

Classroom Culture

Foundation Stage

Non-negotiables

- The language of personal capabilities is used and associated skills are actively developed as a by-product of effective teaching
 - Talk partners - Paired work between children takes place in Reception
 - Mixed ability groups – used; equally teachers employ personalised learning to meet individual needs
 - Teacher “hands up” signal or other actions to get class attention eg responsive clapping / countdowns. **Adults do not shout over children.**
 - Adults do not raise their voices to shout unless needed for a quick response to a safety issue
 - Learning Walls develop pride in own learning and pupil engagement in classroom with a focus on ‘my best effort’.
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Very young children naturally call out to get an adult’s attention. Whilst we accept that this is normal egocentric behaviour, we do teach children to respect one another from Nursery onwards.

Ways to avoid “hands up” from children when asking and answering questions in order to engage all pupils

- Lolly sticks with children’s names on

Year 1 and 2

Non-negotiables

- The language of personal capabilities builds through our PSHE curriculum from Foundation stage and associated skills are actively developed as a by-product of effective teaching
- Talk partners - Paired work between children takes place regularly
- Mixed ability groups – used

- Teacher “hands up” signal, clapping patterns or shake musical instrument – both to get class attention **Adults do not shout over children.**
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Ways to avoid “hands up” from children when asking and answering questions in order to engage all pupils

Lolly sticks with children’s names on

Thumbometer for children to indicate understanding/confidence in on-going learning (see engaging children 1 Paul Ginnis section of toolkit)

Stand up / sit down pole strategy

Ways to encourage team responsibility

Team based points systems – Children to collect points for their learning team. ‘Winning’ teams receive a treat that will benefit them eg extra playtime / stickers or VIP rather than purchased items.

Years 3 to 6

Non-negotiables

- Personal capabilities and thinking skills are actively discussed with children as they demonstrate them through effort and challenge.
 - Kagan teams – changed each half term
 - Teacher “hands up” signal, clapping pattern to get class attention. **Adults do not shout over children.**
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Ways to avoid “hands up” from children when asking and answering questions in order to engage all pupils

Lolly sticks with children’s names on

Traffic light cards for children to indicate understanding/confidence in on-going learning

Ways to encourage team responsibility

Each class designs their own reward system with the teacher to ensure differences.

Kagan activities for team building

Thumbs up - when in agreement / has idea

Traffic light feedback (in maths)