



St Luke's CE Primary School High Quality Teaching Policy

Inclusive classroom organisation strategies for Quality First Teaching

Reviewed by CCA committee, April 2024
Agreed by Full Governors, June 2024
To be next reviewed Summer 2026

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'.


SEN Code of Practice, 2015, 6.37

Our strategy for ensuring that all pupils receive the best possible teaching is focused on a consistent high quality approach. This document underpins our graduated approach, outlining expectations for standard classroom practice at St. Luke's in Rec-Y6. This will be in place before any request for additionality or intervention is to be made in response to the specific needs of pupils. Although the code of practice refers to 'differentiation', at St. Luke's we use adaptive teaching strategies to meet the needs of our children in line with local authority inclusion team guidance.

In line with our Dyslexia Friendly approach to teaching, resources are printed on buff paper and the school font is Arial or Cavolini, size 12 minimum. On the classroom whiteboards we use a range of coloured pens – never black on white. Similarly, the Interactive board should be set up to ensure the same. Colours should be varied to support understanding, for example, different colours to show separate instructions or pieces of information.

Once reviewed and agreed with staff and governors annually, this document is non-negotiable.

Display/Classroom Areas:

-  Worship display including the school creed (appendix 1) and relevant year group value with its Bible reference (appendix 2). There are quiet spaces for reflection around school.
- Alphabet arc, with vowels in red, consonants in blue. This should be clearly displayed in a prominent location. Staff should regularly draw direct attention to this to ensure pupils know letter names as well as the sounds they make.
- Number line, appropriate for the age/stage of the pupils.
- SPAG working wall (regularly updated) including spelling strategies and mnemonics, e.g. b_d, SAID – Sally Ann Is Dancing, etc. There should be regular reference to these in lessons to assist retention.
- Simple or complex speed sounds chart, according to stage of development. This should be referenced in every spelling lesson and children should be encouraged to use it when writing in every context, not just in English lessons.
- Maths working wall, including a dynamic element to be updated to reflect current focus. Shape, space, measurement and operation vocabulary visuals should be permanently on display.
- Subject specific topic display board
- LEARN display
- Visual timetable, to be updated daily.
- Behaviour chart, to be implemented in line with the school's Behaviour Policy and accessible to children
- Reward/celebration of achievement area, including Golden Ticket board and Attendance Hero board.
- End of day organisation: Wrap around care, Hightown bus (time-3:05), going to Reception

Classroom organisation: See Appendix 5

- The classroom environment must always be well-organised, tidy and conducive to learning.
- Children must be seated in a manner which takes account of individual needs.
- Children should be seated so that they can all see the various working walls.
- A specific area should be available in each classroom to serve as a quiet workspace for individual use. This cannot be used as the *move away from the group* sanction, but for “I would find it helpful to work alone” situations. This area should have minimal sensory input in terms of noise and decoration, to meet the needs of all pupils, but especially those with neurodiverse profiles. The same child should not be there all the time: this would indicate a need for further intervention/additionality
- Pupils’ water bottles to be readily available close to classroom sink, not on desks. Water may be accessed at beginning and end of play/lunch (quickly), at lesson change over and at teachers’ discretion.
- When working with an individual pupil or small group, teachers should position themselves so they have oversight of the whole room.

Resources:

Classrooms (age and stage appropriate) should have the following resources easily accessible to pupils* (clearly labelled and shared with pupils at the start of the year). In line with our dyslexia-friendly practice, resources must be produced in Cavolini/Arial font in size 12/14:

- Individual letter arc in the school letter formation font
- Word banks/mats, including year-group-specific spelling lists and grammar prompts
- Visual prompts for writing/topic, including pre-tutoring vocabulary
- Maths calculation methods
- Variety of guidelines for writing (master in staffroom)
- Highlighter pens
- Differentiated dictionaries
- Accessible texts –adapted according to specific pupil needs
- Books appropriate to pupils’ reading age, with provision for above & below age-related expectation
- Laptop/Computer/iPad.
- Whiteboards & pens
- Rec-Y2: Standard filled desktop resource pots. Tri-grip pencils to be standard up to Year 3, with both tri-grip pens and pencils to be available on request to meet the specific needs of individual children. From Y3 children bring their own writing/drawing resources in a small pencil case that fits in a tray and write in pen (when physically able and ready) except for Maths. Other than the pot, one coloured tray on tables to contain learning aids including rulers – **not books**. Pencil cases should go home in book bags every day or be kept in child’s own tray – **not** left on the table.
- Alternative methods of recording (cameras, iPads for photos, video & audio recording, talk-tins, etc).

Learning:

The curriculum offering should include/give opportunities for:

- Pupils to demonstrate their learning in a variety of ways
- Independent and co-operative learning – study-buddies, talk partners, small groups, SNOT (self, neighbour, other, teacher) opportunities to choose to work independently, collaboratively or with a teacher (ICT), My Turn/Your Turn (MTYT) and Turn to Your Partner (TTYP) hand signals, as per RWInc approach. In Reception these are the characteristics of effective learning
- Multi-sensory teaching methods
- Varied teaching styles
- Pre-tutoring of key vocabulary, including sending this home where necessary
- Modelling and demonstration of skills specific to learning objectives
- Modelling of appropriate, legible handwriting always and adoption of joined handwriting once children can form all letters correctly and size/space them appropriately
- Promotion and celebration of activities outside school
- Promotion and celebration of individual progress and achievement
- Pupil Self-evaluation – record when ICT (independent, collaborative, teacher), RAG (red: I don't really get it, amber [orange]: I mostly understand, green: I totally get it), use of Success Criteria, pupil editing with red pen, MRI (marking to reflect and improve) time, etc.

All teachers should ensure:

- All tasks are adapted to pupils' needs so that all pupils are challenged and not rehearsing what is already known.
- Balanced teaching time is given to **all** pupils. Pupils with 1:1 support will at times work with their class teacher and class TA, not always their 1:1 support TA. Their support **must not** replace their time with the class teacher. All teaching staff, including 1:1s, must encourage child's independence wherever appropriate.
- Teaching Assistants should support different groups of pupils across the working week, **including high-ability groups**. The class teacher must spend quality time with the lower ability groups.
- All teaching staff to move around the room when children are independently working, to monitor, support and challenge as appropriate.
- Wherever possible, children should be in the classroom, working towards the same curriculum expectations (unless taking part in a specific intervention activity). It is the responsibility of the Class Teacher to plan adapted learning to enable all pupils to access the appropriate curriculum.
- Pride in work is instilled by high expectations (and insisting on meeting the presentation criteria in the front of all exercise books from Y3 – Y6.) (Appendix 3)
- Independent learning (CoL in Reception) should be encouraged **for all pupils** wherever possible. It should always be the expectation that pupils are responsible for their own learning, e.g. if a pencil is blunt, they should sharpen it; if a spell-check is needed, they should fetch a dictionary.

- Pupils are aware of the lesson outcome and steps to achievement.
- **All** pupils should be given some time for review, consolidation and practice of skills previously taught. This may take place when other pupils are being challenged or supported.
- Praise is positive and specific, given as encouragement for progress on the pupil's individual learning journey.
- Mistakes and misunderstanding of learning is addressed immediately, or as soon as possible.
- **Reading:** Every child should play an active part in a guided reading session every day. In Rec, Y1 and the start of Y2 this is the RWI daily lesson. Subsequently, it is in the form of daily guided reading, using the reciprocal reading (predict, clarify, question, summarise) methodology. Any further reading support including listening to individual readers should be recorded as additionality (on CPOMS) and parents encouraged to support this. Adults read quality texts to children daily, introducing texts and authors that children may not necessarily choose themselves.
- **Writing:** Quality not quantity - reflect and improve from Y3 (English in Y2) and throughout KS2 by writing on alternate lines to allow for pupil editing for improvement with red pen. See presentation rules (appendix 3)
- **Maths:** 'White Rose Maths' ensures inclusion and challenge as appropriate for all pupils. All staff should facilitate learning by enabling enquiry and knowledge-sharing. Catch up sessions for pupils not understanding the core element of each lesson **must** take place prior to the next day's lesson. In KS2, catch-up is completed in red pen to show which pupils needed the additional support. Lessons must include progression from concrete (manipulatives) to visual to abstract, and time for meta-cognition. EYFS maths is taught in a daily Maths Meeting focusing on for example 'the 4ness of 4' including shape, space and measure related to the number being investigated. These lessons are supported by focused activities in continuous provision.
- **Science:** all pupils are taught the essential aspects of the knowledge, methods, processes and uses of science. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Pupils are taught to work scientifically by:
 - asking simple questions and recognising that they can be answered in different ways
 - observing closely, using simple equipment
 - performing simple tests
 - identifying and classifying
 - using their observations and ideas to suggest answers to questions
 - gathering and recording data to help in answering questions

- **PE:** Lessons must be taught each week, regardless of weather, with a wet day alternative planned in advance. Lessons must involve most of the pupils moving most of the time. Pupils unable to participate physically must be included as reviewers/assessors/timers/etc. Pupil talk must be lesson related, as with all lessons – ie not just chatting
- **Foundation subjects** - High-quality, subject specific, topics should inspire in pupils a curiosity and fascination. There is a focus on schema and the importance of linking learning to prior knowledge, within and across subjects, ensuring there is a focus on knowledge, vocabulary breadth and balance
- **Home learning** is purposeful and differentiated to pupil needs, in line with the parameters of the Home Learning grids and the Home Learning Policy

Classroom routines:

Daily:

- Register and Fire Register must be completed twice a day, at the start of morning and afternoon sessions.
- Fire registers must be displayed by the fire exit door in each classroom.
- Sessions to begin and end on time.
- The teacher is ALWAYS present to greet pupils on arrival to the classroom: if the teacher is on playground duty, a TA can perform this role
- The full date written at least once per day. Both forms of the date appear on the whiteboard all day
- 'Morning Motivator' task to be clearly displayed on the board at the start of the day. This should include both a Maths element and a SPAG element, e.g. 4 calculations and a sentence for the children to add punctuation. The task should be age-appropriate and accessible to all.
- Where appropriate, some pupils may access on-line learning materials during Morning Motivator time, or may read to an adult. This time period should not be used to 'finish off' work as it is allocated to ensure the acquisition of key skills.
- 'Maths No Problem' lesson, with post-teaching where needed.
- RWInc (until end of programme, usually end of Y1 or end of Autumn Term Y2) with "pinny time" where needed.
- once RWI has been completed (see above) daily Guided Reading (with pre-teaching of vocabulary where needed) and Spelling Lesson
- Poem/Story/chapter of class novel at the end of each day – 10mins.
- Act of Worship, including lunchtime & home-time prayers (school creed at hometime).
- End of day – behaviour charts cleared; cloakrooms/ bookbags/water bottles/lunch trolleys & cupboards cleared and checked

Weekly:

- Superstars: if a particular piece of work is mentioned, it should be available to show
- Website update, to be completed during Superstars assembly. A weekly year group blog should share news from the classroom in the form of text and photos. Teachers are given time to do this
- Home learning set on Friday and to be in by Wednesday in line with Home Learning Policy
- Empty staff perspex folders in corridor

Half-termly:

- KS1 – Bookworms.
- KS2 – LEARN Awards
- Individual pupil trays cleared
- Next half term curriculum overview to be on class page of website – a whole school message will be sent to say it is there
- Review attendance and report any issues to Ali Dwan, PSA – this may need following up weekly for certain children

Termly:

- Assessment tracker to be completed according to given timetable (appendix 4)
- Interventions/support planned and carried out following pupil progress meetings
- SEN support plans updated and sent home. This should happen at the mid-point of each term, to allow for both review of targets and planning ahead
- Individual liaison with parents via formal professional parent-teacher meeting (additional review for HNF/CLA/EHCP pupils) These must include celebration of achievement and highlight areas where children are not meeting expectations and what school will do/parents can do to help. Individual test marks/grades are NOT shared with parents, unless they specifically ask. Emphasis **must** be on overall teacher assessment, pupil attitude to learning and their social/emotional development.

Annually:

Welcome to new class meeting: friendly but professional; leaflet handed out/sent home to those not attending – includes names of all staff working in the class, including lunchtime support (1:1 TAs should be included as class staff and not highlighted as 1:1), our high expectations of all pupils, our open door policy and when the teacher is best available, details of the year group email address, the importance of communication via Spider app and website, parental support you expect for home learning, home reading record (up to Navy bookband) - completed by parents to communicate with staff, staff will only complete when relevant and pertinent. A summary of national requirements for English/Maths, PE days, planned trips/visits and likely costs.

- In RECEPTION new parents are invited to preschool visits, open afternoon, workshops for the curriculum, and home visits are also offered*
- Written report to parents at the end of the year personalised to the individual pupil.
- Transfer of information to next teacher – both via CPOMS and in conversation.

Teaching and Learning files

- Planned seating places– mixed ability/study buddy partners/ability groupings. These groupings should differ according to curriculum area (English/Maths/Topic, etc) and should be reviewed and adjusted regularly, at least termly. Seating plans should be visible for reference by all staff, including supply.
- Medical needs of individual pupils
- Individual safeguarding circumstance eg parents not allowed to collect/days when each parent is supposed to collect
- SEN overview
- Curriculum overview
- Medium term outline plan
- Weekly plan

Policies:

This document
Behaviour policy
Overall curriculum statement

Appendix 1: school creed

St Luke's Creed

This is our school

Let love be all around:
Love of God and love of life.

In this place
We learn,
We succeed,
We value one another.

Let us remember that
As many hands build a house
So many hearts make a school.
Amen

Appendix 2: Christian Values with Bible reference

Christian Values biblical references

Whole school value of LOVE

1John 4:8

God is love

RECEPTION value of Kindness

Ephesians 4:32

Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.

Y1 value of Forgiveness

Nehemiah 9:17

But you are a God of forgiveness, gracious and merciful, slow to become angry, and rich in unfailing love.

Y2 value of Courage

Deuteronomy 31:6

Be strong and courageous. Do not be afraid or terrified because of them, for the Lord your God goes with you; he will never leave you nor forsake you."

Y3 value of Thankfulness

Psalms 136:1

Give thanks to the Lord, for he is good

Y4 value of Hope.

Romans 15:13

May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.

Y5 value of Faithfulness

Psalms 117:2

For great is his love toward us, and the faithfulness of the Lord endures forever.



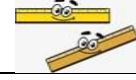





Y6 value of Respect

Job 4:6

Doesn't your respect for God give you confidence?

Doesn't your life of integrity give you hope?

Appendix 3: presentation and marking rules, to be the front page in all exercise books from Y3 and reinforced with pupils each September

<h2 style="text-align: center;">Presentation</h2> <p style="text-align: center;">Steps to success</p>	
	I will not doodle in or on my books
	I will use DUMTUMS to set out my work
	I will use a ruler to underline
	I will put one neat line through any mistakes I make
	I will glue sheets in to my book carefully
	I will use a sharp pencil for my work (or a pen when my teacher tells me to)
<u>write</u>	I will write on every other line in my book when self-editing (from Y3)
<i>make it better</i>	"Reflect and Improve" editing is done in red pen
	I will NOT leave out pages or big spaces in my book
	I will use colouring pencils to colour in on pages in my book

<h2 style="text-align: center;">Marking</h2>
<p style="text-align: center;">All marking should be meaningful, motivating and manageable</p>
<ul style="list-style-type: none"> The focus of marking should be on the quality of feedback
<ul style="list-style-type: none"> Feedback can take the form of spoken or written marking, peer marking and self-assessment
<ul style="list-style-type: none"> Any written comments must be in St Luke's handwriting style and correctly spelled and punctuated
<ul style="list-style-type: none"> The adult should tick the piece of work to indicate that they have seen the work and made their professional judgements on the content

Appendix 4 – assessment schedule

Assessment and Reporting: Key Dates

Teacher Assessments for reading, writing, mathematics to be inputted into the SIMs system:

November - Autumn term Lexplore assessment for Y3 and below average pupils across KS2 – see below

Termly Lexplore assessment for pupils not yet reaching the expected standard in reading.

November

January

April

Pupil Progress Meetings with DHT: (termly)

November

March

June

Individual Parent-Teacher Meetings: (Autumn and Spring)

October - online

February/March – face-to-face

Annual Reports: (Summer)

Mid-June handed to HT

Beginning of July home to parents/carers

LEXPLORE

Pupils will be assessed using the programme which provides reading age, speed, comprehension and intervention support where necessary. This is a digital platform which compares performance with schools nationally. Results are available to staff through the Lexplore portal.

Subjects other than Reading, Writing and Maths

End of unit assessment - one lesson of independent work demonstrating knowledge, skills and understanding acquired from teaching in that unit. Recorded as: "some", "most," "all" planned knowledge has been learned.

NFER tests will be used termly for Maths and English assessments across school from the end of Year 1.

Maths

Assess and review (end of unit) from White Rose Maths

Reading and Writing

On-going teacher assessment against age-related expectations, with termly recording: "below", "at", "above"

Taking into account pupils' writing in all subjects, writing moderation within and across phases will validate judgements. Therefore, the quality of writing in ALL books, and the care of presentation by pupils, must be consistent.

Appendix 5 Classroom organisation non-negotiables

- Windows and window sills must be free of clutter, a well-cared-for pot plant is acceptable! Y4-Y6 may use their window ledges for storage of resources, provided that they are in clear or blue boxes, and with clear, type-written labels or agreed school handwriting font – not piles of books!
- Store rooms must not be accessible to pupils, storage may be of any suitable form. The walk way must be clear, with no tripping hazards and the door must close and be able to be locked.
- Once children are “getting on”, teachers and TAs should be “circulating” with a green pen - to observe children’s learning and intervene where necessary, and to mark their work so far (see marking appendix 4)- rather than always working at a given ‘station’ with a small group.
- SEN Support Plans should be accessible to all supply and support staff and should reflect and celebrate the pupil’s strengths as well as their difficulties.
- Teaching Assistants should have opportunities to plan with teachers and have a copy of weekly planning. Class TAs have an hour per week built into their contract for this. If plans are not available at weekly meetings, they should be shared with TAs via school email prior to the weekend, on the understanding the plan may evolve during the following week. Ideally this will be in a Google Docs format, so year group staff can work collaboratively and share changes as they happen.
- KS2 Exercise books: Grammar, Reading, Writing (not topic-related), Science (from Y4), Topic (Geography/History & Science where it matches), RE/PHSE, Sketch book, Maths journal, reading journal, spelling log, Latin (Y4-6), home learning.
- All teachers must be aware of pupils who do not complete home learning and discuss this with parents, whilst remembering that home learning cannot be enforced. All home learning must be marked prior to books going home again by an adult or share-marked in class – if share-marked, pupils should note this on their work, with an accompanying stamp to demonstrate it has been seen by an adult. Share-marking must only be used for the benefit of sharing responses; thus for example a comprehension exercise would be improved by sharing ideas, but every question does not require this level of debate, so only certain questions should be share-marked. Parents are encouraged to give feedback, to which a written or verbal response may be given. Parents are also encouraged to use the home learning book as a communication method.

Karen Allen headteacher and Becky Wilson, SENCo