



Plaistow & Kirdford Primary School Teaching & Learning Policy

Approved by: Governing Body

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Introduction

The environment should reflect, support and challenge current learning.
It should empower children to be active learners with a sense of responsibility, ownership and independence.
It should convey high expectations about standards, progress and achievements.

Objectives

To ensure standardisation of storage and organisation of resources.
To promote continuity and consistency to support learning.
To ensure consistency and progression in routines and procedures.
To ensure classroom organisation supports teaching and learning.
To ensure that the school is tidy.

Resources

All resources should be of good quality.

All resources should have a place and that place should be known to all the children.

Resources should be stored to ensure that classrooms are tidy and uncluttered.
Children should share the responsibility for this.

HB pencils, coloured pencils, sharpeners and rubbers should be stored in a desk tidy on each table or in a readily accessible location.

All equipment should be stored in labelled, good quality containers – no ice cream tubs or cardboard boxes.

All containers should be labelled.

All containers within a classroom should be of a consistent colour, to match the chairs in the room.

Labels should be word-processed in comic sans script, usually in black. Font should be in the range 40 to 60, depending on the length of the label. Labels should be on white paper.

All labels should be laminated, or covered with self-adhesive film, to ensure that they do not become tatty.

Tray labels should include name and surname.

Any scrap paper trays must be tidy.

Basic classroom resources will be stored in the classrooms. All specialised resources will be stored centrally.

Any resources stored centrally will be in labelled boxes. A list of the equipment will be in the box.

Books shelves and boxes must not be over filled. Books should be easily accessible to children. Storage should be organised into types of book – fiction, non-fiction and poetry. Reading scheme books in Years R to 2 should be stored in boxes under the book boxes.

Each class should have an art area by the sink area. It should contain powder paint, palettes, small, medium and small brushes, sponges and dishes, soft pastels, oil pastels, art pencils – HB, 2B and 4B, and fine and thick black pens.

Display

Each classroom should have a literacy display board and a numeracy display board. Learning intentions in these two areas should be clearly displayed.

Other displays should celebrate children's work and reflect work in other curriculum areas.

Within a classroom a maximum of two colours should be used for backings.

3D displays of books, artefacts and objects should be tidy and labelled, to reflect, support and challenge current learning.

Work in classrooms must be single mounted.

Work displayed in the hall and public areas should be double mounted.

Work may be stapled or pinned, but not through the children's work.

Hall displays will be changed at least half yearly on a rota basis.

Backing paper for the hall should be of one colour – agreed by all the staff.

The large display board in the central area will be a celebration board.

One display board in the entrance area will be used to display photographs.

High quality work will be displayed on the other boards in the entrance area. One colour of backing paper will be used.

Each display should have:-

- A title – which can be read from across the room

- A label showing the learning intentions.

- A label or labels indicating what is good about the work.

Labels should be done on the computer using comic sans script, or in well modelled, joined handwriting.

Borders should be in good condition, in black or a colour to complement the display.

Noticeboards should be tidy.

Work should mainly be displayed on boards. Wordlists etc may be displayed on walls and windows, but it must be laminated or mounted.

Routines and procedures

In Key Stage One children will have group trays.

Children in Key Stage Two will have individual trays.

Work to be marked will be placed in a tray in Key Stage One.

In Key Stage Two it will have a designated place.

Unfinished work in Key Stage One will be placed in a designated and labelled tray.

In Key Stage Two any unfinished work, on paper, will be put into a wallet folder and stored in children's trays.

All classes will have a box for Reading folders where folders will be stored daily.

Each class will have on display class rules, the school code of conduct and agreed procedures for wet breaktimes.

Children must ask before going to the toilet. In Key Stage Two they will be encouraged not to go during lesson time.

Each class will have a system of cloakroom monitors.