




Torridon
Primary School

Teaching and Learning Policy

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	23 rd January 2025
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Signature of the Governing Body Representative:	
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TORRIDON PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

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Torridon is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible. Our core values of: **aspiration, community diversity, excellence and respect** underpin all that we do.

At Torridon, we aim to engender a passion for learning and the pursuit of excellence in every aspect of learning. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want every child to leave Torridon wanting and determined to make a difference to the world and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave and provide them with the academic foundation to enable them to be outstanding individuals in all aspects of their lives.

We want our children to:

- ❖ Be eager and enthusiastic learners;
- ❖ Be confident in themselves as learners;
- ❖ Understand themselves as learners, being proud of their successes and understanding the next steps in their learning;
- ❖ Be emotionally intelligent;
- ❖ Be resilient and determined to succeed;
- ❖ Be responsible for their actions.

We aim to achieve this by:

- ❖ Ensuring that children's achievement is at the heart of our school;
- ❖ Valuing and celebrating children's social and cultural diversity;
- ❖ Maintaining the highest possible expectations of every child;
- ❖ Striving to ensure that every child succeeds;
- ❖ Adopting a 'no excuses' attitude towards children's progress and attainment;
- ❖ Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment.

AIMS AND PURPOSES

We expect all children to be provided with exceptional learning experiences on a daily basis. Our whole school approach to teaching and learning aims to:

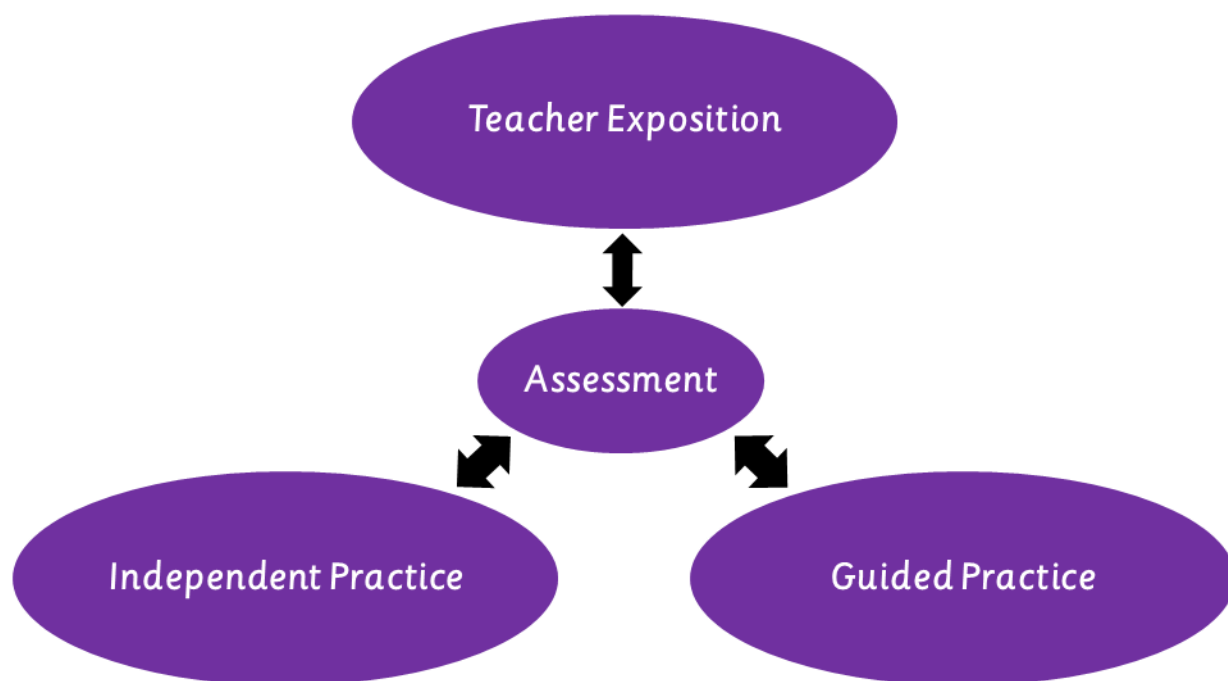
- ❖ Provide consistency in teaching and learning across the school;
- ❖ Support children in being able to learn effectively;
- ❖ Support teachers in being able to teach effectively;
- ❖ Provide an inclusive approach for all children;
- ❖ Engender a lifelong love of learning in all children;
- ❖ Encourage flexibility and creativity as new research is published.

This policy outlines some key features which are essential to achieving high standards across the school. It also sets out expectations of planning, teaching, feedback and assessment.

SCHOOL CULTURE

At Torridon, we share a common purpose amongst all children, parents and carers, staff and governors. We are all committed to the development of the school. We have a collective understanding of what constitutes good practice achieved through discussion and challenge within teams, whole school professional development and engagement with educational research. All members of our community are learners. We speak about learning rather than 'work'. Teachers are encouraged to take risks and to question existing practice in the pursuit of raising standards. We work as a team to achieve consistency and coherence in our approach.

THE TORRIDON MODEL OF TEACHING AND LEARNING



We expect all children to make excellent progress over time. To ensure this, it is vital that we use assessment to identify the starting points of children within individual lessons and units of learning. Assessment takes place before the lesson, throughout the lesson and at the end of the lesson. We use this assessment information to provide feedback to children, to allow us to adapt the lesson at the point of delivery and to inform planning for the next lesson in the

sequence. Within a lesson, the number of children who are at any stage of the model will vary depending on assessment. At all stages within a lesson, we provide challenge for all and feedback on learning.

Lesson Stage	Key Features
Teacher Exposition	The teacher provides input on new learning. This would typically include modelling through sharing worked examples of a process or of expected outcomes or explicit teaching of new vocabulary as well as using think aloud to share teachers' expert thought process. Teachers ensure that children actively participate using strategies including targeted questioning, peer talk using the agreed structures and responding on mini-whiteboards.
Guided Practice	Children attempt the new learning with guidance and support from the teacher, member of support staff or a peer. This may involve children completing a step of a calculation at a time before checking that they have used the correct process. Guided practice is typically initially completed as a whole class, with the time needed varying for children. Adults may then continue to guide or support the learning of specific groups identified either before or during the lesson.
Independent Practice	Within a lesson, all children are given the opportunity to independently practise the new learning. Examples of how children might use this time include: solving calculations, writing a paragraph or conducting a fair test. Independent practice provides children with an opportunity to demonstrate that they have achieved the learning objective set.

Refer to appendix A for further details of expected features of lessons.

VALUES

All learning at Torridon is underpinned by our school values. These values have been agreed upon following consultation with all members of the school community: staff, children, parents and carers and governors. We have five core values: aspiration, community, diversity, excellence and respect. These values guide all that we do: staff model these values throughout the school day, and the children are expected to demonstrate these in lessons.

OUR CURRICULUM

EYFS

In the early years, we follow the statutory framework. We also draw on the Development Matters and Birth to 5 documents. Further details can be found in the EYFS booklet.

KS1 AND KS2

At Torridon, we plan units of learning based on the requirements of the National Curriculum. We have created curriculum maps for each year group which we review at least annually. These outline the overarching themes for each half term and the units of learning which will be covered in each subject. Where appropriate, learning is linked to the current theme. However, we always ensure that subject-specific knowledge and skills are taught. We use a range of programmes and schemes of learning to support us in the delivery of the curriculum. When using any schemes of learning, we personalise them, and teachers ensure that units are adapted to meet the needs of the children. See appendix B for current schemes of learning and approaches used to support planning.

TEACHING TIMETABLES

Our curriculum is broad and balanced. All subjects are valued. At Torridon, the core subjects of reading, writing and maths (and phonics in EYFS and year 1) are taught daily. PE, art, dance and music are taught weekly. Other subjects may be either taught weekly or blocked. For example, year group teams may wish to teach all DT lessons for the half term within one week. Teachers are trusted to ensure that the full curriculum is covered each half term as works best

for their year group. Class teachers display their current weekly timetables on the door to their classrooms.

PPA

PPA is planning, preparation and assessment time which was made a statutory right for all teachers, including those in the leadership group, from autumn 2005. PPA time is 2.5 hours for a full time teacher and 10% of the teaching timetable of part time teaching staff or leadership teachers' teaching timetables. In the EYFS, classes are taught by EYPs, and, in KS1 and KS2, they are taught by specialist teachers during the class teachers' PPA time.

Early career teachers (ECTs) in the first or second years of their careers receive a support programme during their designated ECT time in line with the early career framework. Further details can be found in the ECT policy.

PLANNING

At Torridon, we believe that excellent learning starts with excellent planning. As such, we place great importance on the quality of planning for lessons. Medium term planning is completed each half term, and short term planning is completed each week for all lessons. Across the school, all planning is completed collaboratively. We ensure that units of learning are coherently planned and logically sequenced to aid long-term learning, with adaptations made as appropriate to ensure that all children can access the learning.

In the EYFS, medium term planning is completed for all seven areas of learning. Short term planning is completed weekly and is flexible, with teaching teams responding to the needs and interests of the children. Please refer to the EYFS booklet for further guidance.

MEDIUM TERM PLANNING

Each half term, every year group has an over-arching theme. Curriculum maps are in place to guide coverage and ensure progression across the school but are seen as a starting point from which teachers plan engaging lessons. Year group teams plan in advance for the coming theme. Foundation subjects may be blocked together. As long as all curriculum areas are covered, teachers are encouraged to use their professional judgement in making such decisions.

Year group leaders, subject leaders and senior staff support with the medium term planning process. Year group teams complete medium term planning using the agreed proforma. This provides an overview of objectives to be taught in all subjects. These are presented in the form of learning questions. Medium term planning is completed and saved on the staff shared area by the last day of each half term.

SHORT TERM PLANNING

Teachers plan lessons for all subjects to ensure that all members of the year group team are clear on how to teach and support in lessons. They use their professional judgement to decide how best to ensure that they are prepared to deliver outstanding lessons. As such, teachers may use the available proforma, create shared teaching slides or annotate existing plans from adopted schemes of learning, such as the PESSN lesson plans for teaching PE.

When planning individual lessons, we consider:

- ❖ The learning question and success criteria;
- ❖ Key vocabulary;
- ❖ Resources;
- ❖ Challenge for all (including adaptation and differentiation);
- ❖ Role of adults;
- ❖ Key steps within lessons and key questions to be asked;
- ❖ The high quality, engaging activities which children will complete to help them achieve the lesson objective.

When planning for challenge for all, we remember that the vast majority of children should be accessing the main learning objective for the lesson. As such, we do not set differentiated activities or objectives unless a child or group of children are unable to access the main learning. Instead, adaptation is provided. If referring to a specific group of children on written planning, we consider children's current attainment levels rather than their 'ability'. We use the acronyms of LA (lower attainers), MA (middle attainers) and HA (higher attainers) and SEN (special educational needs) on written planning.

LEARNING QUESTIONS

When planning lessons, teachers generate a learning question for each session. When writing learning questions (LQs), teachers refer to National Curriculum objectives. LQs may be either skills-based or knowledge-based and do not indicate the context of the lesson. LQs are shared in every lesson so that children are clear on what learning they are expected to achieve by the end of a session. The language used must be clear and accessible to the children. They are worded as 'Can I...?'

In year 1, teachers print LQs to be stuck in exercise books. LQs are produced in Sassoon Primary RG font size 12 black. As year 2 progresses, the majority of children are expected to write the LQ in exercise books.

SUCCESS CRITERIA

Success criteria (SC) show the children how they can be successful in achieving the LQ. SC show either the features which a successful outcome will include or the steps of a process which must be followed (steps to success). SC are phrased as 'I have...'. It is not expected that teachers always provide the SC. Generating SC as a class or group may lead to deeper learning as the children will understand why each feature or step is important. Children may generate SC as a teacher demonstrates a method or when identifying features of a model text. SC may be displayed whilst the children complete guided or independent practice and towards the end of a lesson when self or peer assessing.

Teachers use their professional judgement about how to present or elicit SC. There is no set number of criteria expected per lesson as this will vary depending on the learning at hand. It is expected that most pieces of learning will require some form of SC. SC are included in short term planning and lesson slides. When speaking about SC, we remember that 'criterion' is the singular form of 'criteria'.

EXAMPLE 1

LQ: Can I construct an expanded noun phrase?

SC: I have used an appropriate determiner.

I have chosen a descriptive adjective.

I have used a precise noun.

EXAMPLE 2

LQ: Can I multiply a fraction by an integer?

SC: I have expressed the whole number as a fraction over 1.

I have multiplied the numerator by the numerator.

I have multiplied the denominator by the denominator.

I have converted improper fractions to mixed numbers.

EXAMPLE 3

For some pieces of learning, particularly extended writing, children may be expected to demonstrate their understanding of several objectives which would usually have been taught earlier in the unit of learning. In this instance, the learning question should detail the purpose of the piece of learning, and the success criteria may indicate the individual objectives covered. For example:

LQ: Can I write to persuade?

SC: I have used modal verbs.

I have used rhetorical questions.

I have used command sentences.

KNOWLEDGE ORGANISERS AND NOTES

In science and foundation subjects, we provide children with a knowledge organiser for each unit taught and a knowledge note for each lesson. The knowledge organiser is shared with children at the start of a unit and is stuck into exercise books where appropriate. It provides an overview of taught content for the unit of learning. Children are taught to refer to this during lessons to support them in forming mental models and committing new learning to their long-term memory. Knowledge notes specific to individual objectives are stuck into exercise books at the start of lessons. They provide key vocabulary and dual coding to support children's learning.

LESSON CONTENT AND STRUCTURE

There is no set structure that is followed in all lessons. Teachers make professional judgements when planning in teams as to how best to facilitate learning. There are, however, features which would be expected to be seen within most lessons:

- ❖ The teacher makes links to prior learning to support children in making connections and building mental models;
- ❖ Key vocabulary for the unit or lesson is shared;
- ❖ Teacher exposition will include high quality modelling of expected outcomes;
- ❖ A balance of guided and independent practice is used;
- ❖ Assessment opportunities take place throughout the lesson.

Teachers sequence lessons so that small steps are taken to support children in achieving the LQ. We are mindful that working memory is limited. If certain processes or knowledge are not yet automatic for children, we provide them with enabling resources, such as a multiplication square or a table mat of common exception words to free up working memory for the new learning.

LESSON SLIDES

As part of the planning process, teachers produce slides to support in the delivery of the lesson. At Torridon, we use ActivInspire interactive software. Microsoft PowerPoint is not used in lessons as this is a presentation tool and is not interactive. There is no set number of slides required for an individual lesson; some lessons may not require slides to be produced. Slides include the LQ and SC for the lesson and may also include:

- ❖ Images or diagrams to provide dual coding alongside verbal and written content;
- ❖ Worked examples or sections of text to analyse during teacher exposition sections of lessons;
- ❖ Sentence starters or stems to support children during independent practice.

As lessons are adapted and personalised on the basis of assessment, teachers may decide to change slide content prior to lessons or to adapt lessons at the point of delivery to ensure that children make progress. This is good practice and is encouraged. There is no need to use slides simply because they have been prepared.

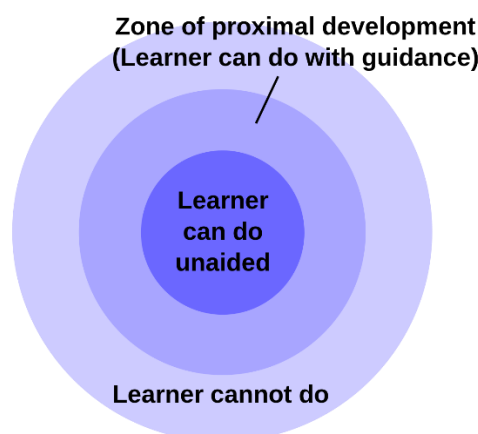
All classrooms are also equipped with a flipchart. We use these often in all lessons to model learning. This is especially important in writing lessons. Writing on the paper flipchart best demonstrates to children the process of writing, including how they should form letters and edit their writing.

ORACY AND TALK FOR LEARNING

In our lessons, we plan opportunities for talk as it is an integral part of the learning process. We use specific structures across the school to enable automaticity of use: timed pair share, rally robin and round robin (Kagan and Kagan, 2021). Where use of these structures is planned, teachers include the relevant visual on lesson slides. As vocabulary underpins our planned curriculum, we also explicitly teach vocabulary, including its correct pronunciation through strategies such as 'I say; you say'.

CHALLENGE FOR ALL

All children have a right to make progress in every lesson. For this to be possible, lessons must be pitched appropriately for children of all prior attainment levels. Vygotsky (1978)'s zone of proximal development is a useful reminder. Having a thorough understanding of children's starting points enables us to move children forwards effectively.



In line with the expectations of the National Curriculum, cohorts of children should move through the curriculum together. Where they can access it, all children should be exposed to the curriculum content for their year group. However, to ensure that children are able to progress rapidly, lessons are adapted and differentiated to achieve challenge for all at all stages of the lesson.

ADAPTATION VS DIFFERENTIATION

Adaptation and differentiation are two distinct approaches deployed with the aim of meeting the needs of all children in the class.

Traditional differentiation refers to planning different activities for different individuals or groups on the basis of their prior attainment. Routinely deploying differentiation risks lowering expectations of children by intrinsically creating a glass ceiling, especially when in-class groupings are permanent. There will, however, be times when it is appropriate to provide individuals or groups with differentiated learning. For example, if a child in year 5 is working at a year 1 level in maths, it would make little sense to expect them to calculate equivalent fractions with different denominators, so teachers provide such children with appropriate alternative learning.

Adaptive teaching is a responsive way of targeting support to children who are finding learning challenging in lessons. Many strategies deployed as part of adaptive teaching are supportive for all children: what is good for some is good for all. When planning the adaptations we can make for children to access lessons, the following questions (TeachFirst, 2021) provide a good starting point for considering intervention:

- ❖ What do I want the children to think about?
- ❖ What can they do on their own and what will they need support with?
- ❖ Does my scaffold support pupil thinking or replace it?

At Torridon, we deploy the following approaches to adapt lessons.

SCAFFOLDING AND ENABLING RESOURCES

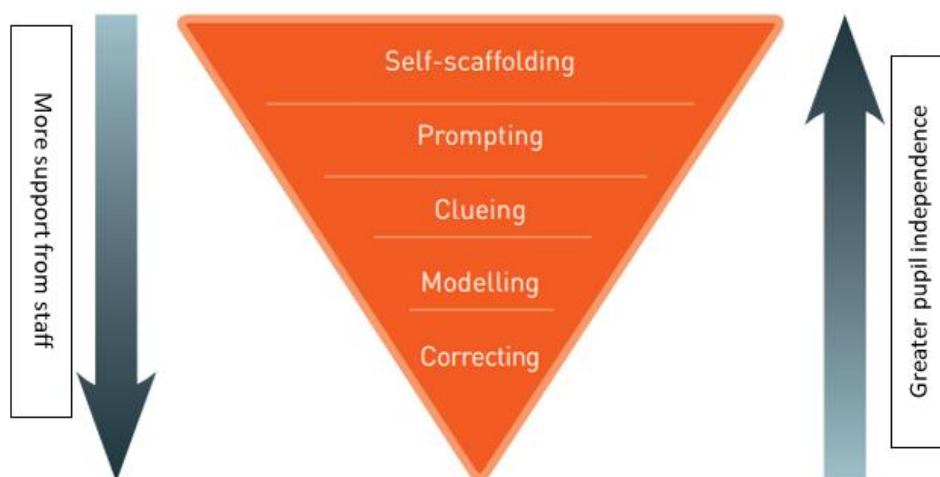
Some children will require scaffolding or greater use of resources than others to be successful within a lesson. For example, this may rely on resources such as place value charts or sentence starters. They may also make greater use of concrete resources such as Numicon or dienes. These enabling resources should be available to all children. Because all children are expected to be able to work independently in lessons, it is important that resources are chosen carefully. At Torridon, we use dual coding, using programmes such as Communicate In Print to present visual representations alongside written resources when appropriate. Care is also taken that resources given to children do not set limits on the outcomes children achieve. For example, whilst writing frames may sometimes be helpful, teachers consider carefully whether these may inadvertently prevent children from being able to write at length.

ADULT SUPPORT

To support all children in making progress, teachers may plan to work with specific groups themselves or may direct support staff to do the same. These decisions may also be reviewed at the point of a lesson on the basis of assessment. This is a way of adapting the lesson and providing further guided practice opportunities within a lesson. Adult support is likely to be successful when:

- ❖ Children experience working with both the class teacher and members of support staff;
- ❖ It is not assumed that lower attaining children or those with SEN always 'require' adult support;
- ❖ Guided groups remain flexible and are reviewed on the basis of assessment;
- ❖ Learning is prioritised over task completion;
- ❖ Children are expected to be independent;
- ❖ Levels of support given are carefully considered and graduated on the basis of children's responses.

When supporting a group or individual with guided practice, teachers and members of support staff reflect on the level of support they provide (EEF, 2015). We start at the top of the following visual and increase the level of support only if children need this.



SYSTEMATIC CHECKING OF UNDERSTANDING

Within lessons, teachers also plan to circulate the classroom in order to assess the progress of all children. This allows us to assess children's progress and to check that there is sufficient challenge for all. Teachers give verbal feedback and use live marking. Teachers identify any children who may require further guided practice or additional teacher exposition as well as those who are ready to attempt more challenging content. Teachers then use this information to adapt the lesson. For example, they may bring a group of children to the carpet area to recap key learning points through further teacher exposition or deploy a member of support staff to lead further guided practice.

HIGHER ATTAINERS

Our aim is that all children master the curriculum for their year group. To challenge higher attaining children, we focus on depth of understanding and breadth of application, rather than moving children on to the following year's objectives. We are careful with the language we use in lessons and do not refer to extension tasks as 'challenges' since children have the right to be challenged throughout lessons. Similarly, providing an extension does not always deepen understanding. Some good ways to challenge higher attaining children within lessons include:

- ❖ Expecting mathematical reasoning at all stages of a lesson, e.g. 'Explain how to check this calculation.';
- ❖ Providing children with an answer and asking what the question might have been, e.g. 'A: 2.4. Q?';
- ❖ Limiting the number of fluency questions they complete within a maths lesson once confident;
- ❖ Deploying them as peer mentors for a section of a lesson;
- ❖ Allocating specific roles within collaborative learning, e.g. group leader or editing focus.

QUESTIONING

Questioning allows us to assess children's understanding of the learning and allows children to make sense of their own understanding. Features of high-quality questioning are:

- ❖ More open questions than closed;
- ❖ Giving children time to think before expecting a response;
- ❖ Providing time for paired and small group talk, including use of the Kagan structures;
- ❖ Expecting maximum participation, e.g. through choral responses or using mini whiteboards;
- ❖ Asking scaffolding or extending questions depending on the child's current level of understanding;
- ❖ Asking children to reflect on their learning.

We encourage intellectual curiosity from children. As such, their questions are always valued.

GROUPINGS

At Torridon, teachers decide how to group children most effectively for the learning in each lesson. There are times when it will be best to group children within a class by their current attainment. However, these groups are not fixed and are reviewed on the basis of assessment; groupings may be changed during a lesson. Similarly, there are times when working in mixed attainment pairs or groups will best support the learning at hand. This allows children to learn from their peers and to experience working with a range of different children.

ASSESSMENT AND FEEDBACK

ASSESSMENT FOR LEARNING AND ASSESSMENT OF LEARNING

The assessment process is central to providing effective teaching and learning. At Torridon, we see assessment for learning as the shared understanding between a child and the teacher of what they currently understand and what they need to do next to make progress. For this to impact on learning, we need to ensure we use effective feedback. We see assessment of learning as identifying the level at which a child is working in relation to the national age-related expectations. This information is used to identify any children who are not on track. Teachers then intervene or adapt practice to correct this.

PROVIDING FEEDBACK

Teachers and support staff provide feedback in a range of ways. Feedback is likely to be effective when children have been taught how to receive, use and interpret the feedback that they are given (Clarke and Hattie, 2018). Any feedback given must impact on learning. At Torridon, our policy on feedback is informed by research completed by the London South Teaching School Hub (Rhys-Evans and Field, 2018). Three core principles underpin our approach to feedback (Eliminating Unnecessary Workload, DfE, 2016). Feedback must be:

- ❖ Meaningful – it will vary by age, group and subject;
- ❖ Manageable – written marking is proportionate based on impact on learning;
- ❖ Motivating – feedback should motivate children to progress.

To support assessment for learning, we deploy a range of approaches to best ensure that all children are able to make progress in their learning. We use:

- ❖ Live marking during lessons;
- ❖ Verbal feedback to children during lessons;
- ❖ Self-assessment and peer-assessment during lessons;
- ❖ Whole class feedback during lessons or at the start of the next lesson in the sequence;
- ❖ 1:1 or group conferencing as appropriate during a unit of learning;
- ❖ Distance marking when appropriate.

All feedback is provided with the aim of helping children to progress. It is not given for the purpose of demonstrating to the senior team or external visitors such as OFSTED that books are being marked. Teachers use their professional judgement to decide which approaches they will use to ensure that children move forwards in their learning. As such, there is no expectation of frequency or quantity of written feedback.

LIVE MARKING

To ensure maximum impact, lesson time is regularly used for the teacher to systematically check understanding. Whilst checking for understanding, the teacher may:

- ❖ Mark answers to questions as correct or incorrect;
- ❖ Give verbal feedback (noted with VF) followed by an arrow to indicate that pupil action is required;
- ❖ Use the feedback code to otherwise identify errors or omissions.

The use of live marking aids teachers' understanding of pupil progress and ensures clarity of feedback: teachers can check that children have understood the feedback they have given before moving on to other children. When distance marking, children can misunderstand what their teachers have written and may fail to respond appropriately.

EFFECTIVE VERBAL FEEDBACK

Verbal feedback during a lesson is a key way of ensuring that children make progress. Feedback given is linked to the LQ and SC for the lesson as well as to general or secretarial skills, such as spelling and punctuation. Teachers record that verbal feedback has been given by writing 'VF' in the child's exercise book. Children should act on verbal feedback given immediately in purple pen. They may do this by:

- ❖ Redoing a calculation alongside the original error;
- ❖ Using a dictionary or word bank to correct a spelling;
- ❖ Adding in additional detail in written pieces;
- ❖ Explaining what their error was, e.g. 'I forgot to add the ten that I had exchanged.'

SELF AND PEER ASSESSMENT

'Self-assessment by pupils, far from being a luxury, is in fact an essential component of formative assessment.' (Black and Wiliam, 2001).

Children are encouraged to reflect on their learning at all ages and stages. Children self-assess their learning both verbally and in written form. Children are taught how to self-assess, and we provide children with the tools to do this effectively: the SC for a lesson, sentence stems to form reflection comments and reminders of key vocabulary. Self-assessment may take place at any stage within a lesson and is an important way for children to provide feedback to teachers. When children are at the early stages of being able to accurately assess their own learning, they may be provided with options from which to choose. For example, in a year 1 writing lesson, children may be provided with a visual checklist to tick off, such as:

- ❖ I used finger spaces;
- ❖ I used capital letters;
- ❖ I used full stops at the end of my sentences;

Peer assessment is likely to be effective when it is modelled first by the teacher and/or a member of support staff. We provide children with opportunities to peer assess verbally and in written form. For example, when evaluating a piece of writing, children may be asked to identify one aspect of their partner's writing which is successful and one aspect they might improve further. Providing sentence stems supports children in giving purposeful and polite peer assessment. Peer assessment sentence stems are displayed in all KS1 and KS2 classrooms.

- ❖ I like the way you have used...
- ❖ This sentence is my favourite because...
- ❖ Could you try to include...?

All self and peer assessment in exercise books is completed in purple pen.

WHOLE CLASS FEEDBACK

Whole class feedback may be given at any time during a lesson. It may also be given to a specific group of children within the class. At this point, teachers may provide answer sheets or discuss answers together. Self-marking or peer-marking is usually completed during this section of a lesson.

If deployed early in a lesson, whole class feedback gives teachers the opportunity to intervene at the point of misconception and provide additional support to children who need it. If used later in a lesson, teachers check children's books after the lesson to inform planning for the following lesson in the sequence. Teachers may group children for the following lesson according to how well they achieved the learning objective. Teachers also identify any errors or misconceptions common to the majority of the children in the class, such as forgetting to start a new line when introducing dialogue or misaligning digits when using a column method. At the start of the following lesson, this whole class feedback is provided, and children are given time to act on it by checking over their previous learning.

CONFERENCING

Whereas live marking allows teachers to provide feedback to a large number of children in a short space of time, we use conferencing to provide more detailed feedback to a small number of children over a longer period of time. Although we use this approach in any subject area, it is particularly effective in writing lessons. Conferencing may be completed 1:1 or with a small group of children. Conferencing involves discussing with children the learning they have completed and supporting them to correct, edit and evaluate it. As conferencing involves a significant investment of time, teachers use their professional judgement to decide when in a lesson or unit of learning and with which children this approach is deployed. Conferencing may:

- ❖ Be completed following initial teacher exposition to the whole class, editing a section of writing from the previous day;
- ❖ Be planned as part of an editing lesson. The class may be asked to edit their extended writing according to the given SC and to check spelling and punctuation whilst the teacher completes conferencing with identified pupils;
- ❖ Involve a member of support staff, if present in the lesson, supporting the learning of the remainder of the class whilst the teacher works with identified individuals or groups.

WRITTEN FEEDBACK

Teachers decide whether written marking is required on specific pieces of learning. At Torridon, any written marking occurs as close as possible to the point of learning, ideally within the same lesson. Any written marking takes place prior to the next lesson in the sequence. This allows for misconceptions to be identified and remedied before moving on. The amount of written feedback provided will depend on the age and stage of the individual child. Children are given time in lessons to read and understand any written feedback from teachers. Teachers provide written feedback in green ink, and children respond in purple. Teachers' comments in books are written in a cursive script and provide a model of excellence for handwriting. When marking children's learning, we:

- ❖ Use sensitive language to support children in seeing mistakes as a positive;
- ❖ Refer to the SC if including written comments, e.g. 'Good use of fronted adverbials.';
- ❖ Pull up repeated errors, e.g. misspelling common exception words.

Research shows that offering generic praise such as 'Well done!' does little to improve learning or motivate children. Research also shows that providing praise alongside feedback dilutes the impact of feedback given. 'Praise the pupils and make them feel welcomed to your class and worthwhile as learners but if you wish to make a major difference to learning, leave praise out of feedback about learning.' (Hattie, 2012). We can celebrate learning and increase motivation by identifying what a child has done successfully, e.g. 'You were successful in using short multiplication.'

Written feedback always requires action by the children. To this end, written comments are phrased carefully. 'Next time, use adjectives.' is unlikely to have immediate impact on the child's learning. Instead, we phrase feedback so that

children are clear on how to respond. For example, 'Re-write this sentence using an adjective to describe the noun.'. Children's responses will then demonstrate whether they have been able to make improvements to their learning. Lesson time is used to give children the opportunity to respond to any written feedback.

TORRIDON FEEDBACK CODE

We use agreed codes when marking children's learning, whether live or distance marking. The codes used are consistent in all classes so that children become familiar with what they mean and how to respond to them. Teachers use the Torridon feedback code both during lessons whilst checking for understanding and after lessons.

The code of 'I' for independent learning does not need to be used for all pieces of independent learning; it is used to draw the distinction between tasks completed with and without support. For example, if the class teacher has supported a child to complete one calculation, this would be marked as 'S'. The child may then be asked to try the next question independently. This would then be marked as 'I'.

S	Supported by an adult
I	Independent learning
✓	Correct
.	Incorrect
~~~~~	Grammatical error
^	Missing word
Sp	Correct and practise this spelling
○	Missing or incorrect punctuation
VF	Verbal feedback
➡	Respond to this

### PUPIL PROGRESS

Class teachers are responsible for ensuring that all children make at least expected progress. Year group teams discuss individual children's learning during PPA sessions and in other team meetings. Teachers reflect on and amend their practice to support children in making progress. Throughout the year, class teachers regularly meet with a member of



the senior leadership team for a pupil progress meeting. In these meetings, the progress of individuals and groups of children is reviewed. Guidance is given on strategies which may be used to drive progress, and any interventions are reviewed and updated for children who may be at risk of falling behind.

### **MODERATION**

Teachers within each year group team regularly moderate their judgements when assessing children's learning. This happens informally during weekly meetings and when planning. Staff meeting time is also regularly devoted to moderation. In these meetings, support may be given by year group leaders, subject leaders or senior staff in ensuring that assessments made are robust, accurate and consistently formed.

### **TERMLY SUMMATIVE ASSESSMENT**

Assessment of learning is recorded formally towards the end of each full term. Assessments are made against age-related expectations for reading, writing and maths. To form teacher assessments, we use the objectives from the National Curriculum. In writing, every child has a copy of the writing framework for their year group stuck inside the front cover of their writing exercise book which teachers use throughout the year. From year 1, children also complete tests each term to inform teacher assessment. In years 1 to 5, we use Rising Stars testing materials; in year 6, we use past SATs papers.

Once teachers have formed and moderated their judgements, outcomes are recorded on termly spreadsheets and gap analysis is completed. Support staff do not mark test papers but may be asked to support class teachers by completing gap analysis.

### **TEACHING AND LEARNING ACTION PLANNING**

When summative assessments have been made, teachers are responsible for reviewing the provision for children in their class. Teaching and learning action plans are completed with support from year group leaders and senior staff. Teaching and learning action plans include the provision for children with SEND, including provision specified in EHCPs. To support children in making accelerated progress, the following approaches and others may be implemented:

- ❖ Planning for children to work with an adult a specific number of times per week for guided practice;
- ❖ Producing additional enabling resources;
- ❖ Adapting the style or manner of feedback given to ensure that children can access it successfully;
- ❖ Planning an intervention group led by the class teacher during an SLT assembly;

Class teaching and learning action plans are reviewed in pupil progress meetings.

### **PRESENTATION OF LEARNING**

Excellent presentation is expected for all learning and in all books. We believe in the importance of children showing pride in their learning. Teachers take responsibility for the standards of presentation in children's exercise books and maintain high expectations of all. Children benefit from daily reminders around the importance of excellent presentation. High-quality presentation is celebrated and praised in classes and assemblies.

### **RECORDING LEARNING**

Learning is recorded in exercise books for every lesson except computing, dance, music, PE and phonics. Computing learning is saved centrally on the shared drives where appropriate. See appendix C for which books are used for each subject. The method of recording used will vary based on the age and attainment level of the individual child and the nature of the lesson taught. To record learning from practical lessons, teachers may choose to annotate a photograph of the child or print a short description of the learning that took place to be stuck in exercise books. Children in KS2 write a reflection in their exercise books of what they learnt or how successful they were within the lesson.

## HANDWRITING

At Torridon, children and staff write using a fully cursive script. The house fonts are Sassoon Primary RG and Sassoon Write ENG. Letter formation is as follows (Collins Primary Focus):



All members of staff model correct letter formation and joins when writing. This includes when writing on the interactive whiteboard, flipchart, on handwritten display labels and in written marking of learning. Handwriting is modelled and practised daily in all year groups.

## PENCILS AND PENS

Children in all year groups write in pencil in maths books. Children in year 1 also write in pencil in all other books. Sharp HB pencils are used to record learning. Children begin to write in pen in books other than maths when ready. By the start of year 3, the majority of children write in pen unless advised otherwise by the inclusion team. Children use black handwriting pens. All tables and diagrams are drawn using pencil. Children do not use markers or felt tips in exercise books. Generally, biros are also not used unless following discussion between the class teacher and a member of the inclusion team regarding a specific child's needs. Highlighters are used when appropriate for the task, such as when identifying key vocabulary in a worded problem. Children use purple pens for assessment, when responding to feedback and to correct errors or edit pieces of learning.

## MAKING MISTAKES

At Torridon, we see making mistakes as an important part of the learning process. Children are taught to see mistakes as an opportunity for further learning. When children make mistakes, they cross them out with a neat line drawn using a ruler. This allows the teacher to see any mistakes made which will aid in teacher assessment and inform future teaching and learning. Rubbers are not used in any lessons other than art or geometry. Children use purple pens to complete corrections.

## ENTRIES IN EXERCISE BOOKS

Each entry in exercise books begins with the date and LQ. In year 1, typed LQs are stuck into books. From year 2, children write the LQ themselves. The expected layout is:

- ❖ Long date in all subjects (except maths where the short date is used);
- ❖ LQ written;
- ❖ Miss a line before starting the piece of learning.

In EYFS and KS1, children begin a new page for each new piece of learning. In KS2, continue on the same page immediately after the previous lesson's entry and write the new date and LQ underneath.

If a child is not in a lesson for any reason, the date and LQ must be written into the exercise book with the reason recorded, such as 'Absent', 'Intervention' or 'Music lesson'.

## **THE LEARNING ENVIRONMENT**

The physical environment of the school reflects our expectations, standards, ethos and attitudes. As such, we place great importance on maintaining an inviting, inclusive learning environment in every classroom and all communal learning spaces.

### **CLASSROOM EXPECTATIONS**

All classrooms are kept tidy and well organised at all times. Furniture is arranged so that children and staff can move around the classroom easily and safely. All surfaces, including the tops of units, the tops of cupboards and window sills, are kept clear from unnecessary boxes or papers. Teachers and support staff keep their resources tidily in cupboards. Resources for children are kept in accessible places and are labelled using the templates available on the staff shared area so that children know where to find them. Classroom layout of children's desks is carefully considered to facilitate the learning at hand and to enable children to learn collaboratively.

Where possible, blinds are left open to allow natural light into classrooms; windows are left open to allow fresh air in. As an inclusive school, we are mindful to create ASD-friendly learning environments and to avoid sensory overload by making classrooms too 'busy'. For example, using washing lines to display learning may detract children's attention from the teacher's exposition. Visuals are used, including a whole class visual timetable which is displayed to the side of the interactive whiteboard in each classroom. All members of staff and children take responsibility for maintaining an orderly classroom environment.

We do not attach papers to the glazed areas of classroom doors. These windows provide a clear view into classrooms at all times. This is a health and safety regulation.

### **LEARNING WALLS**

In classrooms, boards are used as learning walls or displays. We understand a learning wall to be an area of classrooms which is constantly updated and reflects the current learning. In all classrooms, we have a learning wall for reading, writing, maths, science and the current theme. Learning walls include:

- ❖ Flipchart pages with teacher models;
- ❖ Post-it notes with children's questions or responses;
- ❖ Examples of children's learning;
- ❖ Key vocabulary.

The content of learning walls does not need to be mounted on backing paper.

### **CLASSROOM AND COMMUNAL DISPLAYS**

We understand a display to be an area which celebrates children's outcomes. The quality of presentation is outstanding. At Torridon, we have consistent expectations of displays:

- ❖ All boards are backed in a colour of the teacher's choosing, and borders are used;
- ❖ Colours used for backing paper and borders complement the learning and do not detract from it;
- ❖ Learning is at least single-mounted on backing paper before being put on display;
- ❖ Learning displayed demonstrates excellent presentation;
- ❖ A title or heading and short descriptions of the learning which give context are included on the display;
- ❖ Pieces of learning, labelled with children's names, form the majority of the display;
- ❖ Key questions are included to make displays interactive;
- ❖ Displays may be of learning from one subject or across subjects linked by theme.

These expectations also apply to displays in communal areas of the school. Display boards in halls, corridors and other communal areas are allocated to year group teams or specialist teachers. Throughout the year, some boards will be used to display learning from specific events, themes or celebrations. Communal displays are changed at least termly. Year group leaders take responsibility for high standards of display in communal areas.

Please refer to appendix D for the learning environment checklist.

### **HOME LEARNING**

At Torridon, we view home learning as an integral part of children's schooling. Home learning benefits children not only by promoting academic success but also by providing valuable opportunities for parents and carers to be involved in their children's learning. Regular home learning helps children to develop responsibility, perseverance, independence, self-discipline and time management skills. Year group leaders ensure that home learning is set as detailed below.

#### **READING**

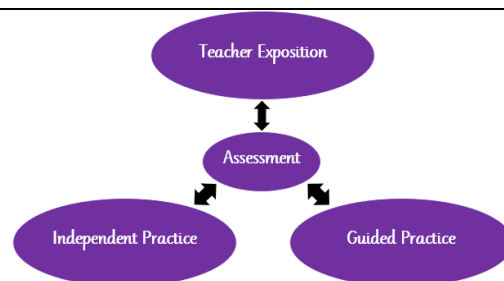
We aim for every child to become a fluent reader and to develop a love of reading. Children take home reading books and may change them once read. The level of support given to children when choosing a new book depends on their age and stage. Children are expected to read at home each day. In reception and year 1, children are set the same book they have read in reading lessons to practise at home. These books are accessed via the Little Wandle e-reader. Year group leaders and class teachers monitor levels of engagement with this platform.

#### **WEEKLY HOME LEARNING**

Each Friday, home learning is set on Mathletics (years 1 to 6) and SPAG.com (years 2 to 6). On Mathletics, children are set approximately three tasks linked to prior or current learning. On SPAG.com, between one and three tasks are set depending on the number of questions per task. Home learning is due to be completed by Wednesday each week. Children receive feedback on Mathletics and SPAG.com automatically when tasks have been completed. Children are also able to access Times Tables Rockstars (TTRS) to practise the multiplication tables. Core subject leaders and class teachers monitor levels of engagement with these platforms.



## APPENDIX A – LESSON EXPECTATIONS



Focus	Teacher Exposition	Guided Practice	Independent Practice
Situating lesson within a sequence	<ul style="list-style-type: none"> <li>The learning question is shared.</li> <li>The learning question is situated within the context of the unit, e.g. 'We are learning to write command sentences so that we can persuade our reader when we write our travel brochure.'</li> <li>Prior learning is linked to the current lesson objective, e.g. 'We already know what an imperative verb is. We'll use these today.'</li> </ul>	<ul style="list-style-type: none"> <li>Staff make clear links between the activities or tasks set and the learning question, e.g. 'By matching an adjective to a noun, you will create an expanded noun phrase.'</li> <li>Staff make it clear how knowledge or skills from previous lessons can help with the current learning, e.g. 'Use your knowledge of finding common factors to simplify the fraction.'</li> </ul>	<ul style="list-style-type: none"> <li>Staff encourage children to refer to the learning wall where prior learning is displayed to support their understanding.</li> <li>Staff refer back to the learning question whilst children are learning independently.</li> <li>Staff refer to the broader unit when discussing the learning at hand, e.g. 'This character description will really help you when you write your narrative tomorrow.'</li> </ul>
Skills, knowledge and understanding	<ul style="list-style-type: none"> <li>Staff set out the skills and/or knowledge to be learned within the lesson.</li> <li>Staff explicitly share which errors or misconceptions may be made and how these will be addressed, e.g. 'Sometimes children think that any word ending in -ly is an adverb. Let's look at a sentence where this is not true.'</li> </ul>	<ul style="list-style-type: none"> <li>Staff check and assess children's learning regularly, including after each 'small step'.</li> <li>Staff check children's responses carefully, e.g. by monitoring talk and using mini whiteboards.</li> <li>All common misconceptions are addressed before further practice takes place, e.g. 'I have noticed lots of people forgetting their commas after the fronted adverbials.'</li> </ul>	<ul style="list-style-type: none"> <li>Staff systematically check the understanding of all children.</li> <li>Staff act on assessment for learning and feedback from pupils, e.g. to inform any further exposition or use of unplanned guided practice with groups.</li> </ul>

Scaffolding and modelling	<ul style="list-style-type: none"> <li>Lesson planning indicates how learning will be broken into small steps.</li> <li>All new skills and knowledge are broken into smaller chunks.</li> <li>Staff model how to achieve the learning question.</li> <li>Sentence stems are introduced and their use is modelled.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is broken into appropriate small steps.</li> <li>Children are given the opportunity to practise each small step.</li> <li>Children understand how the small steps taken within the lesson will lead to achieving the overall learning question.</li> <li>Children practise using given sentence stems.</li> </ul>	<ul style="list-style-type: none"> <li>Staff model how to follow the small steps of the lesson to any children who require this support, e.g. 'First, we shall convert our fraction to have a denominator of 100; then, we shall use the % symbol.'</li> <li>Staff skilfully use questioning to scaffold understanding.</li> </ul>
Teaching and embedding vocabulary	<ul style="list-style-type: none"> <li>Key vocabulary is shared with dual coding and is displayed in the classroom, e.g. on the learning wall, lesson slides, flipchart, on children's tables or in exercise books.</li> <li>Staff ensure that children know what the key vocabulary is for the lesson.</li> <li>Vocabulary is modelled by staff when giving instructions and leading discussion, including by using 'I say; you say'.</li> </ul>	<ul style="list-style-type: none"> <li>Key vocabulary is displayed in the classroom, e.g. on the learning wall, lesson slides, flipchart, on children's tables or in exercise books.</li> <li>Staff highlight the use of key vocabulary by children and adults, e.g. 'I like how you used the word 'adaptation' to describe the camel's humps.'</li> <li>Staff check children's understanding of key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Key vocabulary is displayed in the classroom, e.g. on the learning wall, lesson slides, flipchart, on children's tables or in exercise books.</li> <li>Staff use the key vocabulary when supporting individuals/groups.</li> <li>Children are encouraged to use the key vocabulary when speaking about their learning.</li> </ul>
Challenge for all and adaptive teaching	<ul style="list-style-type: none"> <li>Starter tasks offer challenge, e.g. 'When you have completed the arithmetic question, explain how you could use a mental method to solve one of the calculations.'</li> <li>Staff ensure that questioning is personalised, using Bloom's taxonomy to support in planning this.</li> </ul>	<ul style="list-style-type: none"> <li>Staff members support different groups/individuals with practice within their zone of proximal development.</li> <li>Within any whole class guided practice, open-ended questions are provided to allow children to demonstrate a greater depth of understanding, e.g. 'Explain how you know that this sentence written in the passive voice.'</li> <li>Activities or tasks provided are adapted to enable access, e.g. through use of a writing frame for the first paragraph of an extended write.</li> </ul>	<ul style="list-style-type: none"> <li>Use of structural and procedural variation within questions and activities ensure that children are required to think, e.g. $2 \times _ = 18$, $_ \times 6 = 12$, $4 \times 2 = _$</li> <li>No child ever 'finishes' learning as learning is always deepened for those children who are ready. Additional tasks or questions are set, or children are given guidance on how to edit and improve their learning, e.g. by using the inverse to check calculations or by adding a broader range of conjunctions to extend sentences.</li> </ul>

Role of adults	<ul style="list-style-type: none"> <li>All staff engage children in the learning for the lesson. Support staff may provide exposition for a specific group of children in or out of the classroom.</li> <li>If supporting the main learning within the classroom, additional adults have a mini whiteboard which is used to support throughout the lesson, e.g. by recording key vocabulary, modelling writing a sentence or completing a calculation.</li> </ul>	<ul style="list-style-type: none"> <li>Staff actively lead either the whole class, a group or individuals in their learning.</li> <li>Staff model following the small steps and success criteria of the lesson.</li> <li>Staff use high quality questioning, referring to Bloom's taxonomy.</li> <li>Staff provide feedback on children's understanding.</li> </ul>	<ul style="list-style-type: none"> <li>If circulating to check understanding, staff ensure that they provide the minimum level of support first, e.g. prompting, clueing, modelling and, finally, correcting if needed.</li> </ul>
Enabling resources	<ul style="list-style-type: none"> <li>Visuals are used to support understanding, including of the key vocabulary, using Communicate InPrint.</li> <li>Use of concrete resources is modelled to children, especially in maths lessons.</li> <li>Success criteria are established and shared.</li> </ul>	<ul style="list-style-type: none"> <li>Success criteria are used to guide children through practice.</li> <li>Concrete resources are used to aid understanding, e.g. manipulatives in a maths lesson or artefacts in a history lesson.</li> <li>Staff refer to the learning wall and/or add to it.</li> </ul>	<ul style="list-style-type: none"> <li>Word banks and sentence stems are provided, using Communicate InPrint.</li> <li>Concrete resources are available for all children to access, e.g. dienes, multilink, Numicon.</li> <li>Staff encourage children to refer to the learning wall and other resources on display in the classroom, e.g. common exception words or a hundred square.</li> <li>Children use appropriate IT resources, such as Clicker.</li> </ul>
Assessment for learning and feedback	<ul style="list-style-type: none"> <li>Retrieval or recall task is set to practise prior knowledge or key skills, e.g. a recently taught spelling pattern or written methods for the four operations.</li> <li>Staff model how to self and peer assess, including by doing this verbally with another member of staff or a child.</li> </ul>	<ul style="list-style-type: none"> <li>Children are informed when they have made errors or demonstrated misconceptions and guided through how to overcome/correct this, e.g. 'Some of us have got the wrong answer because we forgot to add on the ten that we exchanged. Let's complete this question together and circle the digit we exchange to help us remember.'</li> <li>Staff act on their ongoing assessment for learning to inform the next step of the lesson, e.g. by continuing to work with a group for further guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>Children self and peer assess throughout the lesson, e.g. they may use an answer sheet to check some answers or edit a paragraph of their writing with a partner.</li> <li>Staff use instant verbal feedback and use of live marking throughout the lesson.</li> </ul>



# APPENDIX B – SCHEMES OF LEARNING AND APPROACHES

Subject	Scheme of Learning or Approach
Phonics and Reading (EYFS and Y1)	Little Wandle Letters and Sounds
Reading (Y2 to Y6)	Based on VIPERS
Writing	Torridon approach based on Talk for Writing
Maths	White Rose Maths
Art and Design, Dance and Music	Torridon approach
Computing	National Centre for Computing Education
DT, Geography, History, Science	CUSP
French	Language Angels
PE	PESSN
PSHE	Jigsaw
RE	Lewisham Agreed Syllabus and Jigsaw
RSE and Health Education	Jigsaw, Kapow and Christopher Winter Project

### APPENDIX C – EXERCISE BOOKS

On the front cover of children's exercise books, teachers write labels by hand in a cursive script as a model of excellent handwriting. Fine black Sharpies are used to write these labels. The agreed layout is:

- ❖ Forename and surname;
- ❖ Class name;
- ❖ Subject;
- ❖ Book number.

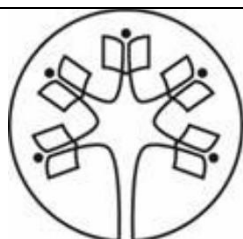
The following exercise books are used for each subject in each phase.

Subject	EYFS	KS1	KS2
Handwriting	Purple 12mm lined	Purple A5 10mm lined	As needed
Writing	Purple 12mm lined	Purple 10mm lined	Purple 8mm lined
Reading		Yellow 10mm lined	Yellow 8mm lined
Maths		Blue 10mm squared	Blue 7mm squared
Science		Red 10mm lined	Red 8mm lined
Geography and History		Green 10mm lined	Green 8mm lined
PSHE and RE		Orange 10mm lined	Orange 8mm lined
Art and Design		Sketch Book	Sketch Book

Children in years 2 to 6 also have DT books, and, in years 3 to 6, they have a French book.

Children should begin using narrower lines during year 2 if ready to do so; some children in KS2 may benefit from using KS1 line sizes.

## APPENDIX D – LEARNING ENVIRONMENT CHECKLIST



### The Learning Environment

At Torridon, we pride ourselves on providing engaging and welcoming learning environments. We use the following checklist to ensure that our classrooms include all that is required.

Learning walls	<p>Learning walls for each subject include key vocabulary for the current unit, questions generated by either the teacher or children and examples of teacher's modelling and children's learning. Key vocabulary is accompanied by Communicate In Print or other visual cues. Dual language is used for those children who are at the early stages of learning English.</p> <ul style="list-style-type: none"> <li>❖ Reading: examples of different question types, images of the author of the current text being studied.</li> <li>❖ Writing: image of the front cover of the core text, models of outcomes, grammatical conventions linked to the text type being studied, current phonemes, common exception words or spelling pattern being learned.</li> <li>❖ Maths: sentence stems for reasoning, images or models linked to the current unit (e.g. arrays for multiplication), examples of calculations or methods.</li> <li>❖ Science: significant person, diagrams, visuals or equipment linked to the current unit (e.g. showing the density of the three states of matter).</li> <li>❖ Theme: title of current theme, significant person, content linked to foundation subjects.</li> </ul>
Displays	<ul style="list-style-type: none"> <li>❖ High quality published learning outcomes from a specific subject or the previous theme. Where possible, this is displayed within the classroom. If space does not allow, it is displayed nearby in a communal area. This display is changed each half term.</li> </ul>
Permanent fixtures	<ul style="list-style-type: none"> <li>❖ Class weekly timetable (on classroom door);</li> <li>❖ Yellow attendance sheets indicating numbers of children present (by fire exit);</li> <li>❖ Visual timetable (next to the IWB);</li> <li>❖ Lining up order (next to door at which children line up);</li> <li>❖ List of children's responsibilities;</li> <li>❖ Torridon Primary code;</li> <li>❖ Core values poster;</li> <li>❖ Behaviour chart;</li> <li>❖ Class charter;</li> <li>❖ Star of the week;</li> <li>❖ Zones of Regulation visuals;</li> <li>❖ Rights respecting poster;</li> <li>❖ Feedback code;</li> <li>❖ Peer feedback sentence stems;</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Presentation expectations;</li> <li>❖ Handwriting poster;</li> <li>❖ History timeline;</li> <li>❖ Reading skills (Y2-6);</li> <li>❖ Race equality pledge;</li> <li>❖ Stonewall poster;</li> <li>❖ Internet safety poster;</li> <li>❖ Green cross poster indicating where medicine is stored;</li> <li>❖ Class medical information displayed inside medicine cupboard;</li> <li>❖ Fire procedures;</li> <li>❖ List of fire marshals;</li> <li>❖ List of trained first-aiders;</li> <li>❖ List of safeguarding officers.</li> </ul>
Class library	<ul style="list-style-type: none"> <li>❖ The class library is welcoming and may include: book recommendations, focus author, reading prompts, posters, key question types, key vocabulary.</li> <li>❖ Banded books are arranged by colour and clearly organised/labelled;</li> <li>❖ Some books may be arranged by genre, text type, author or by difficulty;</li> <li>❖ All other books are stored neatly on shelves.</li> </ul>
Storage	<p>The following need to be stored clearly in an accessible location and labelled:</p> <ul style="list-style-type: none"> <li>● Exercise books;</li> <li>● Resources, including maths resources.</li> </ul> <p>All trays in units are labelled using the agreed formats saved on the staff shared area. All classroom labels are produced using Sassoon Primary Rg or Sassoon Write ENG font.</p>
Sink area	<ul style="list-style-type: none"> <li>❖ The area is kept tidy;</li> <li>❖ Liquid soap is available.</li> </ul>
Reflection area	<ul style="list-style-type: none"> <li>❖ In the EYFS, a thinking spot is available;</li> <li>❖ In KS1 and KS2, a table for children to sit to reflect is available;</li> <li>❖ The reflection area faces away from the rest of the class;</li> <li>❖ A sand timer is available;</li> <li>❖ Reflection sheets are available.</li> </ul>