Oak Hill First School

Teaching and Learning Policy

Date ratified by Governors: January 2017

Reviewed March 2018

C&L Governors ratified March 2018

To be reviewed March 2020

Introduction

Learning should be a rewarding experience for everyone. Through our teaching we equip children with the skills and knowledge to develop an ability to make informed choices about the important things in their lives. Our purposeful teaching and learning helps children to lead safe, happy and rewarding lives.

Aims

To ensure that the children at our school are provided with high quality learning experiences in a rich and varied environment which:
- Encourage children to enjoy and have fun whilst learning
- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster self-esteem and help them to build positive relationships with others.
- Show respect for all cultures and, in doing so, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them to feel a valued part of this community.
- Providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly, when they have not truly mastered it.
- Lead to a consistently high level of pupil achievement in terms of academic and development of moral, physical and cultural awareness.
- Encompass the whole of what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well managed learning environment in which the individual needs of each child can be met.

Purposes of a Teaching and Learning Policy
- To be an agreed framework for good practice and support all staff
- To ensure consistency of approach
- To ensure that there are equal and quality opportunities for all
- To promote cooperation between colleagues and teamwork
- To support monitoring and evaluation
- To communicate and reinforce the school ethos
- To clarify responsibilities of members of the school community

The Learning Environment

The learning environment should be organised:
- to provide a purposeful, stimulating, respectful and safe but challenging environment which will enable the children to develop independence and achieve highly. We use Key Stage specific set lists of Classroom Non-negotiable to ensure consistency in our learning environment across the whole school. (See appendices)
- to enable pupils to take increasing responsibility for the organisation and care of resources
  so that available space, both indoors and out, are used to best advantage
- to enable pupils to use ICT as an aid to learning
- to provide a working atmosphere that is relevant to the needs of the children and task.

Pupils' Learning

Teaching and learning should enable pupils to:
- have first-hand experience and to engage in investigative work
- communicate their findings in a variety of ways and for a variety of audiences
- to work individually and as a member of a co-operative group
- grow in independence and take more responsibility for their learning
- learn, practice and apply newly acquired skills and knowledge to a greater depth
- celebrate and value the work of others
- select learning materials and tools appropriate to the work at hand
- use modern technology as an aid to learning
- behave appropriately and follow the school rules

Teachers

- Recognise the needs of individual pupils, valuing every child irrespective of ability, race, gender, age or achievement
- Are good role models to pupils
- Set individual/group/whole class targets for spelling and mathematics each half term. Share with children and home thorough home/school diaries, parents' evenings and on newsletters.
- Plan appropriate, well timed interventions so that each child makes the most progress possible
- Understand and demonstrate good subject knowledge
- Use appropriate questioning techniques
- Plan and teach challenging, stimulating and differentiated learning tasks
- Record achievement and plan next steps effectively, using formative and summative assessment tools
- Give regular feedback to pupils as they engage in, and complete tasks in order to move their learning on.
- Assess and record the progress of each child in reading, writing and mathematics each term and these are evaluated by SLT.
- Assess and record the progress of each child in all foundation subjects each term and these are evaluated subject co-ordinators and monitored by SLT.
- Provide a safe and nurturing environment
- Communicate effectively with parents, keeping them up to date with children's progress, using open dialogue.
- Develop children's knowledge, understanding and acquired skills to ensure a greater depth of learning is achieved.
- Provide challenge for all (Basic, Advancing, Deep)

Teaching and Learning

We believe that children learn best when:
- their basic needs are met
- they feel safe, secure and are aware of boundaries
- they are happy, engaged and motivated
- they achieve success and gain approval
- they are given tasks which match their ability
- they clearly understand the task and what is expected of them
- they are challenged and stimulated.

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow children to learn in ways that best suit them. We use a range of learning styles which can include giving children the opportunity to:
- Work individually, co-operatively and in groups and as a class
- Make decisions
- Investigate through independent and group research
- Ask and answer questions
- Solve problems
- Develop critical and creative thinking
- Watch and respond to live drama/musical presentations, or visitors
- Use a range of ICT equipment
- Work creatively
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Succeed at their own level
- Take risks and be able to cope with occasional failure, and be able to learn from it

In addition to learning on the school site, we ensure our children each year have at least 2 visits off site and a minimum of 2 visitors which are tailored to the children's needs. We believe this provides our pupils with a wider understanding of the world around them and allows them to have a range of first hand experiences. Through these they have the opportunity to meet people from a range of backgrounds who provide positive role models and aspirational influences.

Oak Hill Curriculum

At Oak Hill we have developed a 'drama based learning in a purposeful context' approach to teaching and learning.

We believe this enables children to:
- Be highly engaged in their learning within a clear context and have an equally clear purpose for their learning
- Develop a sense of responsibility for the ownership of their curriculum and their learning experiences- moving away from staff overly directing pupils learning/actions
- Develop their confidence to communicate collaboratively in a variety of settings- significant speaking and listening opportunities
- Be accessible to all abilities through the provision of opportunities
- Identify and/or make natural connections between subjects
- To provide early experiences of employment and encourage aspirations in children
- Have fun.

Within our approach there is an 'enterprise' to be run and always a client who the pupils work for that needs help with a job. The emphasis is on the tasks the children need to complete in order to make the 'enterprise' successful and also meets the needs of the client. The teacher and class hare the responsibility for the quality of work and pupils often drive the direction of tasks- they are clear about the purpose of their actions, their role and expected outcomes. The topics are generally based in real life, and the teacher, though the tasks the 'client' sets, channels the tasks toward the requirements of the curriculum.

Essentials Curriculum (Key Stage 1 & Key Stage 2)
We have chosen to follow the Chris Quigley Essentials Curriculum which sets out essential coverage, learning objectives and standards which are required for all subjects. Furthermore, it provides progress measures for all subjects including personal development. One of the primary reasons why we have chosen to adopt this approach is because it emphasises the importance of developing the depth of children's learning.
In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly, when they have not truly mastered it.

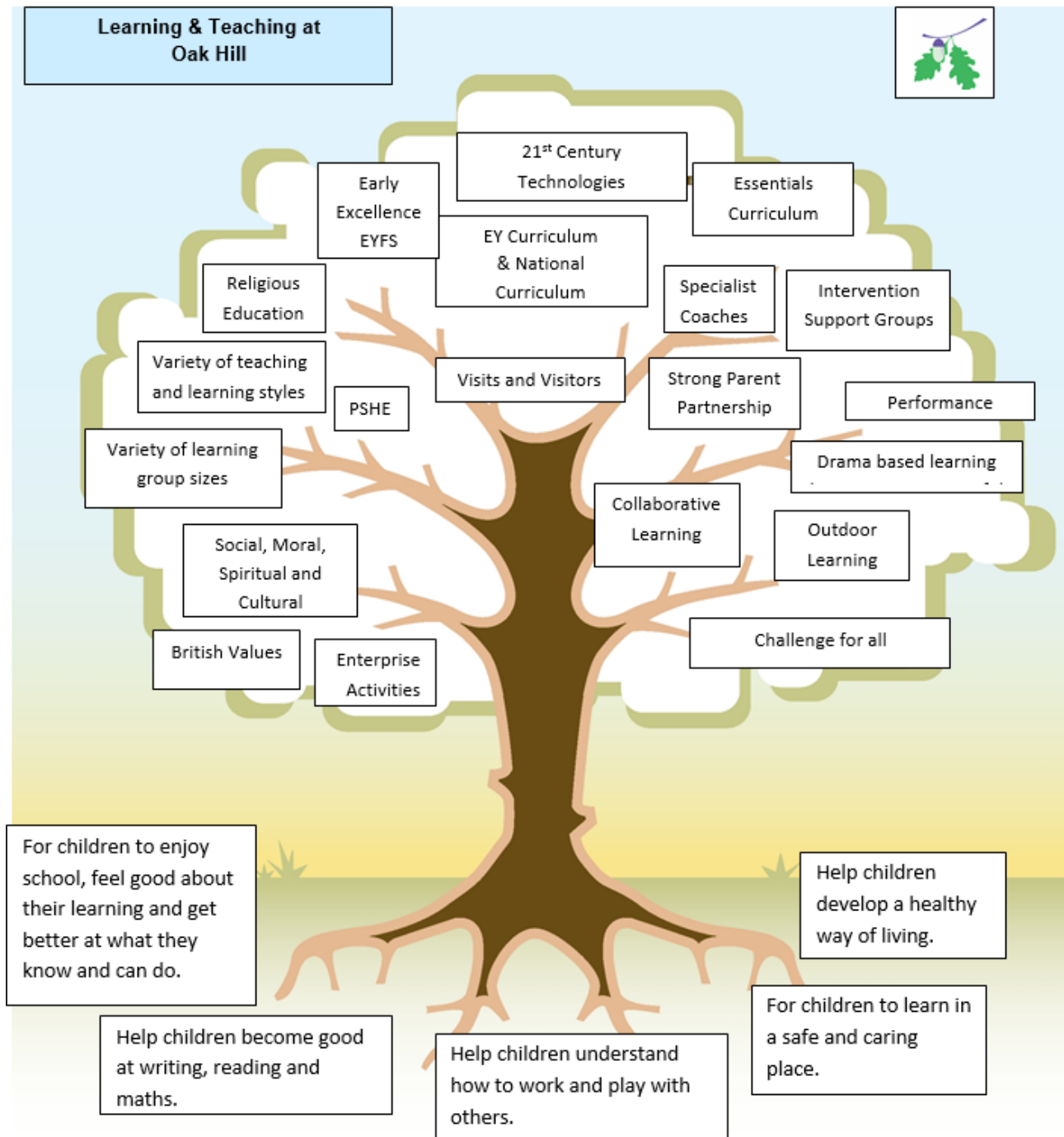Such thinking is encapsulated in the scenario below:
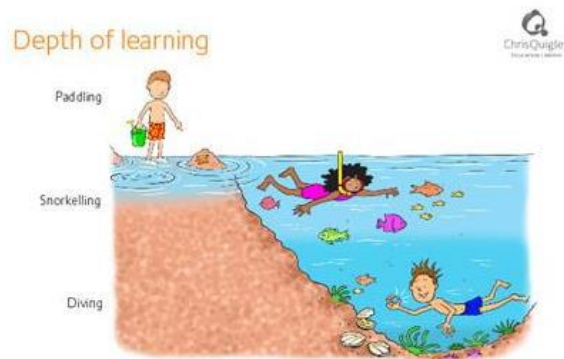
We want to challenge our children to become independent, well-rounded individuals who take ownership of their learning and become deep thinkers. We do not want them to have to swim across the water above, rather we want them to be diving for pearls of wisdom and learning through discovery – a key skill expected from children who achieve high levels in their GCSEs at High School. Moreover, we want our children to be able to apply their knowledge and skills set in a range of contexts within school and real life.

The Foundation Stage

The Foundation Stage use the Statutory framework for EYFS to plan and support children's learning, development and welfare. In both Nursery and Reception we teach the curriculum through a range of topics. These topics link closely to the children's interests and can range in length from a week to half a term. When planning activities staff focus on how children learn (playing and exploring, active learning, creating and thinking critically) as much as what they are learning.

We offer the children a wide range of stimulating and engaging activities in both the indoor and outdoor areas of our Foundation Stage. Children have access to a wide range of resources and activities from which they are encouraged to independently select what they would like to use. The children learn primarily through a variety of play and real-life experiences. Play allows the children to develop their resilience, their problem solving skills and promotes imagination and creativity. During the child- initiated play there are times when children play independently and times when staff actively engage with the children in their play using skilled questioning to extend children's thinking. Observations are taken by staff to record the children's development/ learning and to plan next steps for them.

Whilst our curriculum is heavily weighted in delivery of the National Curriculum we have also identified other key features which make our curriculum unique to Oak Hill.

Learning & Teaching at Oak Hill

- 21st Century Technologies
- Early Excellence EYFS
- Essentials Curriculum
- EY Curriculum & National Curriculum
- Religious Education
- Specialist Coaches
- Intervention Support Groups
- Variety of teaching and learning styles
- Visits and Visitors
- Strong Parent Partnership
- Performance
- PSHE
- Variety of learning group sizes
- Drama based learning
- Collaborative Learning
- Outdoor Learning
- Social, Moral, Spiritual and Cultural
- British Values
- Enterprise Activities
- Challenge for all

Roots:
- For children to enjoy school, feel good about their learning and get better at what they know and can do.
- Help children develop a healthy way of living.
- Help children become good at writing, reading and maths.
- Help children understand how to work and play with others.
- For children to learn in a safe and caring place.

Management of the Curriculum

Curriculum provision is regularly monitored to ensure that our curriculum is broad and balanced to assist all aspects of a child's development and help achieve the school's agreed aims.

Long term planning is reviewed annually by subject leaders and Senior Leaders to ensure the delivery of a broad range of worthwhile curriculum opportunities that cater for the interests, aptitudes and the school website and half termly through year group newsletters to encourage a partnership between home and school.

Plans meet statutory requirements including RE and collective worship and SMSC. We follow Worcestershire SACRE guidance. RE at Oak Hill ensures all children develop awareness and understanding of the world around them through a stimulating, enquiry based and cross curricular approach. Multicultural experiences encourage respect of others values and beliefs as well as providing opportunities for reflection, self-awareness and appreciation of others.

Plans provide well for pupils with special educational needs including gifted and talented pupils.

Medium term plans are designed to ensure continuity and progression through the key skills, main subject drivers and are evaluated by the year group teachers in conjunction with a member of SLT at the end of each half term. They provide a balance of learning styles and have clear cross-curricular links with subjects that don't lend themselves to a meaningful link being taught discretely.

English and Mathematics are given main priority in terms of teaching time to reflect their status as core subjects.

School policies are kept on Staff Share. It is the responsibility of each teacher to be familiar with school policies and practice and to ensure that support staff, working with them, are also familiar with school policies.

In order to accommodate the wide range of abilities within each class, teachers recognise the need for differentiation of teaching and learning. This will be identified in weekly planning. Staff use key progress indicators to plan sequential learning journeys for their children which builds upon prior learning. The indicators also support children to articulate how their learning has moved on and how they can demonstrate the progress they have made whilst supporting them to identify their next step.

We are now using depths of learning in order to assess children's learning. We will assess their progress in each subject, including personal development, by reviewing the depth of their understanding. All learning will be grouped into two milestones.
- Throughout Y1 and Y2, children will be assessed on the concepts contained in Milestone 1.
- During Y3 and Y4, all children will be assessed on the concepts contained in milestone 2.
- N.B. Children in Reception will continue to be assessed against the Early Learning Goals.

Basic	Paddling	All children begin each milestone at the 'basic' level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the 'basic' level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone. **Progress Indicators** • Children know something by the end of the session they didn't know before.
Advancing	Snorkelling	After children are able to demonstrate this ability on multiple occasions, they move to the 'advancing' stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically they are able to: explain, classify, infer meaning, make predictions, interpret summarise and apply their skills to solve problems. **Progress Indicators** • Children doing something independently that they could only do with support before.

		• Undertake a skill more accurately than before, dealing with increasing complexity. • Understanding moves from rote to connection
Deep	Diving	Finally some children may reach the 'deep' level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove. **Progress Indicators** • Children applying skills/knowledge/understanding to new/unfamiliar contexts more productively and appropriately. • Understanding moves to exploration to critical reflection.

During each term, we continuously assess the depth of the children's understanding within that milestone – whether it is basic, advancing or deep.

Each milestone will have 6 assessment points: Basic 1, Basic 2, Advancing 1, Advancing 2, Deep 1, Deep 2. They will allow us to determine each child's level of understanding of a concept in the curriculum.

The curriculum is delivered by teachers to their own classes. Teachers may at times work with other classes on a particular area of the curriculum, thereby making use of experience and specialisms of adults in school.   Curriculum Leaders support other teachers in the planning and delivery of each subject area.

Intervention
At Oak Hill all staff are teachers of all children. Early identification of children with additional needs is vital and regular reviews are held with the SENCo, in order to monitor the progress of these children and to set targets.Through our intervention programme we ensure we respond to the needs of all children to enable them to reach their potential from their individual starting point. We have well trained, well informed staff who work collaboratively and we ensure reflective practice is embedded.

Support in the Classroom
The deployment of teaching assistant hours during a week is planned strategically to meet the individual needs of specific learners or groups of learners and the school's key priorities.
The use of the teaching assistants is planned by the teacher in order to gain the most effective learning for the children.
Teaching assistants are aware of their role, learning outcomes and they have access to weekly planning.
Teaching assistants are a school resource and although usually classroom based, can be directed by SLT to undertake tasks throughout the school.
The structured and planned use of voluntary help in the classroom is encouraged. Those who come in should have a predetermined and specified tasks, if possible on a regular basis e.g. hearing readers.
Parents who volunteer in school, if possible, should not work in their child's class.

Assessment for Learning
Assessment is fully integrated into our everyday teaching and learning experience. Teaching staff work collaboratively to derive accurate judgements which then inform subsequent planning.
Pupils' attainment and next steps are closely tracked. As a result of this, opportunities for continuous progress are provided. (See appendices-Assessment, Recording and Reporting policy)

The role of Governors
Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:
• Support the use of appropriate teaching strategies by allocating resources effectively.
• Ensure that the school buildings and premises are best used to support successful teaching and learning.
• Monitor how effective teaching and learning strategies are used in terms of raising children's attainment.
• Ensure that staff development and performance management policies promote good quality teaching and learning.
• Monitor the effectiveness of the school's teaching and learning policy through the school self-review processes.

The role of parents

At Oak Hill we believe strong home/school partnerships are fundamental in developing happy, confident and independent children who enjoy their learning at our school. We actively promote the links between home and school by:

- Supporting the Home-School agreement.
- Holding termly parents' evenings to share a child's progress and targets including ways that parents can help their children at home.
- Sending information at the start of every half term outlining the subjects and learning that the children will be studying that half term at school.
- Sending out monthly year group newsletters to update parents on learning so far and ways to support at home.
- Sending end-of-year reports to parents in which we explain the progress made by each child and indicate how the child can continue to improve.
- Inviting parents to attend fortnightly Gold Book celebration assemblies when their child is in Key Stage 1 or 2.
- Inviting parents to attend termly parental engagement sessions where they work alongside their child to complete a task related to their child's current school work.
- Inviting parents to curriculum workshops on a variety of subjects e.g. written methods for the four operations in maths, reading strategies.
- Inviting parents to attend our Open Day where they are given the opportunity to sit in on a class lesson.
- Update class pages on our school website regularly to keep parents up to date with their child's learning. The website also has links to other resources parents could access to support their child.

We believe that parents have the responsibility to support their children and the school in implementing school policies. Teachers should encourage parents to:

- Promote a positive attitude towards school and learning in general.
- Ensure their child has the best attendance and punctuality record possible.
- Ensure their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child fit and healthy and fit to attend school.
- Inform school if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Attend termly parents' evenings and, where possible, other parental engagement sessions.
- Encourage their child to complete any homework set and work regularly on half termly targets with their child and share any progress with their child's teacher.

We operate an 'open door' policy where parents/carers are encouraged to share concerns and celebrate their child's successes on a regular basis. In order to facilitate this for working parents we have home/school communication books which are used to ensure messages are passed regularly between home and school.

We links with external agencies who are an additional source of advice for parents and they can support parents with issues such as e.g. bedtime routines, parenting courses etc.

Appendices

Appendix A Management and Organisation of the Classroom
Appendix B Resources
Appendix C Health and Safety
Appendix D Resource Finance
Appendix E Routines and Rules
Appendix F Achievement
Appendix G Display
Appendix H Supply Teachers
Appendix I Equal Opportunities and Diversity
Appendix J Continuous Professional Development

Appendix A

Management and Organisation of the Classroom

Effective teaching and learning can only take place in a classroom which enables children to develop as independent learners. Children and teachers work together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources.

Activities should be planned so that children are working at the appropriate level. They should ensure rigour and pace. Children should have an understanding of "time scale" for a piece of work. Teachers should ensure that children know what purposeful activity to move onto when a piece of work is completed. Children should be explicitly taught 'help routes' and know that the first stop for help is self, then classroom resources, other children, and adults in the room.

Non-negotiable Key Stage 1 and 2 classrooms

- Anything on the walls must be underlined relevant to what is being taught / learned at the time – NOTHING ELSE – keep it clear and simple
- Anything the children are expected to read and refer to needs to be big, bold and in appropriate typeface
- Clear desk policy. Keep free of all clutter – i.e. on top of cupboards or under desks – consider what messages we're sending the children about looking after resources and tidying up and being independent and organised
- zone board – all the children's names laminated or in a format where they will stand the test of time
- Number line to 100 (from 0 KS1 and -20 KS2) in one line
- Alphabet in upper and lower case in one line (KS1) KS2 to have alphabet cards on desks for specific children as required
- Learning partner photos (two or three rules and some quotes) – change ½ termly.
- Paddling / Snorkelling / Diving Images displayed
- Visual timetable in an accessible place and updated every day
- Listening rules (yellow, blue, pink and green)
- School Rules
- KS1 – phonics board for current learning – keep simple – i.e. not all 44 phonemes displayed at one time
- Date written on the dry wipe board – words and numbers (6 digits)
- Date chart / calendar – to order
- Working walls – keep it simple and readable – showing the progress / stages in learning – keep updated. Annotate with thought bubbles/use arrows to show the flow of learning. Include WALT for the unit/week and a WAGOLL
- On maths board operation symbols and vocabulary
- Vocabulary - Subject specific / MOE vocabulary clearly displayed so children can refer to it
- Statement about what the MoE is ... Client, experts in ... commission etc... MoE board does not need the topic name, but could have client name.
- Children's work on display – with labels explaining the learning
- Keep teacher's notice boards neat and relevant
- All children's writing to be put up straight, not at an angle
- Keep lists of children's groups on a small poster (save space!)
- C / O connectives and openers – see year group progression chart – display, teach and use – less is more! VCOP display
- Punctuation pyramid
- Clear surfaces – keep it tidy!
- Tidy resources that are on display i.e. if they haven't been used since September are they useful? If they look untidy and messy why would the children want to use them?
- Label all drawers – simple type face – consistent and with pictures for children
- Inviting / comfortable reading area / book corner – pictures / words / challenges ...
- Year 1 outside areas – inviting, exciting stimulating environment

- Pot of fairness on desk ready to use
- Interactive display element
- Maths resources by Maths board, English resources by English board
- In caddies on tables ...
  - Pencils
  - Colours
  - Rulers
  - Scissors
  - White board pens
  - Pencil sharpeners
  - Rubbers
  - Number lines – for calculations
  - Hundred square – for patterns
  - White boards underneath caddy/in a tray or basket on the table

Non-negotiable Foundation Stage classrooms

- Home corner- include photographs for children to use when tidying
- Reading area- selection of books and soft furniture for children
- Construction areas indoors and outdoors
- Creative trolley/area
- Listening station
- Sand area
- Water play area
- Malleable area
- Investigation area
  All areas need to be inviting. All resources need to be stored at child-height and, if appropriate, clearly labelled with word/picture/shadow
- Anything on the walls must be <u>relevant</u> to what is being taught / learned at the time – NOTHING ELSE – keep it clear and simple
- Clear desk/surfaces policy. Keep free of all clutter – i.e. on top of cupboards or under desks – consider what messages we're sending the children about looking after resources and tidying up and being independent and organised
- School Rules displayed
- Date chart / calendar updated daily with the children
- Keep teacher's notice boards neat and relevant (if applicable)
- Cloakroom labels, drawer labels- simple, clear type font
- Listening rules (yellow, blue, pink and green)
- Children's work on display – with labels explaining the learning
- Present/absence notice on door- updated daily
- Wow work displayed
- Alphabet in upper and lower case displayed (Summer term in Nursery)
- Number line to 20 on the wall in one line
- Visual timetable in an accessible place and updated every day for individual children
- Question prompts for continuous provision displayed in each area

Additionally in Reception

- Phonics board for current learning – keep simple – i.e. not all 44 phonemes displayed at one time
- Zone board – all the children's names laminated or in a format where they will stand the test of time
- Vocabulary - Subject specific / MOE vocabulary clearly displayed so children can refer to it
- All children's writing to be put up straight, not at an angle

- Keep lists of children's groups on a small poster (save space!)
- Pot of Fairness on desk ready to use

Appendix B

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Deficiencies should be reported to the subject leader.

Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money.

Relevant sets of books e.g. atlases and dictionaries should be available in each classroom. Some sets of books are purchased for specific classes and should not be removed. The effective implementation of the National Curriculum calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom.

Subject specific resources including art supplies are stored in various areas in the school. Items should be collected by staff before they are needed. This is not a job for children to do or to be done during lesson time.

The school library and classroom libraries have a selection of books covering all curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition.

The PPA room has an extensive range of curriculum reference books. These may be borrowed by staff but must be returned afterwards.

Each classroom has supplies of appropriate equipment. This may include – iPads, computers, calculators, listening centres, etc. Teachers should be able to account for the use and location of this equipment.

All missing, damaged or dangerous items should be reported to Assistant Heads.

Appendix C

Health and Safety

- Pupils work in a healthy and safe environment.

- We ensure all tasks that children undertake are safe and identify risks in plans.

_ Educational visits are seen as a crucial enrichment to the curriculum, but prior to any visit we consult with the Head teacher and Educational Visits Co-ordinator, carry out a pre-visit and complete a risk assessment. All staff leading a small group during a trip will have received Visit Leader training.

- Risk assessments are shared with all participating adults and children.

- Parental permission for educational visits is always sought.

Appendix D

Resource Finance

¨   Curriculum areas are allocated money according to the needs identified in the School Development Plan and the School Budget.

¨   Requests for additional equipment should be discussed with the subject leader who will then discuss them with SLT if appropriate.

Appendix E

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. We have an agreed Positive Behaviour Policy – the rules have been agreed by the children, parents, Governors and staff and ensure children are rewarded for good behaviour.   We treat the children with kindness and respect. We use firm but fair language to address children courteously and have high yet realistic expectation concerning high standards of self-discipline. A copy of these simple rules are displayed in the classroom and in shared areas. It will be necessary to remind the children of the rules and why we have them. Each class has a Zone Board and Silver Award chart displayed. Each teacher must establish a routine for daily/weekly activities so that time is not wasted. (See Behaviour Policy)

Appendix F

Achievement

We expect the highest quality possible from our children in both behaviour and outcomes. Effort and achievement is praised and rewarded. Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life by:-

- Consistent use of the Zone Board and Rewards for Silver and Gold;
- Verbal or written praise by teachers, peers, SLT and parents;
- Displays of work;
- Opportunities to perform or share – in class or in assemblies;
- Encouraging self-esteem;
- The awarding of Gold Book certificates;
- Sharing success with the community.

Teachers in Key Stage 2 have regular pupil conversations to reflect and review achievements with each child on a regular basis. The child should be involved in the process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

Appendix G

Display

The importance of presentation of outcomes is recognised by all staff. Children are encouraged to believe that any exhibited work (performance or display) reflects their highest standard of personal achievement.

Respect for children's work is shown by the care staff take in its display and marking. The importance of display in its various forms is recognised and this is reflected in the quality and variety around school.

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Displays should explain the process of the work produced and identify individual children's work. Displays may stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be "interactive".

Displays present a good role model for children. Labels, notices and writing will present a good model for handwriting. All displays should be well maintained. (See Display Policy).

Appendix H

Supply Teachers

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call should be made to the Headteacher to discuss children's work.

Appendix I

Equal Opportunities and Diversity

All children have the right to equality of opportunity and a recognition of their diverse qualities and needs. Teachers' expectations of behaviour and performance by all children should be consistent. Groups, lining up and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics and physical activities. Teachers must ensure that the same children do not dominate activities.

Appendix J

Continuous Professional Development

Maximising adult potential to increase capacity, authority and responsibility is the key to maximising pupil progress. Therefore, at Oak Hill First School CPD is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do. CPD is supported in a variety of ways in school, internal and external training, coaching, modelling and independent learning.