

Market Drayton Infant & Nursery School

Longlands Pre-school Nursery and Longslow Ladybirds Playgroup

(For the purpose of this policy referred to as the Pre-School Nursery)

Teaching and Learning Policy

1 Introduction

- 1.1** We believe in the concept of lifelong learning and regard the teaching and learning which takes place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy is underpinned by the school's values of Respect, Independence, Communication and Enjoyment.

WE EXPECT EVERY TEACHER TO BE A GOOD TEACHER - NO CHILD DESERVES LESS.

2 Aims and objectives

2.1 Through our teaching and our learning environment, we aim to:

- ensure that children develop a self-image of themselves as capable learners;
- enable children to become confident, resourceful, enquiring and independent learners;
- nurture children's self-esteem, and help them to build positive relationships with other people;
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

3 Key Elements to High Quality Learning and Teaching

Lessons in our school and the school environment should include the following key elements to ensure high quality learning and teaching. New teachers to the school will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice.

3.1 All lessons have clear learning objectives

- At this school we use WALT (We Are Learning To).
- WALT is shared orally and displayed in child-friendly language.
- Learning intentions are not muddled up with the context of the lesson.
- WALT is included in weekly planning.
- Stickers with WALT and WILF on are used in children's books.
- Learning objectives relate to a wider context through TIB (This is because...). TIB outlines the reason(s) why the children are learning about this related to the wider world experience. For example, WALT - read and use co-ordinates. TIB - people need to know how to read maps so that they can find places and find their way around.



3.2 All lessons have well planned success criteria

- At this school we use WILF (What I'm Looking For)
- All pupils are clear about how they will achieve the learning intention.
- WILF/success criteria are displayed for the children to follow during a lesson. This may be displayed at the front of the classroom or on cards on tables, relevant to the group.
- The majority of the time WILF should be drawn up with the children.
- Work is marked against the success criteria.
- Success criteria should be differentiated according to the ability of the children and the nature of the task.
- WILF is included in the weekly planning (after WALT).
- Stickers with WALT and WILF are used in children's books.



3.3 All lessons should be clearly differentiated to enable all pupils to access learning

- All learners should be challenged appropriately.

- Planning shows clear differentiation. There are some of the main categories of differentiation:
 - Differentiation by task, which involves setting different tasks for pupils of different abilities.
 - Differentiation by support, which means giving more help to certain pupils within the group. Grouping could be by prior attainment or learning style.
 - Differentiation by outcome, which involves setting open-ended tasks and allowing pupil response at different levels
 - Differentiation through progressive questioning - where, in interactive dialogue with the class, questions relating to simpler aspects of the work are directed towards the lower attaining pupils and more complex concepts are put to the higher attaining pupils
 - Differentiation by resource - where the task may be similar but different resources are made available for different learners
- Learning objectives are the same for all children. We want all children to access the same learning and it is through differentiation that it may differ from child to child.

3.4 All pupils are actively engaged in learning

- Pupils are actively engaged in all parts of the lesson - teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *think/pair/share* and discussions with a *talk partner* are regular features in all lessons. Pupils know who their talk partner is and are expected to sit next to them on the carpet. Pupils are trained to use appropriate body language when engaged with a talk partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during lesson time.
- Visuals, artefacts, auditory input are all used creatively to enhance learning.

3.5 All pupils receive regular and clear feedback which enhances learning (refer to marking policy - section 4)

- Assessment for learning and effective marking is embedded in everyday practice and is used to inform learning and teaching.
- All pupils are clear about how they need to improve.
- Marking is linked to the learning objective and WILF.
- Pupils are given regular time to address issues raised in marking. Where they see a red pen, they know they need to improve or respond.

3.6 Learning is enhanced through the use of ICT

- ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, teachers are continually searching for ways to use ICT as a learning tool.

3.7 Learning is managed through the use of consistent classroom management signals

- Clear management signals are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All of our staff must consistently follow the same signals.
- To get the children's attention: **3 claps and a raised hand**. The children should be expected to raise their hand and look at the speaker (*with magnet eyes!*).
- **No hands up** - for the most part children should be discouraged from putting their hands up. It is better practice for the teacher to select the children they want to answer or ask a question. This can be done through the use of lolly pop sticks with children's names on them or a fan with the children's names on them (this will enable grouping/colour coding the children so that questions can be differentiated).

3.8 Learning is enhanced through teachers and other adults having a full awareness of the progress of each pupil and groups of pupils in the class

- It is the responsibility of the class teacher to make sure that all individual pupils are making progress. Regular assessment for learning feeds into this.
- Assessments for reading, writing and mathematics are carried out on a termly basis and given to the headteacher. These are completed in December, March and June.
- In year 1 a baseline assessment is completed by mid-October.
- It is the teacher's responsibility to look at groups of pupils including boy/girl, FSM, Pupil Premium for LAC & Armed Forces, EAL and SEND.
- If teachers notice that a pupil or group of pupils are falling behind they should decide on appropriate intervention and intervene as soon as possible.

3.9 Learning is enhanced through the effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with the pupils on the carpet and tables during lesson time. They are not photocopying work, sharpening pencils or sticking work in books during lesson time!
- Teaching Assistants are used effectively to target intervention. This could be by supporting individual/groups of pupils or through overseeing the class whilst the teacher works with a specific focussed group.
- Planning is shared with teaching assistants in advance of lessons.
- Teaching assistants are clear about who they are supporting and why.
- They sit next to the pupil/pupils they are working with, quietly engaging pupils, explaining the task or using other resources, e.g. a number line, to facilitate learning.

- They are involved in assessing pupil's understanding, recording observations and feeding assessments to teachers.
- They mark in blue pen and initial the marking.

3.10 Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and well-being in our school. The better the school looks, the more it inspires the people inside it - a well-cared for classroom and school can make pupils feel that what they achieve and how they themselves are perceived is important.

In our school and Pre-School Nursery we aim to ensure that all classrooms, group learning areas and whole school areas, are spaces that everyone can use and learn and be proud of. We believe that classroom spaces should be bright, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. Learning can be supported through the effective use of classroom displays. Displays inside the classroom should predominantly support learning and teaching and should be continually changing and adapting. Different teachers have different views about how to organise their classrooms, and we respect that. However to ensure a sense of security and consistency across the school, the points below need to be taken on board in all classes and year groups (some of the displays may have an adapted format in the Early Years Setting).

- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn. Pupils are taught to respect equipment and resources.
- Basic equipment (pencils, crayons etc) is out on the tables at all times.
- Maths boxes are available for each group so that children can have a choice of equipment to support their learning when this is appropriate.
- Groupings e.g. maths, writing are on display in the class.
- Marking symbols relevant to the year group (see appendix 3).
- Rights and responsibilities display using the 'monkeys'.
- **DISPLAYS ARE A LEARNING RESOURCE** - they are not just a reflection of previous learning. All displays are labelled and updated regularly.
- A Reading Miles display should be in each year group from Reception onwards. They use the following themes:
 - Reception - places around Market Drayton
 - Year 1 - countries in the UK and capital cities
 - Year 2 - continents of the world



- Literacy working wall - this should adapt linked to the genre being covered in literacy. It should include a 'skeleton' display for non-fiction and a 'washing line' which can be used for 'Talk for Writing'. Appendix 1 shows a range of strategies that could be used to enhance the literacy learning environment for children.



- Upper and lowercase letters of alphabet on display. In Early Years and Reception RWInc letters should be on display. Smaller versions of the alphabet (upper and lower case) should be available for the children so that they can access them from their tables.

- Maths working wall - This should include RUCSAC for problem solving at all time. It should also adapt to cover the area of mathematics being taught for the block e.g. vocabulary, shapes, method being used.



- Science working wall - this could include a planning board (only for use in fair test), vocabulary, diagrams, stages in an investigation, key learning in theme.

- V COP working wall - In all classes this should be around the interactive whiteboard. Vocabulary - green, Connectives - blue, Openers - yellow, Punctuation - red. In year two, vocabulary should be split into adjectives, verbs, adverbs.



- Good to be Green behaviour chart. Should be on display in a prominent position. All children will start green on a daily basis. Privilege cards will reward good behaviour - not work/answers - it is the learning behaviours that should be rewarded! (see behaviour policy). Each class needs to give consideration to where their 'time out' space is and this should be shared with the children.



- Building Learning Power Display. This will adapt over time to look at a range of learning powers so that the children build a vocabulary to talk about their learning.
- All classes will write the full date (Monday May 2nd 2014) and the short date. This will be followed by a timetable for the day e.g.

- 8.50 Phonics
- 9.15 Literacy
- 10.15 RE
- 10.45 Break

- 11.00 Maths
- 12.00 Lunch
- 1.00 History
- 2.30 Assembly
- All classes will display WALT, WILF, TIB.

3.11 Target Setting

Years 1 and 2

- **Reading** - targets for reading will be in 'child speak' and based on the criterion scale. They will be placed in a child's reading record and will be stuck in the back of the book, working backwards.
- **Writing** - Targets for writing will be written on blue card which is folded in half with the targets written on for the child. These should be out on the table every time the child is writing, regardless of subject.
- **Mathematics** - All classes should display the whole class CLIC target for the week and regularly refer to it. As children become 'stuck' the CLIC target will be added to a red card and this will be their personalised target.

Reception

- For reading, writing and mathematics targets will start as class targets. These will then be broken down into group targets by the end of the first half term. As children are ready, they will be given their own individual targets which are related to the Development Matters Statements.

A Detailed Guide to our Lesson Structure

4.1 Phases

All lessons in our school should follow a basic structure made up of 4 parts.

- **Phase 1:** set the scene - hook the children in, place learning in a wider context - provide the 'big picture' (TIB), link to prior learning, review previous lesson, share learning intentions (this does not always have to come right at the start and may be better after you have provided a hook for the children).
- **Phase 2:** pupils receive new information; instruction/explanation.
- **Phase 3:** pupils make sense of information; processing; understanding
- **Phase 4:** Plenary - review information, apply to a new situation, plan next steps.

Interpretation of the phases will be different in different situations. Age, ability, timing of the lesson, subject, focus for the lesson will all have a significant impact.

Teachers may well scroll through the phases more than once during the lesson. For example, after a short piece of explanation, pupils may be engaged in a short activity to make sense of the new learning. This may be followed by another period of explanation and an appropriate exercise. For example, in science, children may be taught how to think about the things they are going to change, and then they will go away and apply this. They can then come back and review their ideas. They then may be taught how to think about making the test fair; they then go away and think of one/ three things they will need to do to keep their test fair; they can then come back and share their ideas. Thus the children will have mini plenaries throughout the lesson.

The phases are not always sequential. The Plenary, for example, is not always confined to the end of the lesson. Good teachers weave review through the entire lesson and know that success criteria are only successful if they are repeated and referred to throughout the lesson.

Teaching and learning are not the same thing. Encountering information is not the same as understanding it. While the stages are linked, they are separate processes. This must be reflected in the lesson.

4.2 Phase 1 - Overview

Although this is of relatively short duration it includes a number of key features. The emphasis is on:

Creating an appropriate working atmosphere

Pupils will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:

- Creating a classroom environment that is stimulating, reassuring and organised.
- Being fully prepared for lessons. When HLTAs are covering the class all work and preparation should be left for them by the teacher.
- Ensuring resources are prepared and on tables in advance of lessons.
- Other adults to sensitively engage with a pupil who is not 'ready to learn'.
- Greeting pupils with a smile!

Setting the scene - hooking the children in

The purpose of a "hook" is to help students frame their thinking and focus on the concept at hand. Appendix 2 gives a greater list of 'hooks'.

- **Show & Tell:** Use a prop from a story students are about to read. Use a plant, leaf, water, etc. in science; an abacus in math; a prop in history.
- **Prop.** An example could be a jacket like the main character in the story might have worn. Or a globe and flashlight to show the earth's rotation.
- **Media.** A picture, or a piece of music, or brief video can enrich your hook when it supports your objective.

Linking the lesson to prior learning

Linking the lesson to prior knowledge, e.g. reviewing previous lesson:

- Think about the three most important things you learnt in the last lesson - now tell your partner.
- Turn to your talk partner and talk about what you learnt in the last lesson, then you need to both be ready to tell me.
- Today's lesson is about 2D shapes. Jot down on your whiteboards what you already know. You can work with your talk partner.

Providing an overview

The brain is more likely to absorb details when it can place them in a wider context. This is often referred to as 'providing the big picture first'. This is the TIB part of the lesson. For example, if you were in the armed forces and you were out on a mission, how would you know where to go - this will give an exciting start to the children and a reason for learning about co-ordinates.

Sharing learning intentions (WALT) with the pupils

Students must know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning intentions to be shared effectively, teachers must:

- Move away from saying 'Today we are doing...' and instead say 'By the end of today's lesson you will all know/be able to/understand...'
- Make learning intentions specific e.g. Be able to draw a bar chart/you will all know how to retell a story. Remove them from the context e.g. be able to put objects in order from the oldest to the newest - NOT be able to put toys in order from the oldest to the newest.
- Use child friendly language - there is little point in sharing learning intentions if pupils don't understand what is meant.
- Refer to them at the start of the lesson (although it may not be the first thing you do, e.g. you may read the story to the children to get them hooked in, rather than starting with 'By the end of today's lesson you will be able to retell a story.') and during the lesson.
- Ask the children throughout the lesson what they are learning so that they can get used to saying this back to you and are aware of what they are learning.

Triggering the Brain

The brain will tend to notice things if it has been primed to look for them. Beginning the lesson by saying:

'Today when I am reading I want you to listen for some really powerful adjective that you can use in your writing later on.'

OR

'Tonight for homework, I am going to ask you to practice telling a story. You will find out what that story is in today's lesson.'

OR

'When we are counting in 10s/5s/2s on the hundred square, I want you to look carefully at the numbers and tell me if you notice anything about them.'

4.3 Phase 2: Pupils receive new information; instruction/explanation.

The emphasis in this phase is on:

- providing students with new information or skills.

This is the teaching phase. Although we want all pupils to understand the information as they encounter it, the emphasis on phase 2 is on providing the new information. New information is delivered in many ways:

- Explanation
- Audio-visual aids e.g. video clips
- Diagrams, pictures etc
- ICT - internet, Espresso
- Demonstration
- Modelling
- Books

The quality of the input during this phase will have a big bearing on the extent to which pupils understand information. While high-quality explanation does not guarantee understanding, it does make it significantly more likely.

We use a number of techniques across the school and Early Years Setting to ensure that the quality of input in phase 2 is kept high.

Periods of explanation are short

Pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of chronological age. Periods of explanation are therefore kept short and punctuated by regular breaks or activities. In general terms significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty-minute session.

More than one 'beginning' is created

Pupils tend to remember more from the beginning of an experience. When explanation is chunked into 10 minute slots, a number of 'beginnings' are created in a lesson. Make the new start obvious. Use phrases such as 'Now we are moving on to...' or 'The next activity we are going to be doing is...' or 'I want you to move back to the carpet for the next part of the lesson.'

The input phase needs to be punctuated with questions

Although phase two is principally about explanation and delivering new information, it should be punctuated by regular questioning.

Asking regular closed questions during the input will keep the pupils alert and provide instant feedback as to whether they have heard correctly and have understood - although at a shallow level. Asking too many open questions during the explanation can easily take a lesson off on inappropriate tangents. It also allows an individual to take the lesson off in a direction that causes other students to lose their train of thought.

Ask open questions before and/or after an input. Posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level, during the input. Asking an open question at the end of an input takes the learning into phase three and is designed to develop and assess deeper understanding.

The input phase is punctuated by activity (model whatever you want the children to do). Punctuate the input of new information (phase 2) with activities designed to help pupils make sense of it (phase 3). This kind of integrated, alternating pattern of phase 2, phase 3, phase 2, phase 3, can often be more effective than a longer period of explanation.

For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on a mini whiteboard before continuing with further instruction.

New information is presented in several different ways (VAK)

The fact that people prefer to receive information in different ways demands that information is transmitted in more than one way during phase 2. A verbal explanation may well be clear, concise and of high quality. However, two thirds of the class may be working outside their preferred style or have English as an additional language and struggle to grasp what is being said.

VISUAL
SEE IT.



AUDITORY
HEAR IT. SAY IT.



KINESTHETIC
DO IT.



We aim to make learning multi-sensory so that pupils have opportunities to learn by hearing, seeing and doing.

4.4 Phase 3 - processing the information

The emphasis in phase 3 is on:

- Developing understanding - clear learning outcomes
- Demonstrating understanding - clear learning activities
- Assessing the understanding - knowing how the children have moved on in their learning

THIS IS THE KEY PHASE

The extent that pupils will understand information depends on three factors:



Regardless of when staff members choose to reflect upon their teaching experience, the following questions can be considered:

- (1) Do the learning outcomes flow from the previous session and do they progress students' knowledge, understanding and skills?
- (2) Do the planned and enacted learning activities move students' learning towards the intended outcomes?
- (3) Do the planned and enacted assessment activities allow students to demonstrate the knowledge, understanding and skills highlighted in the learning outcomes?

Quality of interactions

It is adults who help children make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions or statements for the children to respond to.
- Providing wait time - pupils need to think through their answers before replying.
- Providing thinking time by giving an advanced warning, e.g., 'In two minutes I am going to ask you...'

- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond e.g. 'We think that...'
- Ensuring that pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as 'What made you think that?'
- Asking pupils to identify three possible answers and then select the best one (so that they do not always select the first answer that pops into their head).
- Scaffolding thinking and answering, e.g. 'In a minute I am going to ask you x, but before you do I would like you to think about/talk about y.'



Collaboration - Talking and Interaction

"We Learn . . .

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss

80% of what we experience

95% of what we teach others."

William Glasser

At our school we believe that talking and interaction are central to learning. All lessons include planned and unplanned opportunities to discuss questions, extend thinking and for the children to work collaboratively. Collaboration is one of the 'learning powers' that the children develop and we recognise that children need to be taught the skills of effective collaboration. We use a range of collaborative learning strategies which include:



I can think about how I talk to other people.

I can manage my feelings when working with a partner or as a group.

I can respect what others say and think.

I can share resources with others.

I'm a great collaborator

I know that it is ok for people to have different ideas to mine.

I can actively listen to the ideas of others.

I can work well with a partner or in a group.

I can carry out the role I have been given in a group.

I can willingly share information and ideas with my partner or in a group.

4.5 Phase 4 - Review or Plenary

The emphasis in this phase is on:

- Reviewing what has been learned
- Reflecting on how and why it has been learned

Review is a key to memory and certainly not confined to the end of the lesson. Good teachers weave review throughout the entire lesson and are constantly referring students back to the success criteria (WILF) of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

Key features for Phase 4 are:

Pupils are actively involved

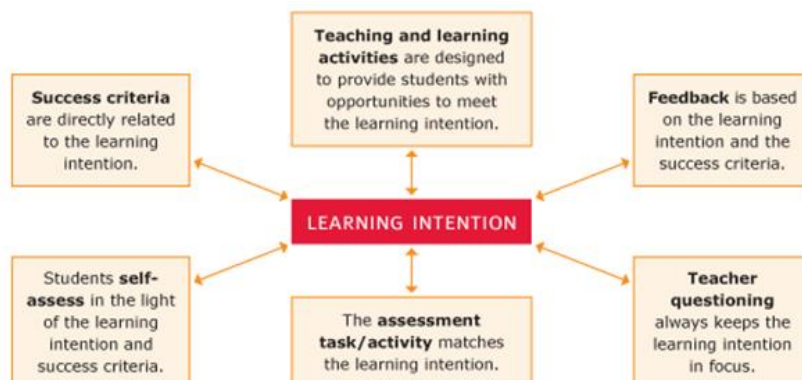
When teachers summarise what has been learned, the effect on pupils' memories is relatively insignificant. However, when pupils themselves identify what they have learned as the lesson draws to a close, their memories will be given a significant boost.

ALWAYS REFER BACK TO WALT AND WILF.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning? (links to BLP)
- What did you do today that you found least helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same thing tomorrow, what would it be?



5 Marking and Feedback

'Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement.' Shirley Clarke.

The following guidelines have been drawn up between all Market Drayton Town Schools:

5.1 **Aims:** To promote consistent standards of marking and common methods from one teacher to another and across phases.

5.2 We mark children's work:

- To assess and monitor children's progress.
- To encourage pupils to reach their potential - providing challenge.
- To provide feedback - this could be verbal or written.
- As instruction - towards improvement.
- To acknowledge and value pupil's effort.
- To celebrate children's work.
- To open up a dialogue as a basis for discussion.
- To acknowledge and reinforce purpose of the activity.
- To identify possible teaching points.
- To plan for future work.
- To help children begin to reflect upon their own work.

5.3 We will:

- Give children time to respond to marking/feedback and or targets as appropriate to the age of the child on a regular basis e.g. children to improve work/initial when read.
- Wherever possible make positive comments and compliment children on aspects of their work which reflect their expected level of achievement, however comments which are merely congratulatory should be avoided e.g. 'Well done!'.
- Encourage children to evaluate their own work or that of a peer against success criteria and to comment upon it. Children could put a smiley face next to the WALT/WILF sticker OR mark their own work with coloured pencil, for example, circle the capital letters at the start of the sentence in one colour, full stops in another colour.
- Use appropriate verbal and written comments, linked to Learning Objectives
- Display success criteria (WALT/WILF) for the children.

- Reflect the Learning Objective for the lesson in our marking. (linked to WALT and WILF)
- Strike a balance between effort and improvement in our marking of children's work.
- Review our marking policy every three years.

5.4 General

- Dating Work: Short date on all work/Long date in literacy. This will be put on by the teacher for the youngest children and children will be encouraged to write the date themselves when they are ready to do so. It is the teacher's responsibility to make sure that the work is dated.
- The class teacher will mark in GREEN pen.
- Cover supervisors/Supply teachers/TAs will mark in BLUE pen and put their initials.
- Handwriting used for marking should be appropriate to the level the majority of the children in the year group will be working at and legible, fitting in with the handwriting policy.
- The teacher focus group does not need to be marked in detail, as most of the feedback will be during the lesson. See symbols below.
- Groups that have worked independently should be marked in more detail against the success criteria (WILF).
- Symbols used (e.g. for full stops, capital letters) can be put on stickers with a tick by each symbol if they have been used. A circle can be placed around for 'next steps'. They should also be displayed on the wall or tables to aid children when working.
- Marking should be against WILF (What I'm Looking For)/success criteria. If it is appropriate the child can mark their own work against WILF/success criteria and the teacher can put a tick if they agree.
- When appropriate, children will initial the comments from adults to show that they have read them.

The symbols attached in the **appendix 3** are differentiated, although the first sheet contains the majority of the symbols that are used from reception onwards.

Literacy Learning Environment

Taken from:

[http://www.lancsngfl.ac.uk/nationalstrategy/literacy/download/file/TheLearningEnvironment\(Booklet\).pdf](http://www.lancsngfl.ac.uk/nationalstrategy/literacy/download/file/TheLearningEnvironment(Booklet).pdf)

Pre-School Nursery and Reception

Text Level

- Opportunities for children to write/read in the role play area - include writing frames appropriate to the theme
- Book corner where children can read quietly
- Opportunity for children to 'read' the text shared by the whole class in the book corner
- Provide 'pointers' for the children to use when they are in the book corner
- Book of the week, with a voting box for children to respond using a smiley/sad face card
- Writing table - lots of resources, e.g. pens, pencils, felt pens, crayons, coloured paper, envelopes, etc.
- Books with finger puppets
- Story boxes - decorated shoe box containing small world play resources on a theme e.g. Bob the Builder, the pet shop, dinosaurs, characters from a story
- instructions for how to carry out tasks around the classroom, with pictures/photographs and captions
- Listening area
- Displays using well known phrases from books
- Nursery rhymes displayed
- Arrows to show that reading and writing goes from left to right
- Lists for the children to sign and tick, e.g. I have been on the computer

Sentence Level

- Label/caption some resources with a full sentence, e.g. The Lego is in here.
- Simple captions on displays making use of high frequency words
- Write a 'daily question' for the children to respond to, on a board close to where they come in
- Sentence makers
- Sentence starters, e.g. I am, I can, I like, I went...

Word Level

- Alphabet washing line
- Letters on laminated cards, big enough to follow with a finger
- Tactile letters - playdough, magnetic, sand

- High Frequency Word Tree - words on card and laminated, stuck to the tree with Velcro so that the children can remove them and use them as required.
- Labels on all resources, accompany with pictures (old YPO/HOPE etc. catalogues are an excellent place to find pictures of your resources)
- Children's names on laminated card - use for self registration
- Matching children's names to photographs
- Display the days of the week and the months of the year - provide opportunities for children to order the words
- Picture dictionaries
- Letter/word games and puzzles
- Upper and lower case letter matching
- Onset-rhyme lists - interactive displays where the children can change the initial sound

Year 1

Text Level

- Specific prompts to support current literacy focus, e.g. examples of captions and labels, simple checklist reminders of key features of a sentence.
- Prompts to support the process of writing, e.g.
 - Talk to a friend before you write your sentence
 - Good writers in year 1 always think before they write
 - How to be a good talk partner.
- Displays which encourage children to engage, e.g. adding words to sentences, putting in full stops using blu-tack, labelling parts of a text - title, cover page, blurb etc.
- A collection of super story starters/ key features of story language taken from texts read e.g. 'There once lived a wicked Troll...'
- Have a WOW board to display children's writing.
- A list of I will statements for writing, e.g.
 - I will always try to use some words that I have never used before.
- A list of Wow words collected from texts read.
- Pictures of characters from stories read with characteristics described around them.
- Collect endings of stories for display, e.g....and they all lived happily ever after.
- Develop a 'story wall', display children's pictures of a story in sequence and add captions/sentences to tell the story.
- A collection of outlines of story plots, e.g. captions, pictures, arrows etc to record main incidents in order.
- Collect simple questions to use as part of an interactive display, e.g. Where is Little Red Riding Hood? How many? Etc.

- A collection of favourite poems in a class anthology.
- A list of poetic sentences...
- A writing frame for a recount - First, next, after, when etc.
- Class book about, e.g. Our Day at the Zoo....

Sentence Level

- A list of SUPER Sentences.
- Interactive displays where children can change words around in sentences or add to sentences.
- Reminders to use capital letters and full stops.
- Question board - Is this a sentence or a caption? Children can add stick on question marks.
- Sentences with words covered so that children can predict what the word might be, let them select from a group of words which would fit.
- When to use a capital letter display.

Word Level

- A word wall with removable high-frequency words for children to access independently.
- A word display highlighting key words from literacy lessons.
- Spelling/phonic prompts, such as table-top laminated alphabet strips, washing line alphabets, families of spellings, class dictionaries, topic word collections, phoneme frames.
- Reminders of the process of spelling - What do we do when we get stuck? How can we find out? Who else can help us?
- Try it papers/white boards on tables for children to use.
- Magnetic letters to try words out.
- Alphabet display situated where children can see it during shared word work.
- A how to form your letters display.
- Consonant clusters to add to parts of words displayed on the wall, e.g. ___ip (sl, bl, tr etc).
- A list of words and their plurals - this could be interactive.
- Past and present tense sentences.
- Vowel/consonant wall display for children to refer to.

Year 2

Text level

- Examples of story starters - space for children to add their favourites.
- Exciting ideas for interesting endings.

- Appropriate connectives to use to make writing more effective - connectives for time.
- Writing frames linked to types of writing used in literacy and other curricular areas.
- Prompts for using working/listening partners.
- Use boxes which can be turned with a prompt on each side e.g. SAY - WRITE - READ.
- Large 3D pencil - each side has a different suggestion for the audience of a piece of writing.
- Story wheels with suggestions for the different element of a story.
- Character profiles.

Sentence level

- Support writing speech - highlight speech in different colours to other parts of the text - link with speech bubbles to reinforce.
- What makes a good sentence? - examples.
- How many time words can you use in your story? Have you triedfirst, after, later, the next day, eventually.
- Punctuation pointers.

Word level

- High frequency words - displayed or laminated examples on tables.
- Months/days/cross curricular vocabulary.
- Suggestions of what to do if you get stuck spelling a word.
- Same sound/different spelling display.
- Interactive phonics work.
- Lists of synonyms.
- Spelling strategies -suggestions and examples for self help.
- Juicy words to describe character.

Lesson Hooks

Adapted from: lms.marshall.k12tn.net/evaluation%20stuff/Lesson%20Hooks.doc

Lesson Hooks—

The purpose of a "hook" is to help students frame their thinking and focus on the concept at hand. Some are obviously better for some subjects than others, and some may be redundant, but I hope this saves you a little time.

- **Show & Tell:** Use a prop from a story students are about to read. Use a plant, leaf, water, etc. in science; an abacus in math; a prop in history.
- **Story.** Tell a quick and engaging story that goes directly to the material. An example would be the introduction of a long division problem with a story about kids staying at home without their parents. The long division sign would be the house, and the kids would huddle at the door as numbers knock from the position of the divisor. The important moment (whether to open the door) turns on the rules of divisibility.
- **Prop.** An example could be a jacket like the main character in the story might have worn. Or a globe and flashlight to show the earth's rotation.
- **Media.** A picture, or a piece of music, or brief video from Brainpop (username: MarshallTN; pw: Brainpop) can enrich your hook when it supports your objective.
- **Status.** Describe something great: Use great work by a student, or give reasons a famous author is highly regarded. Have students close their eyes as you describe a scene or event from history; read a passage with descriptive adjectives, adverbs; a description of a planet, etc.
- **Challenge.** Offer students a very challenging task and let them try to solve it. An example would be when a teacher asked students what a complete sentence was. The teacher gave the students five words to use for making a complete sentence. The students couldn't make a sentence. So, the teacher asked the class what was missing? The answer was a missing subject. This surprise of the unsolvable riddle hooked the students for the remaining hour of the class.
- **Place objects in a brown bag.** Have students reach in and make observations about the contents of the bag (similarities, differences). This can also be used for students to pull out a strip of paper that gives them or their group a task to complete.
- **Survey:** Survey your students by asking questions and having them step to a side or corner of the room that represents their response.
- **Prediction:** Present a scenario and have students make a prediction (great for probability, statistics and data analysis).
- **Stumped:** Create a scenario where someone is stumped and the students must figure out a solution independently or in groups.

- **Song:** Play a song as the students enter the room. Leave it on during the warm-up. Ask students how the song might be related to a given concept. Let them share their ideas before you explain your purpose for doing it.
- **Experiment:** Conduct an experiment that illustrates a concept. For example, use water to fill 3D containers to illustrate volume or help students make a recipe using benchmark measurements.
- **Vocabulary connections:** Give students a group of words related to the lesson...have them guess the topic or find the word that doesn't fit in the group.
- **News:** Bring in a newspaper article or online news clip that addresses an area of interest or importance to your students.
- **Dress-Up:** Give students roles and have them act out a scene. Or, you can come in dressed for a given role.

- **Ask a Question**

Description: In order to get your students engaged in an upcoming lesson, ask them a question that will interest them and activate prior knowledge.

Example: Ask students to recall their favorite movie or favorite story from earlier in the year. Ask students to recall who the story is mostly about and use this as an opening to introduce main character.

- **Tell a story**

Description: In order to highlight a concept, a teacher can choose to tell a story that is closely related to the concept.

Example: For instance, in order to demonstrate the skill of sequencing, a teacher can give a humorous example of her day out of order, and ask students to reorder the story in the correct order.

- **Use a visual**

Description: Teachers can use visual aides to encourage students to better connect to new concepts.

Example: A teacher could tell students that they have thirty seconds to remember everything they can about a painting. After the thirty seconds, the teacher will remove the painting and ask students to recall all they can about the painting. The teacher will solicit ideas and use this to introduce distinguishing between main idea and supporting details.

- **Brain-storm**

Description: Your students possess a great deal of contextual knowledge around a variety of topics and issues related to classroom content. Tapping into this prior to teaching a new concept may be an effective method for setting the stage for new learning.

Example: Prior to introducing a science lesson on recycling, ask students to brainstorm a list of what happens to things that they don't recycle.

- **Present a challenge/riddle**

Description: Prior to introducing a new concept, give students a challenge or problem to solve. Using inquiry can engage students and motivate them to learn.

Example: Prior to teaching multiplication give students a real-life example that would be time-consuming to solve using repeated addition.

MARKING POLICY - Symbols to put on work to show the level of support:

- Ⓘ Children have worked INDEPENDENTLY (against learning objective/success criteria)
- Ⓓ TEACHER FOCUS GROUP. This work **does not** need in-depth marking as most of the feedback will have happened during the lesson.
- Ⓙ Teaching Assistant focus group
- Ⓥ Verbal feedback given
- Next Steps (to be given from teachers and teaching assistants)
- Ⓒ Child-initiated (Reception)

Maths

- (in red) = Correction that you want the children to do

If an answer is incorrect put the right answer or a dot for children to make corrections. Avoid excessive use of crosses as these are negative, a maximum of 3 in a row should make you aware that the child has had some difficulty with the learning objective.

These symbols tell me I have used or need to add...



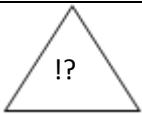
Finger Space



Capital Letter



Correct spelling or a word I am unsure how to spell



Punctuation (Punctuation needing checking can be put in triangle)



Connectives



Powerful vocabulary (Adjective, powerful verb/adverb/simile)



Power opener (, ing, ly words)



New paragraph



Good use of success criteria e.g. adjective



Very good use of success criteria e.g. adjective



Time connective




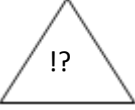










Does it make sense?



Something is missing

RED pen means go back and improve my work.

These symbols tell me I have used or need to add...

	Correct spelling or a word I am unsure how to spell
	Punctuation (Punctuation needing checking can be put in triangle)
	Connectives
	Powerful vocabulary (Adjective, powerful verb/adverb/simile)
	Power opener ( , ing, ly words)
	New paragraph
	Good use of success criteria e.g. adjective
	Very good use of success criteria e.g. adjective
	Time connective
	Does it make sense?
	Something is missing

RED pen means go back and improve my work.

These symbols tell me I have used or need to add...



Finger Space



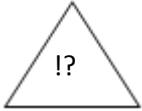
Capital Letter



Sound out words



Correct spelling or a word I am unsure how to spell



Punctuation (Punctuation needing checking can be put in triangle)



Connectives



Powerful vocabulary (Adjective, powerful verb/adverb/simile)



Power opener ( , ing, ly words)



Time connective



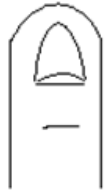
Does it make sense?



Something is missing

RED pen means go back and improve my work.

These symbols tell me I have used
or need to add...



Finger Space



Capital Letter



Sound out words



Full stop



Wow word

- Powerful vocabulary



Time connective



Something is missing

RED pen means go back and improve my work.