



## Teaching and Learning Policy

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|-------------------------|-----------------------------------------------------------|
| Audience:               | Parents<br>School staff<br>Local Governing Bodies         |
| Approved:               | September 2020                                            |
| Other related policies: | Curriculum, SEND, EAL, More Confident Learners, Inclusion |
| Policy owner:           | Debbie Conroy                                             |
| Policy model:           |                                                           |
| Review:                 | September 2021                                            |
| Version number:         | 1                                                         |

## **I Aims**

We believe that every child at Sir Martin Frobisher Academy is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in the future. We believe that high quality teaching and learning is the key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school. At Sir Martin Frobisher Academy, we strive to instil motivation, positivity and a thirst for learning in all our children.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement and accelerated progress;
- To embed an agreed range of good practice across the school;
- To ensure consistency throughout the school;
- To provide new staff with a clear vision of the school's expectations;
- To provide agreed focus for monitoring learning and classroom practice;

This Teaching and Learning Policy deals mainly with Key Stages 1 and 2. Teaching and Learning in the Early Years is detailed in a separate EYFS Policy. Provision for children with additional learning needs is also detailed in a separate policy.

## **2 Principles**

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

As a result of these principles, the following Teaching and Learning Policy has been created.

## **3 Expectation**

All members of staff share the responsibility for ensuring that highest standards both academically and socially of children are maintained at all times. High standards of behaviour, work and respect depend upon the example of all adults in the classroom and around the school. We strive to ensure learning environments are of the highest quality to allow all children to aspire, flourish and succeed. Fundamental to this is good classroom order which needs to be worked on - it does not simply happen. Therefore, staff at Sir Martin Frobisher Academy will:

- set high standards;
- apply rules fairly, firmly and consistently;
- expect to give and to receive respect;
- treat everyone as an individual; and
- be positive and friendly.

It is vital that staff take the initiative in forming good, professional relationships with our children. At Sir Martin Frobisher Academy we are fortunate in enjoying excellent child/staff relationships but we can never take this for granted. Our success with the children is in the way we deal with problems.

Problems are normal where children are testing the boundaries of acceptable behaviour. There is always support available, and all staff are encouraged to ask for advice if they feel this would benefit.

#### 4 Teaching principles

During lessons children flourish in an atmosphere that is safe, supportive, calm and positive. Well-prepared, stimulating lessons generate excellent behaviour and earn respect. All adults, including Teachers, Learning Support Assistants and Support staff should insist on the highest standards of behaviour, work and respect. Staff should never criticise another member of staff or school policy when talking with/in front of children. Children's behaviour reflects the way they are treated.

Teachers and staff must ensure that:

- They have very high expectations of children and convey these to them regularly in all that they do. Children will rise or fall to your level of expectation. We expect high expectations at all times.

**HIGH EXPECTATIONS = HIGH OUTCOMES**

**LOW EXPECTATIONS = LOW OUTCOMES**

- Presentation is of the highest standards in all subject areas. This is the responsibility of the Class Teacher to instil within their teaching and learning ethos that they create in their classrooms. The quality of teaching and expectations of children is reflected in the work and presentation they produce in books;
- Lessons begin on time, e.g. promptly after registration, morning break and lunch, without delay;
- They are fully prepared for each lesson with resources as needed;
- There is a limited use of worksheets. It is important to instil independence in our children, wherever possible. Children should be encouraged to present their work independently and to of a high standard of presentation. However, we recognise the value of structures such as writing frames for those children still learning basic sentence or text construction;
- Their teaching and learning keeps all children engaged, highly challenged and interested in a variety of tasks which match the learning intention;
- They set clear, consistent professional boundaries for all children;
- They set appropriate, relevant home learning each week, as referred to in the home-learning policy and which is marked in accordance with the Feedback and Marking policy;
- They maintain an attractive, clutter-free, clean and tidy room with displays which support children's learning and provide positive affirmation for standards of achievement;
- Support children so that they understand the next steps in their learning and continually look for opportunities to move children on to accelerate their progress.

Standards in the classroom are teacher's responsibility and not that of anyone else. Support is always at hand; and staff should not be reticent about asking for it. It is not a sign of weakness to have difficulties. We work together collaboratively as a team, and individuals can always ask other members of staff for advice, ideas or support.

We expect the following:

- Staff to have secure subject knowledge and understanding. Teachers are expected to do their research as needed before teaching if needed, and this is their own responsibility; when support is needed, teachers can seek advice from Senior Leaders or subject leaders;
- Staff to plan and differentiate appropriately for all groups of children and access high quality resources;

- That every lesson has a clear Learning Intention (LI) which is shared as and when appropriate with the children during the lesson.
- That all lessons demonstrate key elements of good AfL practice (see section 10);
- That activities are differentiated to ensure that children can explore, develop and practice new skills/ concepts;
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners;
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able and support for those less-able;
- That time targets are set within lessons to ensure pace is maintained;
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose;
- Learning Support Assistants are to be fully involved in all aspects of lessons and making a striking impact on learning;
- Staff to encourage children's independence at all times; and
- All lessons to have opportunities for plenaries when the learning during the lesson can be reviewed and assessed against the Success Criteria or Learning Intention, and where children can edit and up-level their work.

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different learning activities. At Sir Martin Frobisher Academy we absolutely recognise there is no 'one-way' of teaching, and there are times when different approaches are needed to ensure all children make progress and succeed. As there will be times when children are required to work independently, it is important that we support them in doing so by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity; and
- making children aware that the teacher does not always have to be first in the line of contact. Children should be taught to use the resources, equipment and skills they have such as referring back to the success criteria. Other children, learning support assistants, trainee teachers and parent helpers can be used.

It is important that activities are well planned so that children can select their right level of challenge, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom, begin their task or after they have completed an activity. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

## 5 Learning without Limits

Underpinned by the work of Hart et al. and publication of 'Learning without Limits', Sir Martin Frobisher Academy embeds a culture of non-ability grouping. As a result, children are supported to self-differentiate between chosen 'challenges' in each lesson. As a minimum, there will generally be at least three different challenges which children can self-select. We foster a culture where children take responsibility for their own learning and progress, and support them to continually aspire to a higher level of challenge and increase their aspirations.

With the exception of reading/phonics, all other learning is taught in a non-ability group way, whereby different challenges are given to the children to complete for learning activities. As a result:

- Children sit with a learning partner on their table who they use as a support mechanism and critical friend;
- Tables are arranged in a non-ability group fashion, where children of varying attainment sit together;
- Challenges are embedded throughout the lesson and pupils can make informed choices; and
- There is flexibility within and across lessons.

## 6 Core components of effective teaching and learning

### Learning Intentions

All lessons must have a clear learning intention (what we want the children to learn during that session). In books and planning this is commonly written in the format “LI: To draw a bar chart”. It is common practice when sharing the LI to precede this with We are learning to... Draw a bar chart. This emphasises the learning taking place to the children and then can be referred to throughout the lesson, and also ensures that we do not place a ceiling on a child’s learning (as it can be adapted as necessary for individuals).

LIs should always be displayed during a lesson for reference throughout. It is more effective to display these either on the whiteboard or flipchart.

It is important to consider the type of LI you are giving, and this can depend on the subject, although there are three main types:

- Knowledge, e.g. “LI – To know the six wives of Henry VIII”
- Understanding, e.g. “LI – To understand why Henry VIII set up the Church of England”
- Skills, e.g. “LI – To locate places on a map”

With LIs that are knowledge and understanding focussed, these are very closed objectives, and related to a context (e.g. Tudor history in the examples above).

With LIs that are skills based these are often open-ended, and are transferrable skills which can be used again and again in different curriculum areas and differentiated for children as appropriate according to year group their learning so far. For example, when looking at the example of “LI – To use the grid method to multiply two numbers”, this could be simply  $21 \times 2$ , or it could be  $24.44 \times 12.34$ . With skills intentions the learning is more transferable, and children are able to recall the method (success criteria) for how to complete these skills and use them again and again in their learning. These skills should be transferred across the curriculum and used within other subjects.

For example, in History the LI could be “To know the six wives of Henry the VIII” (which is knowledge related in History). This is not a transferable skills that can be used; however if the other LI were taken from a English skill e.g. “To write a non-chronological report”, then children would be able to demonstrate their understanding of the knowledge in History whilst also using a transferable English skill.

It is important to keep the LI free from context in all lessons and consider the skill being taught or transferred each time (even though the context might change).

### Success Criteria

It is paramount that Success Criteria (S.C) are generated in each session.

The S.C are only related to skill intentions, and hence why all lessons should involve transferable skills that can be revisited and transferred to other areas in the curriculum. S.C can take many forms, but its key purpose it to assist pupils to achieve the LI; sometimes this is broken down into a set of

instructions of how to achieve something step-by-step, or it can be a list of 'ingredients' that the child's work needs to include in order to be effective.

In order that S.C remains transferable across all areas of the curriculum, these should be generated on flipchart paper in each lesson so that the teacher can have a 'bank' of S.C to call upon. For example, if in English the children have been learning to write a non-chronological report and have generated a S.C for this, when it comes to the History lesson and the children then write another chronological report about another topic, then the same S.C can be revisited without the need to be generated again. This also emphasises the transferable skills across the curriculum.

It is important that children generate the S.C themselves and are involved in deciding what it consists of, as they will be more confident when using it themselves, giving them ownership of their learning. However, in teachers planning, S.C should be already planned with what you expect the children to generate, so that you know what you are looking for. The S.C generated in class therefore might have more than you might have had on your own planning to incorporate the children's input (and then this should be annotated on plans to show an effective Assessment for Learning).

### Plenaries

Plenaries for lessons allow the opportunity for both the teacher and children to review the learning that has taken place and think about next steps for the children. This does not have to be at the end of a session, and commonly these are planned in the middle of sessions so that children have the opportunity to act upon feedback given. For example, a mid-point plenary might be used to look at an example of a child's work under the visualiser to assess how effective the writing is. The class can then identify the child's strengths and their next steps as they continue writing, and then this then cascades to the rest of the class as an opportunity for them to develop their writing in their own way. Alternatively, it could be an opportunity to go through some answers to questions in Maths to ensure that the work is appropriate pitched or whether further differentiation is required, or it could be a planned opportunity for children to work with a partner and read each other's work and give feedback.

Plenaries at the end of a lesson allow for the teacher to draw together the learning from the lesson, and often then extend children further or address misconceptions that have arisen as part of the learning on that day.

### Talk Partners (TPs)/Learning Partners (LPs)/Lolly sticks

TPs are a way of children being able to share their ideas or thoughts before potentially discussing as a class. They are a way to get children talking and engaged in the lesson, and are extremely effective for those children with little confidence in speaking and allow children time to think about their answers in more detail before sharing. They also allow children to work together co-operatively so that one partner may support another with their thoughts and ideas. TPs may happen to be the person who is sitting next to a child or deliberate pairing to ensure that the talk situations will be of benefit to both children (e.g. a less confident speaker discussing with someone who is slightly more confident) might develop both child's speech and confidence in sharing ideas.

LPs are often more planned, and work needs to be built into learning about effective LPs and what they can do to support one another (not just talking, but when working at tables etc.). LPs should be a partnership between the children which is going to help both with their learning, whether this be providing encouragement to the other, asking questions or helping them improve their own work. LPs should be embedded long enough to make successful partnerships (perhaps 2 or 3 weeks or more) and then allow children to work with other children to demonstrate the how different people can bring different skills to partnership, and how effective learners can learn from everybody.

Each class should have a jar/cup of wooden lolly sticks with each child have a named lolly stick. Alternatively, teachers may use online “random name pickers” to do the same thing. These are effectively used in lessons to pick a child at random to answer questions, demonstrating to the children they need to be prepared as they might be asked to give a response at any point, or it can give warning to a child that you are going to ask them a question next and to be prepared. Lolly sticks are also useful to ensure that as teachers we do not continually ask the same children questions who we know will generate answers, and demonstrates that we value all children’s contributions towards the learning.

## Flipcharts

Flipcharts and flipchart pens are available in every classroom. It is paramount that flipcharts are used particularly in the modelling of writing in lessons to demonstrate the craft of writing and editing, and also to model good handwriting. When writing together as a class or in groups, this should not be completed using ICT and ‘typed’ up on the IWB – doing so does not allow the child to see the process of writing and how their writing should be laid out, often missing teaching opportunities.

Flipcharts can be used in all curriculum areas, and are particularly effective for S.C to be generated on as already discussed, so that these become transferable and can be used in other lessons (which is less-likely to happen if they are put onto the IWB and ‘saved’).

## 7 The Learning Environment

The physical environment, in which children’s learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school. Its’ creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence. We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility.

The learning environment should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

It is each class teacher’s responsibility to ensure that their classroom has:

- Clearly labelled resources
- Procedures for Fire drill/ staff responsible for first aid
- Standardised room identification which will indicate class name, name of teacher & LSA.
- An Inclusion File to record children’s pastoral needs and any SEND Support Plans. This file will be transferred to the next class teacher at the end of the academic year (Yellow)
- (Blue)
- A Planning and Assessment file containing the term’s planning and ongoing assessment data. (Blue)

## 8 Display

Teaching and support staff are responsible for classroom displays and displays in shared areas of the school. Displays should reflect cultural diversity life in modern Britain.

Display should be of the highest standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained (see *Display guidance, Appendix 1*).

### Working Walls

Each classroom has a number of display boards. Whilst some are often to display 'polished' pieces of work which has been part of the learning in the class, there also needs to be two 'working walls' displays for (English and mathematics).

Working walls are displays for English and mathematics which support children's learning. Working walls make use of a visible display outcomes, modelled examples and success criteria. This approach enables children to know what they are learning and how this learning process develops over a period of time.

A working wall is:

- Situated close to where you most often teach
- A place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- A place to display targets
- Explicit acknowledgement of children's contributions
- A place that has visual impact
- Confidence building
- Constantly used and referred to
- A place for planning / structure of children's work
- A teaching aid reinforcing teaching points

A working wall is not:

- A display
- A permanent fixture
- A receptacle for every bit of information relating to a topic/ series of lessons

## 9 Mindset

As an academy, we firmly believe in the benefits of educating the children around the concept of 'Mindsets', originally proposed by Professor Carol Dweck. Therefore, to help children develop a 'growth mind-set' and reflect on their mistakes using them as learning opportunities, we will:

- model a 'growth' mind-set by encouraging all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children
- encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school

- model 'good mistakes', and that failure is an opportunity to succeed again
- plan lessons that are adapted to meet the needs of individual children
- give children opportunities to ask questions
- show respect for them and their contributions, both verbally and through marking
- involve them in self-assessment and the identification of appropriate new targets
- involve them in collaborative working
- involve them in peer assessment

## 10 Assessment for Learning

All lessons should contain these AfL elements:

### At the planning stage

- Use assessments from the plenary of the last lesson assessment related to success criteria - are children secure/ require reinforcement? Peer / self-assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking and assessment - responses from children to teacher's comments

### During the Introduction

- As per the feedback and marking policy and as appropriate, spend time giving feedback or re-visiting feedback from the last piece of work marked
- Recap on previous learning—what did you learn in our last lesson?
- Share and unpick the LI for the lesson (as and when appropriate). What does this mean? What do you know already?
- Generate Success Criteria with the children on flipchart paper (for future reference/revisiting) —what features do I need to include? What are the steps I need to carry out to be successful? What do I need to remember?
- Model the activity explicitly – use flipchart paper as needed.
- Use focussed questions to check understanding
- Ensure activities are engaging and varied.

### Main Activity

- Identify in the planning a single focus group to work with for the duration of the main activity (This may be rotated between groups during the week or may focus on a particular group for a week depending on the needs of the children)
- Use mini plenaries for example to revisit LI and Success Criteria to share a good example (WAGOLL – What A Good One Looks Like) -have they achieved all elements of the learning intention and success criteria?
- Plan extension activities for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus groups.

### Plenary

- Revisit LI and Success criteria—what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self-assess work against success criteria—make an improvement and edit
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners

## 11 Core Curriculum Areas

### English

To enable our children to access all areas of the curriculum and to prepare them for their next stage in their learning our English curriculum and coverage must be robust and meaningful.

The English Curriculum will be developed through topics which will give opportunities to read and write ensuring depth and meaningful learning. Consistency of high expectations is paramount in all areas of the curriculum.

All children are expected to learn keywords and spelling appropriate to the stage in their learning.

### Phonics

- All children in Reception and KSI have daily discrete phonic sessions led by teachers or teaching assistants.
- The school follows the Read Write Inc programme for the teaching of phonics and English.
- Gaps are identified in KS2 and teachers plan accordingly, where small groups may exist for intervention for those children who have still not mastered fluent reading and decoding.
- Children are assessed half-termly to identify the stage they are working within and as necessary interventions are accessed to accelerate learning.
- Phonic sessions include consolidation of prior learning, new skills and application of reading and writing skills.
- Each session includes practical activities to support learning.
- Children's stage of phonics is tracked each half term.

### Reading

- All children will participate in reading sessions each week in school.
- All children in Reception and Key Stage 1 are heard read each week by an adult.
- Formal reading sessions take place when children are at the appropriate stage of fluency and independence.
- Children will be taught a range of strategies to develop reading skills, both for decoding and comprehension.
- Progress will be monitored at least half termly by tracking of book bands exists to monitor the technical decoding skills of each child.
- Children should take reading books home at the level they read comfortably at. These link directly with their Read Write Inc Colour Stage.
- Information sheets to support reading at home should be sent home at when children start the academy.
- Running records should be carried out as required to ensure children are reading at a challenging level.
- A range of interventions will be used to accelerate progress of identified children.
- Children's assessments will be tracked rigorously each half term.

### Writing

- We use a cursive style of handwriting and follow the Nelson Handwriting Programme in Key Stage 2. Handwriting forms part of the RWI programme in Reception and Key Stage 1. Handwriting is taught discreetly and practised in Handwriting books to aid presentation. Teachers must explicitly model handwriting at all times.
- Children will have a balance of fiction, non-fiction and poetry as part of their English curriculum.

- In Early Years, the focus is on developing an effective pencil grip and letter formation. Children are encouraged to mark make and sound out words independently.
- In Key Stage 1 and 2, once the children have completed the RWI scheme, we teach Talk for Writing.
- Staff will moderate writing each term. Children's progress towards age-related outcomes will be tracked rigorously each half term.

### Spoken Language

- To support reading and writing it is important that a high priority is placed on our children's development of spoken language.
- Teachers will plan opportunities for group work/ discussions to support spoken language.
- Our Early Years classroom has a role play area to support writing and spoken language. Drama is used as a tool to support both within lessons and through visits from drama groups.

### Mathematics

Mathematics will be taught using the Concrete – Pictorial – Abstract approach. Numicon and dienes will be used to support children with concrete representations. Teachers will follow the "Power Maths" scheme in Key Stage 1 and 2.

This programme provide teachers with exemplification for maths objectives and is broken down into fluency, reasoning and problem solving, key aims of the National Curriculum. It supports a mastery approach to teaching and learning and have number at their heart. The programme ensure teachers stay in the required key stage and support the ideal of depth before breadth. It supports pupils working together as a whole group and provides plenty of time to build reasoning and problem solving elements into the curriculum.

Teachers will ensure mathematics is incorporated throughout the school day, making it explicit at every opportunity. A Mathematics Meeting will be held each afternoon to re-visit key concepts and embed learning.

- All children in school must have daily opportunities for number work and practical maths activities.
- Elements of mental mathematics teaching should be planned for daily, with regular assessments of progress.
- Formal mental mathematics teaching strategies should be in place each week.
- We put a large emphasis on the number part of the mathematics curriculum, and as such ensure that children are fluent in performing written calculations with the four operations, as set out in the calculation policy.
- We encourage the children to think deeper to widen their understanding of concepts with the use of questions such as 'Odd One Out', 'What could my question be?' We use statements such as 'convince me' and 'show me' to drill-down to assess children's understanding and reasoning.
- Children learn best when activities are practical and meaningful so planning of learning must include such opportunities.
- Mathematics learning should be visible in other areas of the curriculum when relevant e.g. time in PE, coordinates in Geography.
- Gaps in understanding must be identified and acted on immediately.
- Staff will moderate mathematics each term. Children's progress towards age-related outcomes will be tracked rigorously each half term.

## Appendix I

### Display guidelines and protocols

#### Rationale

These guidelines are to help support the quality of the learning environment at Sir Martin Frobisher Academy.

#### Aims

The broad aims of these guide lines are to ensure that:

- Displays show learning in progress and a summary of learning.
- There is a cohesive approach across the school.
- The school environment is welcoming, aesthetically pleasing and stimulating.
- Displays can be used interactively and as starting point for learning.

#### Each class must have:

- Working Walls for English, Mathematics and Thematic which reflect currently learning.
- A Read Write Inc phonics display for displaying current sounds and vocabulary (KS1) or a Reading display (KS2).
- Displays which encapsulate work and learning from the core curriculum subjects as well as the foundation subjects.
- An element of interactive display.
- A GENERAL success criteria – basic elements of English writing that is expected at all times, as appropriate for each year group.

#### Each display must have (this is NOT for Working Walls, but other boards where available):

- A board freshly backed with a border to a high standard. (EYFS to use hessian for learning pads).
- Work which is neatly mounted, straight with a single or double mount appropriate to the work.
- Staples or pins used to attach work securely, depending upon the board. No drawing pins to be used.
- A child's first and second name which is neatly written or printed in the top left-hand corner.
- A title.
- Text to explain the learning journey of the work displayed, which might include: A learning intention, success criteria and a brief description/blurb about the context for learning.

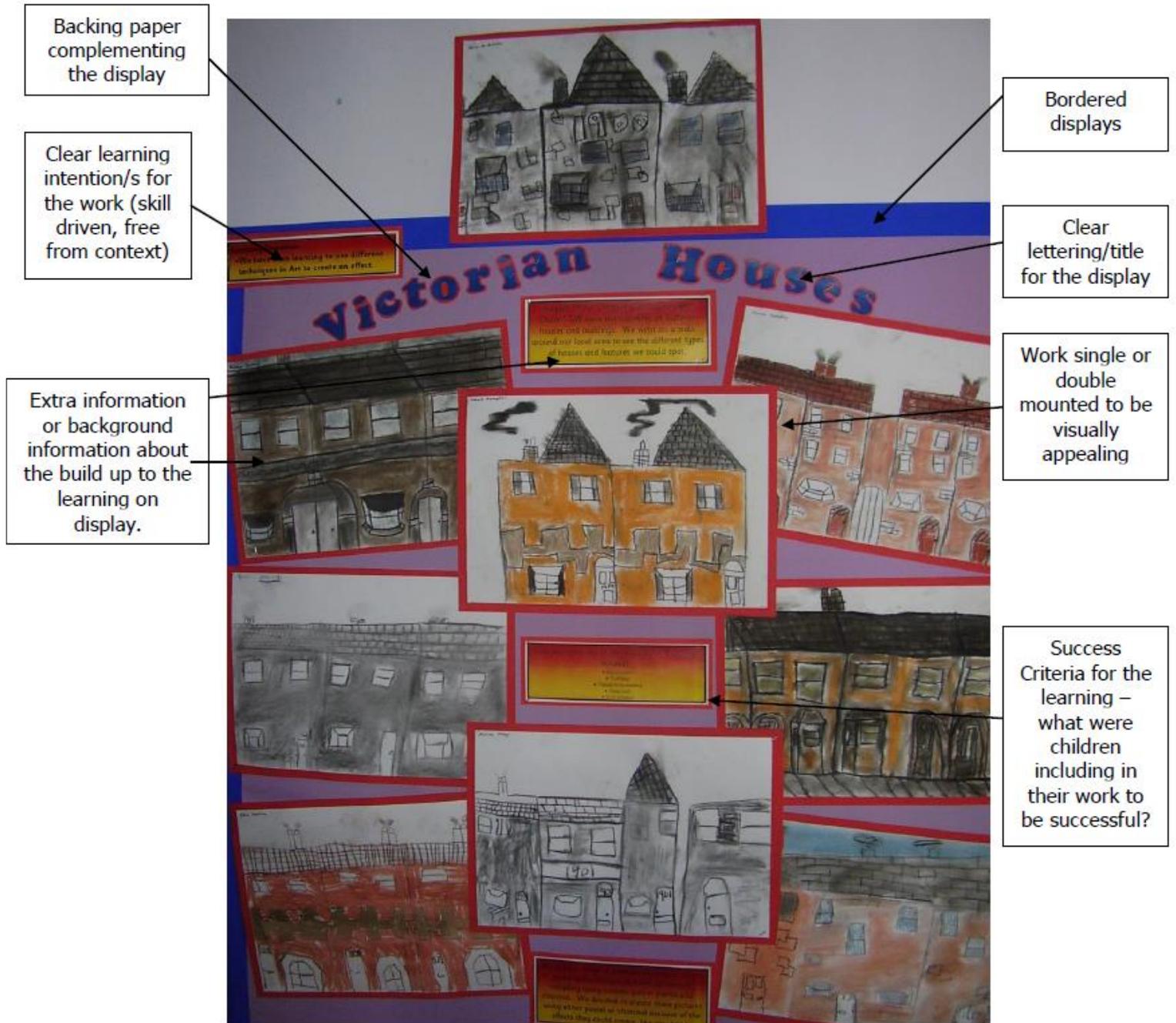
#### Best Practice/General guidelines:

- Boards to be changed at least once per term in class (except working walls which are updated continually)
- Remember that one larger board can be split to display more than one subject.
- Be aware of display opportunities when planning – think ahead.
- Limited Blu-Tac to be used on classroom walls.
- All elements of display (including posters) must be relevant to the children and at eye level – if the child cannot see the poster/writing from where they are, they cannot access and use it.
- Do not 'wall-paper' the walls with posters and such like – focus on what the children need and what will support their learning.

- Take care with 'washing-line' type displays – consider where they can be seen from and what they may block-out for the children. Also consider Health and Safety about securing these without disrupting ceiling tiles or causing alarm sensors to activate.
- Consider colour schemes carefully for display boards – think of the backing paper, border and colour of paper work is mounted on. Ensure that the work is aesthetically pleasing, and not overpowering on the eye with the colours used. In the same way, ensure that colours chosen will stand out as necessary with lettering etc. so that it can be read.
- If borders/work/paper starts to become 'tatty' and hang-off, re-staple to the wall or change the display.
- The display reflects your classroom ethos and the standards you set, so ensure you maintain well-presented displays, especially where children may come into contact with them.
- Corridor/public displays must have corrugated cardboard borders.
- We do not display anything on windows, so to ensure that all areas of the academy remain visible at all times.

## Appendix 2 What makes a successful display of learning?

Below are a range of pictures taken of displays that illustrate how displays can be presented to show the journey of the learning taking place within the classroom.



Children contributing to the learning process and showing evidence of AfL.



Examples of shared/ modelled teaching, e.g. writing together.

Build-up of learning, e.g. analysing features of a text to gaining own subject knowledge in order to write own newspaper article.

Evidence of the teaching sequence and shared/guided teaching.



Key vocabulary for topic

Making explicit what we are learning.

Work single or double mounted to be visually appealing

Backing paper complementing the display

Clear lettering/title for the display



High-quality work based on children's learning

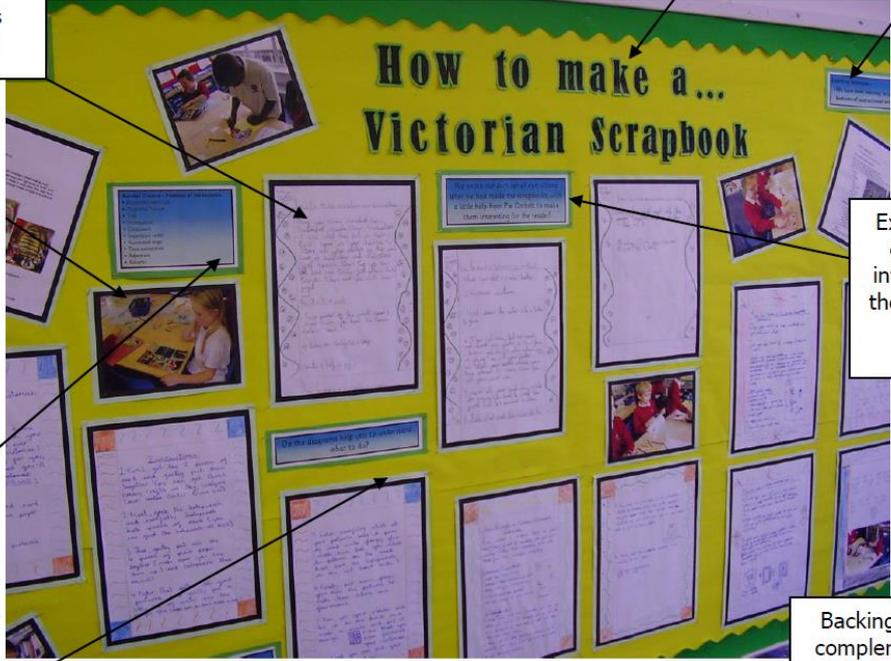
Clear learning intention/s for the work (skill driven, free from context)

Extra information or background information about the build up to the learning on display.

High-quality work based on children's learning

Clear lettering/title for the display

Clear learning intention/s for the work (skill driven, free from context)



Evidence of the teaching sequence with build up to writing using practical experiences.

Extra information or background information about the build up to the learning on display.

Success Criteria for the learning – what were children including in their work to be successful?

Backing paper complementing the display

Work single or double mounted to be visually appealing

Extra information or background information about the build up to the learning on display.

Clear lettering/title for the display

Work single or double mounted to be visually appealing

Clear learning intention/s for the work (skill driven, free from context)



High-quality work based on children's learning

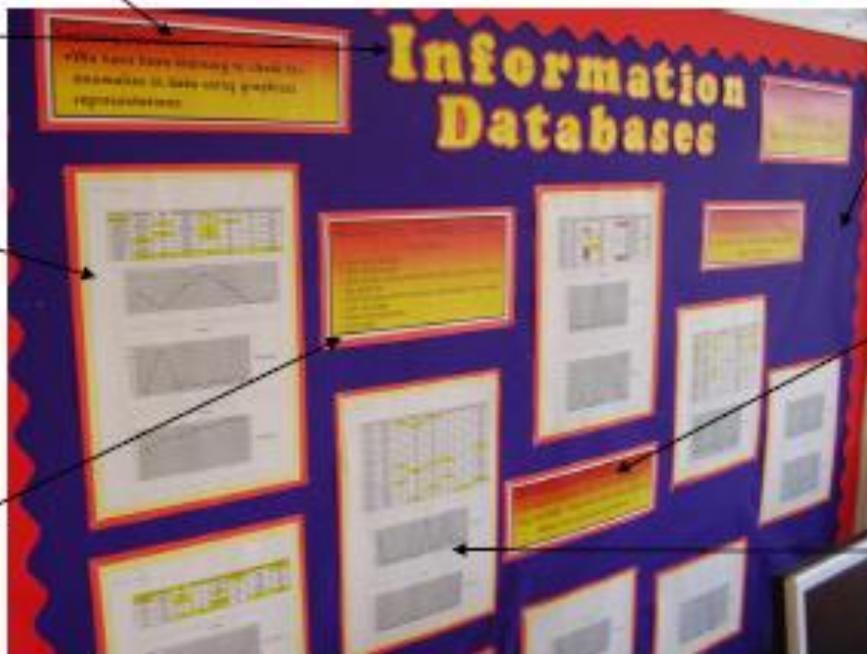
Evidence of the teaching sequence with build up to writing using practical experiences.

Backing paper complementing the display

Clear lettering/title for the display

Work single or double mounted to be visually appealing

Success Criteria for the learning – what were children including in their work to be successful?



Backing paper complementing the display

Extra information or background information about the build up to the learning on display.

High-quality work based on children's learning