend** in class for help.

12. ASSESSMENT AND RECORD KEEPING

We have a detailed assessment policy which is in line with APP for reading, writing and maths. This will be updated with changes to the national curriculum.

Formative Assessment in the form of marking and running records is continuous and informs our short-term plans.

Summative Assessment gives overall evidence and measures pupils' achievements.

13. TARGET SETTING

Target setting is used as part of our assessment policy in order to improve standards and accelerate progress for individual pupils and our school.

All children are set targets for reading, writing and maths each term. Children are involved in reviewing their own progress towards these targets.

14. CLASSROOM ORGANISATION PHILOSOPHY

Aims and Objectives

With regard to classroom organisation it is our aim to: -

- Enable the children to become independent and autonomous.
- Teach the children to respect and use equipment and resources properly, with health and safety in mind.
- Organise the room to provide space for movement.
- Make equipment and resources accessible for the children, ensuring they know where everything is kept.
- Organise the tables and chairs to allow for independent, group and class activities.
- Create space for quiet or noisy activities. Ensure there are clearly defined curriculum areas.
- Ensure that there is no clutter in the room and teach the children how to keep the rooms neat and tidy for each other.
- Trust the children to care for the equipment and resources and to take responsibility for them.
- Ensure the class is organised to provide stimulation and interest for the children.
- High quality displays of children's work

See Appendix 5 for Classroom Organisation and display checklist

15. Equal opportunities

Our equal opportunities policy ensures that every child is valued. We are sensitive to and aware of cultural, gender and social issues. We aim to ensure that children are presented with positive role models. Children are encouraged to value and respect different cultures.

16. Behaviour management

Our behaviour management policy recognises the importance of self-discipline, and of raising the self esteem of individuals. We aim to develop in the children a sense of pride and respect for each other and the school environment.

17. Homework

Our school policy on homework is based on the notion that the learning process does not begin and end at school. We believe that homework is an essential part of school life. By working together to encourage a good home/ school partnership , we can advance our children's educational achievements.

19. Monitoring

Monitoring is used to ensure that all components of the teaching and learning policy are in place. We evaluate success and areas for improvement and use the evidence to ensure continuous improvement.

Policy written by Lorraine Dolan and Kirsty McCreadie

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Appendix 1- Teacher checklist

Consider the following ideas when you reflect on the quality of your lesson planning and delivery:

Planning the lesson

You have...

clear learning objectives which were shared with the class	
clear 'Steps for Success' which you will have used in your modelling and children will be able to help generate before going to work independently	
thoughtful planning evidenced through a well structured lesson	
a planned and effective questioning/discussion session	
stimulating learning activities which scaffold the learning, progressively developing and building on the concepts and skills being delivered	
evidence of differentiation by ability, learning style, and/or intelligence, including support for the least able and stretch for the most able	
elements of Assessment For Learning, through your learning activities, plenary, resources, the questioning session, written or verbal feedback, and/or class	
opportunities for independent learning	
planned for the role of the teaching assistant (where appropriate)	
health and safety awareness (where appropriate)	

During the lesson:

all children made progress	
children must be able to express where they are in their learning, and where they need to go next	
all students were engaged throughout the lesson. Children who disengaged from tasks were immediately recognised and redirected back to work.	
behaviour was good throughout the lesson. Any poor behaviour was immediately and effectively changed by the teacher's intervention	
the pace of the lesson was good	
the children came in quickly and quietly and when set off to work independently did so quickly and quietly with clear purpose of what they need to do in mind	
there was evidence of good relationships in the class, between the children themselves and between you and the children	
no children were ever in danger	

What were your successful pedagogic strategies?

use of ICT and/or the interactive whiteboard	
quality of questioning	
individual/pair/group work	
active learning strategies	
opportunities for creativity	
an imaginative teaching style	

Appendix 2 – Questioning

Effective Questions Using Blooms Taxonomy		
1. Knowledge/Remembering	2. Comprehension	3. Application
<p>Students can exhibit memory of previously learned material by recalling and locating facts, basic concepts and answers. Students can show they know somehow if they can recite it , recognise it, write it down, recall its location, etc.</p>	<p>Students can demonstrate their understanding of facts by organising, comparing, translating, interpreting, giving descriptions and summarising main ideas.</p>	<p>Students can show that information they learned can be applied in different contexts. They can solve problems in new or unfamiliar situations by transferring acquired information, facts, methods, rules and skills from one situation to another.</p>
<p><i>who how describe select memorise quote what tell define choose which recall find label where name locate match when state identify show why list recognise summarise</i></p>	<p><i>explain illustrate demonstrate infer show associate map convert edit contrast rephrase extend outline translate describe relate represent classify summarise restate compare find examples interpret</i></p>	<p><i>apply build identify complete produce make use of modify predict choose change construct demonstrate select interview solve classify organise show model discover plan translate calculate develop interpret</i></p>
<p>Who was the main...? What is...? What occurs when...? Where in the book/library/on map can we find? When did...? When do we need to...? Why did...? Why must...? How is.....made? How would you show/say/draw...? Tell in your own words. Identify who/which/main parts of...and label... Describe what occurred when.... List the three... Name all the... Select all the words which mean... Show which ones are true and false.</p>	<p>How would you classify the type of...? How would you compare...? Will you state in your own words...? What facts or ideas show...? What is the main idea of...? Which statements support...? Can you explain what is happening...? Can you give an example of...? Explain why this happened... Select the statement which support Predict what you think could happen next... Put these in order of... Describe what you saw occurring when... Find the similarities between...</p>	<p>How would you use...? What examples can you find to...? How would you solve...using what you have learned? How could you organise...to show? How would you show your understanding of...? What approach would you use to find out about...? Which statements support...? How can you apply what you learned about...to develop/explain? What other way would you plan to...? What would result if...? Demonstrate another instance where... Organise by characters such as...</p>
<p>Making a list of characters/characteristics/main events/any remembered information. Drawing timelines/objects/symbols/cartoons depict events in a story... Reciting a poem/verb structure/mnemonic Matching statements/definitions/functions Sequencing events in actions/words/pictures/flow charts Singing a song Stating the rules to a game/key point of method</p>	<p>Drawing pictures to describe a particular event/a flowchart to explain a sequence/a map of a story Constructing timelines to summarise events in a story/period of history/ a natural occurrence Predicting what happens next/what will occur in a experiment/how a character ends up Writing a summary report/ a play based on a story/a dictionary of terms of MFL words Translating words/key ideas/symbols/graphs/charts</p>	<p>Transferring to another setting a character in a story/key vocabulary/subject-specific methodology Constructing a model or map using clay/papier-mache/other to demonstrate how something works/include relevant info Designing a puzzle/game to demonstrate learning Writing a letter/pamphlet about topic for others Collecting suitable pictures/photographs/artefacts to show a particular point or illustrate topic Building up family trees/flow diagrams/concept maps/models etc Adapting ideas/plots/recipes/plans Planning and delivering a presentation on how to...</p>

4. Analysis	5. Synthesis/Creating	6. Evaluation
<p>Students can examine and break information into parts, opinions, causes, seeing patterns and finding evidence to support generalisations. They can characterize component parts of something, determining how elements fit or function within a structure, and are able to study the constituent parts of both separately and in relation to one another.</p>	<p>Students can construct new wholes based on an informed, detailed understanding of constituent parts. They originate, integrate and combine ideas or elements in a new pattern or propose alternative solutions. They formulate new theories, an original argument, a summary rationale, a forecast, a prediction, a composition – all tasks requiring complex and sophisticated thinking.</p>	<p>Students can make judgements about information, the validity of ideas or the quality of work based on agreed criteria, and present and defend opinions. They can assess the value of texts, weighting up all sides of a case and make choices based on reasoned argument. They are able to assess on the basis of specific standards and criteria.</p>
<p><i>analyse infer list components order motive connect inspect attribute distinguish divide function select determine simplify test for assumption categorize differentiate compare discover focus classify discriminate contrast structure theme organise relationships outline conclusion</i></p>	<p><i>build formulate purpose modify compile modify delete hypothesize create change test construct close minimise invent improve maximise imagine elaborate predict discuss adapt solve combine estimate rearrange design plan develop solution</i></p>	<p><i>assess support estimate criticise defend value determine test deduct judge prove detect rate importance select recommend convince conclude opinion dispute justify criteria disprove influence agree interpret explain</i></p>
<p>How is ... related to...? Why do you think...? What is the theme/motive...? What inference can you make...? What conclusion can you draw...? What is the relationship between...? Can you make a distinction between...? What is the function of...? Determine how you could classify... Explain what must have happened when... Show what evidence you can find... Outline the problems that may arise with... Examine the effect of ... on...</p>	<p>What changes would you make to solve ...? How could you improve ...? What would happen if...? Can you propose/invent an alternative ...? How could you change(modify) the plot (plan) ...? What could be done to maximise (minimise) ...? What way would you design ...? Suppose you could.... what would you do ...? Estimate the results for... Compile ideas and information to show... Construct a model that would change... Using all the evidence, predict the outcome... Propose a method to test... Argue the case for...</p>	<p>Do you agree with the actions of...? How would you have handled... and why...? What is your opinion of ...? How would you prove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What changes would you recommend and why...? What would you do to defend the actions...? Explain what choice you would have made and why...? Based on what you know, how would you explain...? Using your analysis, defend the case for... Assess the data that was used to make the conclusion... Evaluate... and explain why it was better than...</p>
<p>Designing a questionnaire to gather information Drawing a flow-chart to organise and classify data Constructing a graph to illustrate particular information Writing a commercial to sell a new product to a target audience Use Venn diagram to list arguments for and against Writing a newspaper report of an incident with bias Conducting an investigation to produce information to support a given view Reviewing a work of art/piece of music/text</p>	<p>Designing a new building to incorporate areas of study, effective labour-saving device Creating a new product and plan marketing campaign Writing a TV show, play puppet show, role play, song and performing etc. Writing a letter to protest about/a story which demonstrates changes since an historical occurrence Composing a piece of music incorporating all of the elements learned Creating a museum display for children to demonstrate the main ideas about castles</p>	<p>Preparing a list of criteria to judge a performance Writing a newspaper report to explain the cases for both sides Judging whether or not a character should have behaved as they did Deciding which characters would make the best companions for the day Drawing a cartoon story to illustrate the cases for and against Presenting a case for preferring one lifestyle to another</p>

Appendix 3- Learning styles

Visual learner 1: Text-based

Characteristics of the learner	Logical, linear learners with a keen eye for detail. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. Learns best from reading texts. Will often read ahead in a textbook or research ideas in the library from her own initiative. Likes to make own notes as the teacher is speaking.
Preferred learning activities	Independent research. Text-based lessons with extra information or extension material provided to read independently of the class. Use highlighter pens when reading worksheets as a class.

Visual learner 2: picture/diagram based

Characteristics of the learner	Has to see things to understand them. Likes things to be within a context so particularly likes the teacher to link <i>this</i> lesson to <i>previous</i> lesson and <i>next</i> lesson.
Preferred learning activities	Diagrams, demonstrations, reading, charts, videos, films, graphs, posters, concept maps, pamphlets, drawing, visualisation (creating mental pictures), collages, highlighting. Usually revises best through mind maps, flow charts.

Auditory learners

Characteristics of the learner	Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. They enjoy discussion and work very well in pairs or groups but dislike working alone. They are logical learners who like work to be broken down into a series of incremental steps which are led by the teacher. They do not like to follow written instructions.
Preferred learning activities	Discussion, group work, pair work, debates, interviewing, presentations, improvisations, listening to guest speakers, mnemonics, writing notes and essays, poems, sketches, stories, reading

Kinaesthetic learners

Characteristics of the learners	These learners need a great deal more stimulation than the other two. They often study at home with music or tv on in the background. They like to work standing up and need more frequent study breaks. They are the most likely to be out of their seats in the classroom, easily distracted, and chewing gum. Provide them with a highly coloured, busy learning environment in which activities are short, sharp, and ever-changing. Try to give them choices and opportunities to move about the room.
Preferred learning activities	Role play, dance, model making, simulations, human graphs, field trips, games, interactive white board activities, competitions, graffiti board or blu tak games, associating ideas with movements.

Appendix 4- Multiple intelligences

Howard Gardner identified seven different ways human intelligence can be expressed. He called this idea *multiple intelligences*.

Verbal-Linguistic

- **The ability to use words and language** these learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.
- **Their skills include:** listening, speaking, writing, story telling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analysing language usage.

Logical-Mathematical

- **The capacity for inductive and deductive thinking and reasoning, as well as the use of numbers and the recognition of abstract patterns** These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.
- **Their skills include:** problem solving, classifying and categorising information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes.

Visual-Spatial

- **The ability to visualise objects and spatial dimensions, and create internal images and pictures.** These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.
- **Their skills include:** puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Body-Kinaesthetic

- **The wisdom of the body and the ability to control physical motion.** These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination, (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.
- **Their skills include:** dancing, physical co-ordination, sports, hand on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body.

Musical-Rhythmic

- **The ability to recognise tonal patterns and sounds, as well as a sensitivity to rhythms and beats** These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music
- either appreciating or criticising what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).
- **Their skills include:** singing, whistling, playing musical instruments, recognising tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music.

Interpersonal

- **The ability to relate and understand others.** These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organisers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.
- **Their skills include:** seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counselling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

Intrapersonal

- **The ability to self-reflect and be aware of one's inner state of being.** These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.
- **Their skills include:** Recognising their own strengths and weaknesses, reflecting and analysing themselves, awareness of their inner feelings, desires and dreams, understanding spiritual issues, dilemmas or quests, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others.

Appendix 5:

Holy Trinity & S. Silas Primary School

Check list for display and learning environment

▪ **CLASSROOM ORGANISATION**

Teacher's Noticeboard:

Weekly timetable/Safeguarding instructions/Children with medical needs/Classroom practice sheet/Behaviour Summary sheet/Monitoring and INSET programme

Teacher's area:

Tidy/Surfaces clear/All files labelled/Books organised

Children's areas

All drawers and resources labelled, correctly organised and easily accessible

Children's books stored well and kept in excellent condition

Tables should be well organised, including pens, pencils, etc

Surfaces and window sills to be clear unless they have purposeful/useful displays on

▪ **DISPLAYS**

All displays to have a title and explanation blurb- check that spelling, punctuation, use of capitals, etc is correct!

All work to be properly backed/ boards to have borders

Ensure there is 'cohesiveness' across the classroom

Any work on display to be of highest quality- this should be re-enforced to children. Rec-Y1 to write straight up for display and this to be planned for. Y2-Y6 to copy up work- there shouldn't be any crossing out, etc (Y2/3: best to do display work in small groups).

Displays should display children's work- all children should have at least one piece of written work up. There should be a

- Reading display
- Topic based display- writing as the main focus
- RE display
- British Values display
- Merit wall

Appropriate language prompts to aid writing, eg, alphabets, high frequency words

Appropriate maths prompts and maths language to aid learning

Maths targets on display (as these change they should be stuck in the back of their maths books-this should be at least half termly).

'Working Wall' for current vocabulary/maths

▪ **OTHER**

Attractive book area which celebrates favourite books, author of the week(whatever is age appropriate)

Does the classroom inspire and promote learning?

Is there a designated writing area? (mainly applies to infants)

The classroom should be kept tidy and organised throughout the day and week. It should be organised in such a way that all the children and adults are responsible for it.