

## **1a Conditions for Learning**

*We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high-quality work from the children.*

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to English, Maths and UW.

Learning areas and use of space and treatment of resources

- Effective use of classroom space to support whole class, small group or independent learning and free movement around the room
- Table tops are uncluttered and tidy with all resources needed for the lesson easily available including a range of learning scaffolds (for example, word banks or visual materials) to support ALL children.
- Table equipment should include sharpened pencils, clean pen pots, enough space for working and no pencil cases.
- Subject areas and resources are clearly defined e.g. reading corner and maths equipment.
- Learning walls support current topics through interactive displays, good models and clear success criteria, including other evidence and celebration of child engagement.
- Book corners are tidy, well organised, clearly labelled and stimulating. There is an author or genre focus.
- Visual timetables should be displayed by the board.
- Children are encouraged to take responsibility for resources and monitors are elected on rotation so that all children have opportunities to develop organisational skills and a sense of ownership and pride
- Children should be sitting straight and forward shows readiness to learn.
- No hats, hoods, do-rags, gloves etc

Display

- The diversity of the class community is visible through the class displays
- Display areas are clearly labelled by subject and topic
- Children's work is celebrated and valued on display boards and drafts or quotes are used to exemplify the learning process. Prompts and questions are used to encourage interaction

Behaviour/Routines

- G2BG board displayed with cards
- 5 golden rules displayed
- Weekly Timetables displayed (visually for SEND pupils)
- Water bottles to be stored in trays, not on table tops

Exercise books

- Learning objective and date are clearly indicated for every piece of work. LO written in 4 – 6 and printed in 1 – 3
- Include certificates for presentation in the 'Star of the Week Awards'
- Marking follows the school's policy, values children's efforts and supports their next steps
- 'Tickled Pink' and 'Green for Growth' consistently used
- Progression is clearly seen through written outcomes of high leverage tasks
- Self-assessment and peer-assessment is evident and supports the children in their own evaluation of their learning; this may be in the form of a marking ladder
- A range of differentiated teaching strategies and activities are used to ensure all children make expected progress
- Books will be monitored by SLT and MLs