

Woodlands Essentials

A Guide to Teaching and Learning at
Woodlands Primary School

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Strong relationships

The relationship between children and adults is key to learning. As we expect the highest standards of behaviour, it is crucial that positive relationships are built up between staff and pupils. Opportunities should be sought to talk to pupils outside of lessons, for example in the lunch hall or on the playground.

Adults setting high expectations

We expect every adult to:

- Meet and greet at the door
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Establish their expectations clearly and insist on them being followed
- Use a visible recognition mechanism throughout every day
- Be calm and give 'take up time' (time for the child to implement the change in behaviour)
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

Personal development

We want our pupils to grow into responsible, respectful and active people who are able to play their part and become involved in public life as adults. We also aim to help develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. Every interaction we have with pupils helps them on this journey, but there are a number of deliberately planned strategies, which are central to Personal Development, including (amongst others) the integration of our curriculum's two big ideas (Culture and Diversity), our Jigsaw PHSE programme and the dissemination of our core values in assemblies.

Clear and consistent consequences

Staff at Woodlands praise the behaviour we want to see. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary to follow additional steps when dealing with poor conduct. All learners are given take up time in-between steps. If behaviour warrants a consequence, then these must be reasonable and proportionate.

Behaviour and Relationships for Learning

We have the highest expectations of pupils' behaviour at Woodlands both inside and outside the classroom. We expect pupils to be courteous to each other, staff and visitors. Staff model these expectations at all times.

Relentless routines

At Woodlands we have a clear behaviour blueprint which should be displayed in all classrooms and embedded in class learning and behaviour. Staff must ensure that all children are aware and understand these rules and routines and that they are referred to consistently. Our relentless routines are Wonderful Walking, Legendary Lining-Up, Heroic Hands-Up and Terrific Transitions. Rehearsal and practice of these routines is crucial. Pupils should be encouraged to greet staff when walking around the school and to hold doors open. Routines such as lining up after break and lunchtimes must be consistently adhered to by all staff. Both in the classroom and outside, only silent signals are used (hands up) to signal quiet. This should happen straight away. Children are expected to move around the school with thoughtfulness to others.

Recognition and Rewards

At Woodlands, we value and reward students who exceed our expectations. We understand the importance of praise in creating a positive classroom environment and fostering relationships, especially with hard-to-reach learners. Personalised words of praise are just as impactful as public rewards. We recognise pupils who demonstrate our core values, upholding school rules and displaying positive attitudes. We encourage pupils to take initiative by actively participating in positive behaviours. Examples include picking up litter instead of walking past it and actively engaging in class discussions. At Woodlands, we acknowledge good behaviour, effort and conduct through a variety of means, including house points, Endeavour Awards, Positive Postcards and Ambassador letters.

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Subject Knowledge

We recognise that all good teaching is underpinned by excellent subject knowledge - by both teachers and teaching assistants. Only by fully understanding the curriculum can appropriate plans be formulated and tasks designed. Staff take time to ensure that their own skills are up-to-date and any gaps in knowledge filled.

Planning

Planning is about meeting the needs of pupils in a class. Year groups should have consistent, up-to-date, exciting and challenging schemes of work for each subject. Although we have the benefit of collaborative planning, the most important preparation before teaching is based on a teacher's knowledge of their class and we expect planning to be tailored and adapted for the class. When sharing planning across teams, teachers should ensure that colleagues have initial drafts in a timely manner to allow for personalisation. Teachers create sequences of learning for all subjects based on the Primary National Curriculum. Sequences should demonstrate continuity and progression and will offer opportunities for consolidation from previous teaching and build in retrieval activities. Teachers will routinely identify key vocabulary to be taught and anticipated misconceptions.

Key elements of all lessons

Whilst lessons will differ in structure, the following should be part of every lesson at Woodlands:

- review and practice of previously learned content / knowledge
- clear and explicit explanations of concepts, procedures and expectations
- complex ideas broken down into smaller, manageable steps
- live modelling
- effective questioning techniques to promote critical thinking
- use of examples and non-examples to enhance understanding
- guided practice opportunities to reinforce new learning, gradually releasing responsibility, allowing pupils to practice independently as they gain confidence and proficiency
- opportunities for active participation e.g. through discussions, problem-solving tasks, hands-on experiments and collaborative work
- timely feedback and formative assessment to check for understanding
- review and summary of key concepts covered, emphasising main takeaways

Resources

Resources should be relevant, up-to-date, accessible and support inclusivity. They should be organised before the start of the lesson and be distributed (or be ready to be) to make best use of lesson time. Worksheets used to support learning should be created / chosen carefully, so that independence is encouraged (use generic published worksheets e.g. Twinkl with caution). Other resources (particularly manipulatives in mathematics and vocabulary banks) should be readily accessible - pupils should be encouraged to access these independently.

Teaching for Effective Learning

At Woodlands we strive to ensure that all pupils make excellent progress in all areas. We understand and ensure that underpinning this is a rigorous, creative and wide-reaching curriculum which also supports the development of social skills, spiritual and moral purpose and good emotional health.

Live Modelling

The importance of live modelling lies in its ability to make abstract concepts concrete, model expert thinking and provide a clear roadmap for pupil success. It helps pupils develop a deeper understanding of tasks, strategies and processes while fostering independence and metacognition. By witnessing the thinking and actions of their teacher, pupils gain valuable insights into effective approaches and become more adept at applying them to their own learning.

WalkThrus Core 10

At Woodlands, we have implemented the Core 10 WalkThrus, as well as an additional cluster of 4 high impact strategies that focus on developing teaching and learning outcomes. The Core 10 are what we consider to be the most high-impact strategies. All teachers have received training on these and we regularly revisit them together.

1. Positive Relationships
2. Establish Expectations
3. Signal, Pause, Insist
4. Rehearse Routines
5. Sequence concepts in small steps
6. Live Modelling
7. Scaffolding
8. Cold Calling
9. Think, Pair, Share
10. Check for Understanding
11. Say it again better
12. Quizzing
13. Weekly & Monthly Review
14. Guided Practice

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Special Educational Needs and Disabilities

All staff ensure that they have a detailed awareness of additional educational or social and emotional needs of their pupils. Class teachers are responsible for targeting support effectively - in partnership with support staff, year leads and the Inclusion Manager. Provision Plans, Pastoral/Behaviour Plans and Individual Plans should be in place where needed.

Non-negotiables

The following resources and strategies should be readily available in all classrooms:

- Individual calm zone
- Zones of Regulation: whole class / individual
- Privacy board
- Ear defenders
- Maths: number lines / squares
- Wobble cushion / seat wedge
- Dyslexia visuals relative to age & stage on desks
- Visual class timetable
- Now, next & then board
- Individual visuals e.g. good sitting, listening
- Displays at pupil eye level
- Colourful Semantics
- Topic/ Key word maps
- Clicker 8
- Sensory Box
- Movement breaks
- TEACCH Approach
- Sand timer
- Buff paper / non-white IWB background
- Fine motor skills box

Role of support staff

Support staff are a valuable resource and should be supporting learning at all times during lessons. Administrative tasks should not take priority. From Reception onwards, we recognise the importance of high quality adult interactions as this sets the foundations for developing all areas of learning. Research shows that support staff are effective when children are allowed to develop independence. It is key that intervention in pupil learning does not happen too quickly and that all pupils should be gathering equipment, turning pages and starting activities by themselves. Intervention should only take place when a pupil has tried an activity for themselves. Support staff can be deployed to support a range of children in the class not only the children with identified SEND. Support staff must understand the learning in the lesson and their role in supporting it *before the lesson* so that their focus is on the pupils not the teacher.

Disadvantaged pupils

Our goal is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. We develop a culture of high expectations at Woodlands where all staff think deeply about the support of disadvantaged pupils. They strive to identify need at the earliest possible time and provide challenge in the work they set. We truly believe that supporting disadvantaged pupils is built upon a strong partnership between family and school. We involve parents in regular discussions about their child's learning and progress.

Teaching for Inclusive Learning

We have a moral duty to provide equality of opportunity to all, to promote inclusivity and accessibility, so that the knowledge and skills we prioritise in our curriculum, reaches and shapes *all* our pupils.

Positive language and feedback

Positive language and feedback are vital for creating a supportive learning environment. By using inclusive language, teachers affirm pupils' identities and contributions, fostering a sense of belonging. Constructive feedback focuses on growth and effort, rather than just errors, promoting a growth mindset and self-efficacy. It highlights specific strengths and areas for improvement, providing actionable steps for pupils to enhance their learning. Consistent and genuine implementation of positive language and feedback, along with targeted praise, reinforces desired behaviours, motivates students and builds self-confidence.

Scaffolded learning

We provide appropriate levels of support to help pupils progress from their current level of understanding. We use scaffolding techniques such as modelling, guided practice, graphic organisers and mnemonics to facilitate learning and build confidence.

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Day-to-day formative assessment

Day-to-day formative assessment refers to the ongoing and continuous process of gathering information about pupils' learning, understanding and understanding on a regular basis. Checking for understanding in this way is the most crucial type of assessment, as it informs the next steps in teaching and learning. It allows teachers to understand pupil performance and learning on an ongoing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

In-school summative assessment

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify gaps in learning for pupils and also to track progress over time. This will then be used to support teachers in planning for future teaching and learning to maximise progress.

National statutory assessment

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided.

Learning Intentions and Key Questions

Teachers and support staff should be very clear about the intended learning in each lesson. In English and Maths, we use learning intentions and in all other subjects we use Key Questions. Children need to be clear and able to articulate what they are learning in each lesson. This is recorded in their book.

Success Criteria

We use success criteria to refer to what the children need to remember in order to be successful in the learning in the lesson. They are often written with the children and/or form part of a learning wall/washing line. In order to be successful learners, children will often need to be able to repeat the learning **without** success criteria – they will need to have internalised them e.g. long –division.

Assessment for Learning

Effective assessment provides information to improve teaching and learning. Assessment for learning is an ongoing process where we use various methods to gather information about pupils' understanding and progress.

Self and Peer Assessment

Right from YR, we should encourage the children assess their own and others' learning. This will build resilience and encourage a growth mindset. By the time pupils leave the school in Y6 they should be confident in using self and peer assessment for all learning. Pupils use purple pens for editing and correcting their work.

Questioning

We plan questioning carefully using a variety of open questions to challenge thinking and deepen understanding. We also use strategies such as giving a range of answers, asking children to agree or disagree with a statement, showing opposites (why is this meal healthy?) and giving the answer. We understand the importance of giving processing time and talk partners.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback is information given to the learner about their performance relative to learning goals or outcomes. It should always aim to improve the pupils' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. At Woodlands, our teachers provide pupils with feedback guided by the principles below.

- Based upon robust assessment
- Based upon strong subject knowledge:
- As close to the learning time as is practical:
- Clearly understood by the pupil:
- Motivates the pupil to improve:
- Praise and reward is used judiciously:
- Makes the pupil think and then leads to an action:
- Improves the learner (not just that piece of work):
- Reduced over time with more responsibility given to the pupils:
- Books are always read and checked
- Planning ahead whilst looking at books
- Whole class feedback the next day / lesson
- Utilise examples of pupil learning

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Exercise books

We have a consistent approach to presentation in books (examples follow). For children who find writing difficult, sticky labels can be used for Learning Intentions or Key Questions. The start of topics in science and the foundation subjects should be demarcated by a title page displaying the unit's Big Question.

Marking

We have clear feedback guidelines in our Assessment policy, which should be followed by all adults working with children in whatever subject and in whatever capacity. The ethos behind the policy is that all learning should be looked at, misconceptions corrected as quickly as possible and next steps for learning identified. Marking should be carried out to impact learning. All staff must be familiar with this policy.

Folders and Computing

Ongoing and completed electronic files must be kept for each unit of work and each child. All the work should be saved to the children's 'Documents' folder with a title and date. Group projects should be saved in each child's folder. This will ensure that pupils have a portfolio of high quality learning by the end of Y6. The same pride should be evident in this learning as in exercise books for other subjects. The only exception to this process will be for E-safety where learning is often completed on paper. Any work of this kind must be completed in or stuck into PSHE books with a date and learning intention.

Recording Learning

At Woodlands, we take pride in all that we do and pupils are encouraged to record carefully - whether in books, folders, online or in sketchbooks. All staff ensure that they are modelling good, cursive handwriting on boards and in books.

Handwriting and writing implements

Pupils will learn to print in Reception and Year 1. From Year 2, cursive handwriting will be taught and used in all subjects. Letter formation and pencil grip will be taught rigorously in YR and Y1. Children should be encouraged to use a pen as soon as they are using a cursive script in Y2. Spare pencils and pens should be readily available and pencils should be sharpened daily. We believe that good equipment and legible, neat handwriting helps to instil pride in learning.

Sketch Books (Art)

At Woodlands, sketchbooks are an opportunity for children to express their creativity, explore techniques and develop their skills. Children are encouraged to make their sketchbooks individual to show their own journey. Teachers should model creative freedom in their presentation and use of the sketchbook, such as by using their own. Each topic is divided by a title page with key vocabulary and inspiring artists. Children should write the short date in the top left corner at the start of a lesson in pencil.

General reminders

All books and folders are labelled using the Woodlands master. Children will have new books throughout the year and these should be labelled in the same way. Books that go home are covered in protective plastic. English and Maths books have a protective cover. We do not allow children to draw on the covers to their books – or inside these covers. Sometimes excellent work is published for a display; there should also be a copy kept in the pupil's exercise book.


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Key Stage 1 English book

12.9.17
To relate a story to my own experiences.

JG F1:7 (S)
△




I can count up to six hundred. I can draw everything. I can do science. I can play everything. I can build everything.

Six hundred! Wow!

sp everything everything everything

W/C 2nd October

To describe someone's appearance.



Some great ideas.

He is a joyful man because he might be giving slaves got live slave got live!

Mr Happy looks likes an old man because he has a white mustash and grey hair.

He looks very old because he's sort of bold.

He looks scruffy and dirty. he is hopping around on one leg.

His nose is pointy it looks like he's got a betanot.

thinking+3	looks+3	like+3
thinking	looks	likes
thinking	looks	like
thinking	looks	like

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Key Stage 2 English book

Monday 15th May 2017

1.1 To identify persuasive features.

formal address

Letter to the Editor

Dear Sir,

I wish to draw your attention to a problem which must be dealt with. As a local citizen and park volunteer, I must urge that the council ban ball games in the park. There are three main reasons why this has to be done.

clear opening statement

The first and most important reason is the damage caused by ball games. Our delicate blooms and fragile flowers are squashed and broken every time a large, heavy ball is sent blasting through the flowerbeds. These rough games encourage thoughtless youths to skid and slide across our carefully tended lawns, leaving deep gouges like scars. Perhaps thousands of pounds of damage is caused by this violent pastime. How much more money will be wasted before good sense wins?

powerful words and rhetorical questions

My second point refers to the risks to people and animals caused by aggressive ballgames. The park is used daily by many families with young children and older people who may be unsteady on their feet. It is clear that balls crossing paths like bullets may cause painful injuries to those innocently passing by. What about our precious wildlife? Our park should be a safe haven for the curious squirrels and charming pigeons that live peacefully in the trees. How can we explain to them that the ball that smashed through a nest was only meant to be a bit of fun?

persuasive phrases

Expand reasons

powerful modal verbs

My last point is that ballgames are pushing out the activities that everyone should be able to enjoy, like picnics, peaceful walks and sunbathing. It is not safe to sit or lie anywhere in the park because of the threat of speeding footballs and tennis balls.

Ending Summary

To sum up, ballgames must go. Some people might say that I am spoiling everyone's fun by demanding an end to ballgames. However, it is the ballgames that are spoiling the fun. It is the ballgames that are spoiling the park.

Sign off

Yours faithfully,

Mrs Daisy Green

exaggeration

Thursday 21st September

1.1 To use vocabulary which shows and describes emotion rather than telling the reader.

114

As I quietly trotted through No Mans Land the sight was devastating. My legs trembled as I stumbled closer and ~~the~~ closer to danger. The spooky silence of dead bodies lay around me, some still dying. I was desperate to turn back but I knew that there was only one way to go. That was forward. The silence soon shattered, only the whimpering of horses trapped in barbed wire could be heard. I've always thought that No Mans Land used to be a beautifully grown forest. But now, it's not what it once may have been. Trees had been destroyed, plants were now mud and all of the lovely green grass was big puddles of mould.

113

I instantly heard the terrific sound of the bugle horn roar, as I prepared to charge. All of a sudden, I found myself galloping forwards with hundreds of other British men and horses. Tophorn, raging in front of me like a bullet. Exhausted, I ran up to the front against Tophorn and sprinted next to him the whole way. I soon saw a look on my riders face which told me that something was wrong. I then realised what that "something" was. It was the barbed wire! But they said that the barbed wire wouldn't be there! As the brave men went for the jump, I stayed right by Tophorn's side. I immediately saw Captain Stewart and Tophorn leap over a lowered piece-piece of wire. I followed them. We had made it! But we now had to get past our goal.

I sense the panic

114

Good use of their noun.

112

Out of nowhere German soldiers surrounded us. There was no escape. We were trapped. We had lost. As the enemy split us in to men and horses, I didn't let Tophorn

3.10.17
To solve subtraction problems using pictures.

EW★

36 - 2 = 34 ✓
26 - 4 = 22 ✓
45 - 2 = 33 ✓ 43 ✓
21 - 4 = 17 ✓
33 - 7 = 26 ✓
32 - 4 = 28 ✓
30 - 4 = 26 ✓
45 - 2 = 43 ✓
20 - 8 = 12 ✓

Fantastic! You counted back to find your answer!
HT award given.

12.09.17

1- To recall and use addition facts to 20 fluently.

20	3	17	$3 + 17 = 20$
----	---	----	---------------

20	2	18	$2 + 18 = 20$
----	---	----	---------------

20	19	1	$1 + 19 = 20$
----	----	---	---------------

20	6	14	$6 + 14 = 20$
----	---	----	---------------

20	16	4	$16 + 4 = 20$
----	----	---	---------------

20	10	10	$10 + 10 = 20$
----	----	----	----------------

20	13	7	$13 + 7 = 20$
----	----	---	---------------

20	8	12	$8 + 12 = 20$
----	---	----	---------------

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Key Stage 2 Maths book

NB ruled for calculations and unruled for longer calculations.

Scrimptons' Sharbert (Diamond encrusted concrete)
(Room C)

Area: $2.8 \times 7 = 19.6m^2$

Cost of Diamond flooring encrusted concrete

Total = £3136

Installation:

Total: £3136

Excellent start Leila. Your working is very clear.

1.2.0.9.17
1.1 - Continued...

Ultimate juzzwhizzer
x3 conveyor belts

187.02
x 3
£561.06 ✓

x6 gears

299.07
x 6
£1794.42 ✓

x4 turbines

367.99
x 4
£1471.96 ✓

x2 power feed levers

18.91
x 2
£37.82 ✓

x9 chocolate chip dispensers

162.80
x 9
£1465.20 ✓

How much is that altogether?

White chocolate
x2 metal sheets

24.34
x 2
£48.68 ✓

x4 syringes

22.34
x 4
£89.36 ✓

x2 gears

298.07
x 2
£596.14 ✓

x7 pistons

36.96
x 7
£258.72 ✓

Same again.

598.4179442
48.68141196
89.36146520
258.7256106
994.903782
5330.46
Total/White chocolate
£994.90
Total/Ultimate juzzwhizzer
£5330.46

1.1.10 ÷ 15 = 74

0074 ✓ 15
15 17 10 30
105 45
0060 60
60 75
00 90
00 105
120

2460 ÷ 30 = 82 ✓

0082 30
50 240 60
240 00
0060 120
60 130
00 190
210
240
270

3757 ÷ 17 = 221 ✓

0221 17
17 3757 34
34 31
35 68
34 95
017
17
00

1350 ÷ 30 = 45

0045 30
30 1350 60
120 00
0150 120
150 150
000 180
210
240
270

23542 ÷ 14 = 253 ✓

0253 14
14 23542 28
28 42
074 56
70 70
042
42
00

3828 ÷ 18 = 212.666...

0212.666 18
18 3828 00
34 42
042 84
088 168
080 88
080 80
0080
1785 130
34102
51119
68136
85

45210 ÷ 42 = 1242.857...

01242.857 42
42 45210 00
42 000
0840
0140
1680
0080
0080
000
42 200
84
126
168
210

7) A factory produced 3,124 candy canes in an hour. They need to be boxed in sets of 22. How many boxes of candy canes are produced per hour?

3124 ÷ 22 = 142

0142 22
22 3124 44
22 66
042 88
88 110
00

3814 ÷ 31 = 266.387...

0266.387 31
31 3814 100
62 140
186 100
0080
620
1860
80

3828 ÷ 17 = 225.176...

0225.176 17
17 3828 00
34 42
042 84
088 168
080 88
080 80
0080
1785 130
34102
51119
68136
85

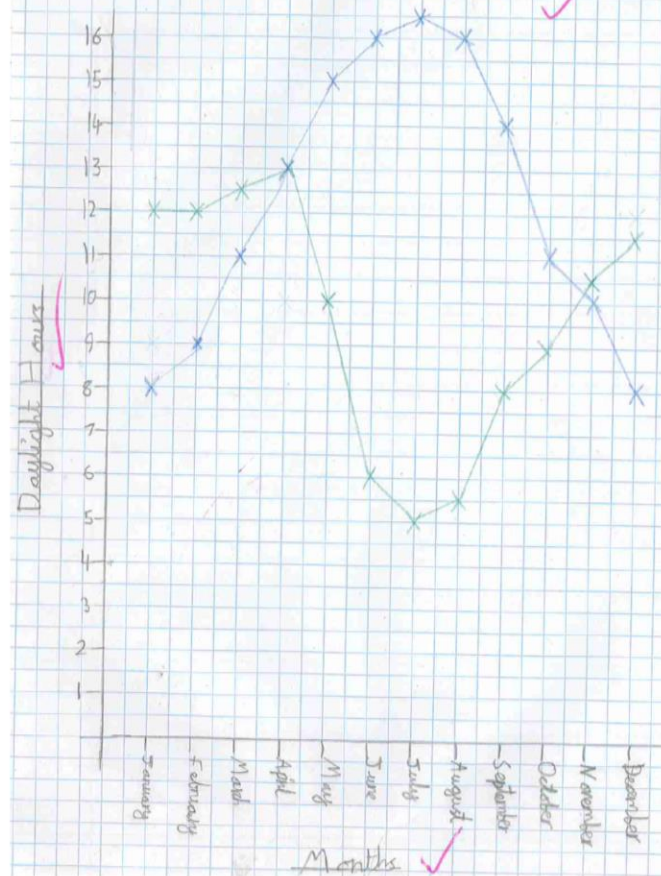
6) There are 1350 children at a secondary school in Luton. Each class has 30 children. How many classes are there at the school?

1350 ÷ 30 = 45

0045 30
30 1350 60
120 00
0150 120
150 150
000 180
210
240
270

Monday 9th January 2017
I.T. To explain day and night.

A graph to show daylight hours in France and the UK



Thursday 9th March

I.T. To understand air resistance.

We are going to drop a paper spinner. Each time we are going to change the mass of it by putting a paperclip on the bottom of it. We will then time how long it takes for it to fall.

Results

Number of paperclips	Time (seconds)			Average
	Try 1	Try 2	Try 3	
0	1.45	1.65	1.57	1.56
1	1.99	1.81	2	1.93
2	1.81	2	1.69	1.83
3	1.89	1.81	1.57	1.76
4	1.45	1.65	1.61	1.57
5	1.42	1.48	1.52	1.47
6	1.33	1.42	1.65	1.47
7	1.17	1.24	1.17	1.19

Conclusion

In the table the results show that the more paperclips you put on the spinner it falls down. I know this because when I had no paperclips the time was 1.56 and when we dropped the spinner with 7 it was 1.19.

The experiment was a fair test because the same person dropped the paper spinner every time so that it was at the same height and the only thing we changed was the amount of paperclips.

I predicted that the time would decrease each time and I was surprised by the results because I didn't think the times would reach two seconds and 0 paperclips was 1.56 and 1 was 1.93.

If we did the experiment again I would not change the mass of the spinner but change the material instead each time we drop it.

Good suggestion

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Arrangement of furniture

Tables and chairs should be arranged with consideration of the children's needs. Where possible, children should face the board or be side-on and sit in mixed groups. Areas of the classroom from at least YR-Y2 should include spaces to sit on the carpet.

Displays

Display boards should never be empty. All displays should be titled. Often this will be handwritten using modelled age-appropriate handwriting. Overuse of images or lettering from companies like Twinkl should be avoided. All classrooms will have working walls for mathematics and English. These should reflect the weekly learning and show the methods taught. Sometimes they show the learning journey. An age-relevant speed sound chart and a Word of the Day display should also be present in all classes. They must be useful to the children and support current learning. Other displays should either aim to inspire learning with interactive, possibly 3D stimuli or showcase published learning from learners. Big questions from foundation subjects' units should be displayed clearly, together with the key vocab (found on the Big Picture).

Book areas

All classrooms must contain an inspiring book area. Books should be organised according to the age of the classroom they are in. They can be presented facing the pupils in labelled book baskets or with spines facing out. Book baskets should be labelled reflecting the genre progression of the school. Current displays to facilitate book choosing and recommendations should be clearly available. Thought should be given to ensure that both boys and girls feel comfortable in the area and that literature is not grouped in gender stereotypes. All books should be in good condition and include work by contemporary authors.

Whole school

The areas around the school set the tone. All rooms including rooms and hubs used for ad-hoc lessons and support teaching should adhere to these standards. All staff are responsible for keeping them tidy and ensuring that they too provide an inspiring place to be. Whiteboards should be left clean and resources packed away.

The Learning Environment

At Woodlands, we see the environment - both inside and outside - as a vital part of the learning experience. The entire staff (both teaching and non-teaching) takes collective responsibility to ensure that all our areas support and inspire learning and display excellent examples of pupil work. Children should be fully involved in creating and maintaining these environments.

Outside

The outside learning area, including areas such as cloakrooms and corridors, as well as outside the building, should be seen as an extension of the classroom. Opportunities should be exploited for providing inspiring learning experiences in the school grounds – in all year groups.

General reminders

Classrooms should be well-organised and visually appealing environments that support learning. Classrooms should be maintained as well organised and tidy places with no clutter. Resources and materials need to be clearly labelled, easily accessible for pupils and promote a sense of ownership and belonging. Key age-relevant resources should always be available, such as manipulatives for mathematics, dictionaries and thesauruses. School Values, the Behaviour Blueprint, sound-charts and a visual timetable must be displayed in all classrooms.

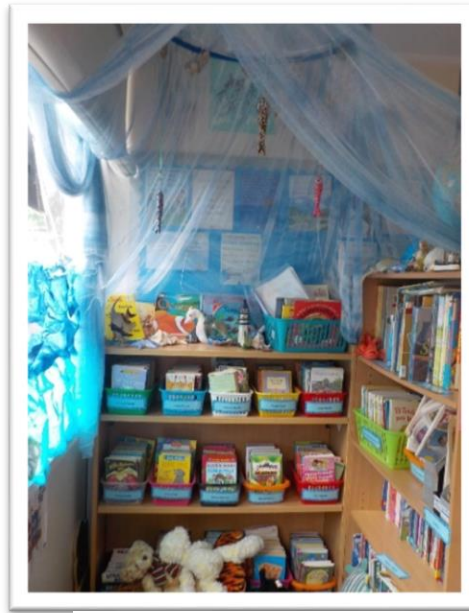
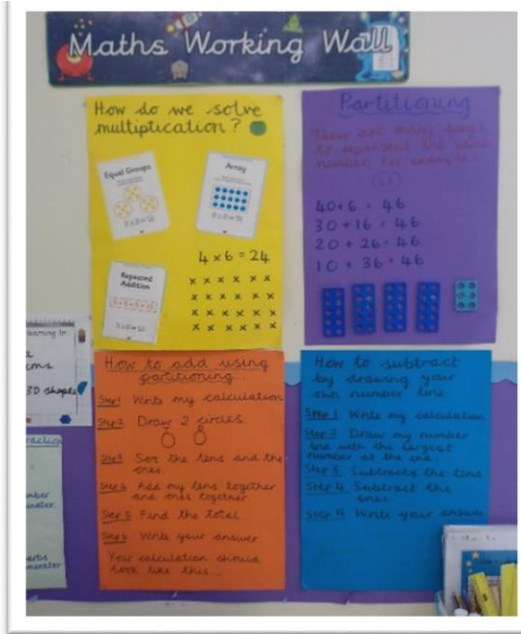
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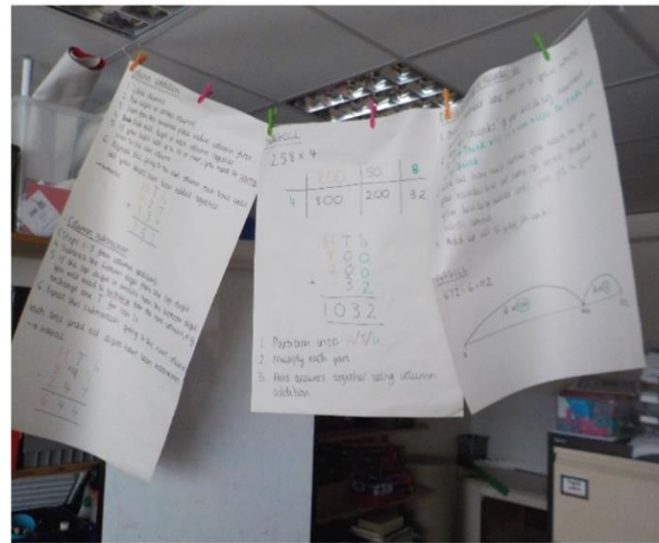


Manipulatives - organised and accessible.

Example of a maths working wall



Examples of book corners



Maths learning line – showing journey

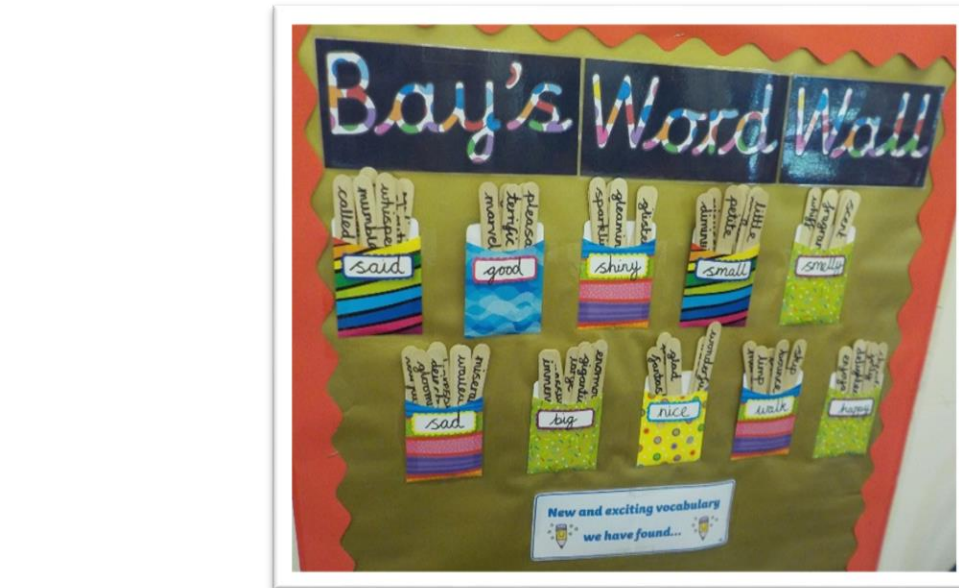


Woodlands Essentials

A Guide to Teaching and Learning at Woodlands Primary School



Display showing pupils' writing and artwork



Interactive word bank



Interactive science display stimulating pupils' curiosity