

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, and Assistant Headteachers. This is supported by termly Pupil Progress Meetings between each Class Teacher and the HoY, as well as weekly SLT Meetings.
- 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.
- Teacher's planning board displays: weekly timetable, 4 differentiated ability groupings alongside each child's reading book band, support group timetable, Talk4Learning prompts, a list of reading buddies.
- Most resources, especially those for Maths and Art, are organised within trolleys ensuring they are easily accessible to children.
- In Year 1, classrooms will have a role play area which is changed termly to reflect the curriculum. The Teacher will direct specific children to this area at opportune moments across the day.

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, and this is typically a pairing of more able and less able children (all children have reading buddies).

- Talk4Learning taking place where appropriate, including sustained shared thinking, uptake, extended dialogue, differentiated questioning, exploratory talk and commentary.
- Pupil modelling and demonstrating at the front of the class and using the Visualiser.
- Talk buddies.
- Whole Class Interactive Technologies used to support teaching.
- Practical resources used where possible.
- A short episode of focussed feedback delivered strategically at points within the teaching segment.

During the Child Consolidation Segment:

Generally speaking:

- Both the CT and TA work with a focus group each lesson.
- Independent learning also takes place.
- Children use practical resources when appropriate.
- When working with a focus group during Writing lessons, the CT and TA write a child-friendly target in books. For Science and Foundation Subjects a literacy-based target and a science/foundation target/correction is also recorded. In Maths lessons, a target is recorded and all work is marked correctly or incorrectly. Targets are identified "in the moment", following a 1:1 discussion with the child. 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 focussed feedback to individual children and the whole class, often using the visualiser.
- 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 or independently out of class. Personalised learning opportunities will usually take place across subjects and beyond lessons. This will often include cross-year and cross-phase pairings (with children teaching others or modelling skills to their older/younger peers).
- On occasion, a child will work at the Teacher's PC, modelling expectations on the screen to the whole class.

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:
 - Personalised learning within and across lessons.
 - In these instances, learning may mirror that within the classroom; may allow the child to meet the learning intention by working on a different activity; or may consolidate a child's own interest.
- On occasion, more experienced 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 merit 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 supporting in Nursery.

- “Full” extended-writing lessons.
- Enriching pre- and post-guided reading activities for most able readers, enabling them to understand concepts and “life experiences” beyond their age range.
- In Year 2, the most exceptionally able children (with sufficient resilience), are given the opportunity to deepen their Literacy and Maths skills as part of the ‘Zoomers’ group. This group is taught by an experienced Teacher / or the Headteacher, teaching children at a particularly Greater Depth, often learning new skills from the Year 3 curriculum.

Accelerating Learning for the Least Able

- Across KS1, some children access targeted support groups outside of the classroom, run by an experienced TA, in parallel to in-class lessons. This includes group Literacy and Reading sessions, focussing on Speaking and Listening skills.
- One class (Squirrels) offers a high quality, hands-on, and language-rich provision for 16 less able children within Year 2, many of which have SEND.
- Children with identified fine and gross motor needs take part in sufficiently practical, play-based games and activities both inside and outside the classroom.