

Features of a KS1 Classroom at Thames View Infants

Planning

- Teachers have an individual weekly planning folder which includes weekly plans.
- Plans are broken down into key components: a pacey introduction/starter, teaching segment, child consolidation, plenary. Differentiation (including provision for gifted and talented pupils) and other personalised learning is identified on plans where appropriate.
- In 2014 National Curriculum Levels were replaced by TVI's own assessment system – Development Stages. Development Stages were established to measure children's progress. TVI's Development Stages are closely aligned to the new National Curriculum performance descriptors.
- "Development Stages" are identified on plans (Development Stages are indicated also where writing is taking place during a writing-based Foundation-subject or Science lesson).
- Talk for learning opportunities identified on plans.
- Each class has a Guided Reading Folder, divided into 4 differentiated groups.
- Planning folder containing annotated previous weekly planning, timetable, medium term plans.
- Plans will be annotated, tailored to meet the needs of individual classes.

Pupil Grouping

- Each class has four differentiated groups (A to D) clearly displayed, based on reading ability.
- Children may be in different groups for maths and writing.
- The groups continually change based on formative and summative assessments and there is a continual pupil progress dialogue between teachers, teaching assistants, Key Stage Co-leader and Assistant Headteacher. This is supported by regular meetings between the Key Stage One Co-Leaders, Assistant Headteacher and the Headteacher.
- During consolidation time, one of the four groups will usually access the classroom based PCs and or other ICT equipment (including iPads), to consolidate their learning electronically.

Classroom Organisation

- Groupings organised into 4 ability groups.
- There is a space for children to sit in a horse shoe during teaching segment.
- Teachers planning board includes: weekly overview, 4 differentiated groups, children's individual book band identified, support groups timetable, Talk for Learning prompts, reading buddies.
- Resources are organized so that children can access them easily, including a maths and art resource trolley.

Learning and Teaching

During the Teaching Segment:

- Children sit in a horse shoe on the floor (some may be on chairs)
- Largely you will see TAs sitting with individual/groups of children, supporting them as directed.
- Children sit with a talk partner, organised by the class teacher, usually arranged according to more able readers paired with less able readers. (All children have reading buddies).

- Talk for learning taking place where appropriate, including sustained shared thinking, uptake, extended dialogue, differentiated questioning, exploratory talk, commentary.
- Pupil modeling and demonstrating.
- Talk buddies.
- Whole Class Interactive technologies used to support teaching.
- Practical resources used where possible.

During the Child Consolidation Segment:

- Generally speaking:
 - Both the CT and TAs work with a focus group.
 - Independent learning also takes place.
 - Children using practical resources.
 - When working with a focused group, the CT and TAs write a child-friendly target in books. For science and foundation subjects a literacy based target and a science/foundation target/correction is recorded also. In maths, a maths based target is recorded and all work is marked correct or incorrect. Targets are identified "in the moment", with the group working with the adult. Targets are committed to books, with the child present (after Shirley Clarke). Where appropriate, a Development Stage is committed to the page too.
 - At times, the CT will stop the class and offer focused feedback to individual children and the whole class.
 - All lessons incorporate differentiated consolidation activities (usually within 4 groups). Where appropriate, a group of pupils will consolidate their learning on PCs too.
 - Children may work collaboratively out of class. Personalised learning, including children working collaboratively or independently out of class will usually take place across subjects and beyond lessons too. These take place within carefully matched groupings, including the more able teaching the less able; this will often include cross-phase pairings (with children teaching others or modelling skills to their older/younger peers).

Deepening Learning for the Most Able

As described above, the most able children are given opportunities to be challenged and to deepen their knowledge. These opportunities include:

- Children working out of class, within and across lessons.
- In these instances, learning might consolidate children's own interest, working within/outside class, within/across lessons.

On occasion, teachers may employ flexible "creative classroom management strategies", moving away from the School's "4 part signature pedagogy", to reorganise a particular lesson to offer additional challenge for the most able. Each instance must be justified on its own merits and must benefit the whole class. For example, this might include:

- The most able undertaking consolidation activity during teach time (and then taught separately whilst the remainder of the class are consolidating their learning).
- The most able 'just doing it' (during teach time) and then teaching other children within the remainder of the lesson.
- Able Year 2/1 children teaching Year 1/2.
- The most able children from Year 1 attending Year 2 maths lessons.
- Nursery buddies – children from Year 2 support in nursesey.
- "Full" extended-writing lessons.
- Enriching pre- and post-guided reads for most able readers, enabling them to understand concepts and "life experiences" beyond their age range.
- In year 2, the very most exceptionally able pupils (with sufficient resilience), are given

the opportunity to embed their literacy and maths knowledge further at a particularly greater depth, whilst developing learning content and new skills from Year 3.