

Classroom
Management
ECIE6003

Student Number: 1351571

Essay – Critically discuss whether current Classroom Management strategies are inclusive for all learners. Link to the theoretical approaches and policies. (At least two theoretical approaches).

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organised, orderly, focused, attentive, on task, and academically productive during a class (The Glossary of Educational Reform, 2014). It could be argued that research suggests that Classroom Management strategies are deemed as the foundations of a good classroom, and every student teacher and teacher implements and embeds strategies into their classroom to ensure that all learners are engaged and ready to learn as well as to manage behaviour. It is also important consider that classroom management strategies are the cornerstone of learning and behaviour management within the classroom. Both need to be present in order for a holistic and engaging learning environment. These strategies are cited as being inclusive for all learners, but it could be argued that a ‘one-size-fits-all’ approach does not fit or is inclusive for all learners and does not include everyone for example those learners who are neurodivergent, culturally diverse and trauma affected.

Within Wales the new Curriculum for Wales (CfW) began being introduced to primary schools in 2022. The new curriculum continues to be rolled out and implemented and embedded in schools across Wales. The new curriculum focuses on the behaviour, environment and pedagogical principles which are key to delivering the aims of the curriculum. For example, effective learning environments are inclusive, promote well-being and support positive behaviour (Welsh Government, 2023). This approach is key as it reinforces behaviour and environment and key to delivering the aims of the curriculum by ensuring that good classroom management practices are implemented within the classroom to support the curriculum delivery. This aspect can be shown to be pivotal in the delivery of the curriculum to the learners in Wales as it supports and guides the teachers who are responsible for setting up an engaged, safe and inspiring learning environment. The new curriculum clearly supports the view that classroom management strategies are integral in terms of delivering the curriculum and promoting positive behaviours and environments for all learners. Classroom management techniques refer to the strategies that teachers employ to effectively create safe, respectful classroom environments that reinforce positive behaviours and eliminate behaviours that negatively impact learning opportunities (Editors of Salem Press, 2014).

The new curriculum aims to broaden learning, support schools to be more flexible in their approaches, and provide education leaders and practitioners with greater agency to innovate and be creative in what they teach and how they respond to learners (Conn, Hicks & Thomas, 2024). Wales leans towards a nurturing and inclusive model prioritising pupil well-being and emotional development. Behaviour is seen as a reflection of the unmet needs or developmental challenges. The Four purposes of the Welsh Curriculum encompass ambitious capable learners, enterprising creative contributors,

ethical informed citizens and healthy confident individuals. These purposes are reinforced by the classroom strategies that are implemented to ensure classrooms are structured and have clear expectations, that they are emotionally safe and inclusive and are responsive to pupil voice and independence. For example, learners will be met with a visual timetable each morning outlining the subjects and tasks for the day, there will be clear instructions on what to do when entering the classroom in the morning, breaktime and lunchtime transitions and home time. There will be the opportunity for classroom jobs and for learners to become more independent and focused on work tasks. There may be a set seating plan for literacy and numeracy and other set subjects during the course of the school day. All of these aspects are classroom management strategies that a teacher would need to consider in order to provide the best learning environment and opportunities for all learners. Successful schools give pupils a strong voice in shaping their learning and classroom routines (Estyn 2025).

Embedding this approach can be difficult and most schools will need policies to implement and embed these strategies to ensure that they are successful in a school setting. For example, (School A) has a Curriculum policy, Teaching and Learning Policy and Additional Learning Needs Policy which states that we recognise and celebrate the uniqueness of each child through a programme of learning that promotes challenge and personalised education at all levels. Through this, we encourage creative and critical thinking alongside stimulating and meaningful experiences (Appendix 1). This demonstrates and reinforces the direct link between environment, pedagogy and classroom routines and management. These elements are needed to ensure all learners are engaged and have access to a curriculum that is suited to their needs and progression. The policies embedded in schools are directly from legislation to ensure that all learners have access to the curriculum and that it is inclusive for all and not just the few. However, some critics would argue that these strategies do not provide those learners who are neurodivergent for example with the same opportunities and access to the curriculum than those learners without those challenges. Practitioners expressed uncertainty about how to embed equity and inclusion in curriculum design, especially for learners with complex needs (Welsh Government. 2025)

The research illustrates that there are definite gaps in how inclusive the curriculum is considering all the differing needs of the learners within a school setting. Recent evidence would suggest that there are gaps which practitioners have identified but without additional resources or funding it is difficult to make an impact on those with additional learning needs. There have been several studies and reports highlighting the gaps and challenges around consistency and support for diverse learners. Respect for difference can only be cultivated in educational systems if those responsible for enacting educational practices are supported by consistent and coherent policy messages which value diversity and challenge deficit (Knight & Crick, 2021). This demonstrates that further work needs to be done on

ensuring all policies are embedded consistently and coherently. It is also important to consider the practitioners understanding of the policy and what the implementation looks like in a school setting, This would ensure that the vision being communicated is the correct one and also allow regular communication and support to be given where appropriate.

Classroom management is clearly key to providing a safe, engaging and inspiring space for all learners to engage and learn. Educational theories have provided many examples of strategies and how they impact on the learning of the learner in a classroom setting. Constructivism emphasises the learner led philosophy which is central to the four purposes and areas of learning. Piaget focused on the stages of cognitive development and how children actively build their knowledge which is linked to classroom management strategies in terms of promoting independence, peer and self-review, being pupil led in term of pupil voice groups and working independently to help build resilience, knowledge and confidence. This is endorsed by all schools who have a Behaviour policy, Curriculum policy, Teaching and Learning policy and Additional Learning Needs policy (Appendix 1&2). There is clear and direct link to the curriculum planning and classroom management strategies however there is evidence to suggest that there are gaps that we need to address for example diversity is limited and those learners with additional learning needs are still not having their needs met because there are no resources available. It could also be argued that practitioners themselves are overworked and do not have the time to plan out several versions of the same lesson in order to differentiate for those learners who are neurodivergent or culturally diverse. As a result, an inclusive curriculum should move away from a standardized approach, which may focus on the needs of the “average” learner. Instead, a curriculum should be designed to encompass the diversity of needs of all learners, rather than including individualized actions that compensate for specific groups (Knight & Crick, 2021). It is clear that there are many challenges ahead for the Welsh Education and that finding solutions are key to the success of embedding the new curriculum across Wales. Major challenges remain in ensuring equitable outcomes across Wales’s diverse school communities (IFS, 2024).

Constructivism, social constructivism, and instructional scaffolding showed that active learning and practice with gradually reduced support increased classroom management autonomy (Shank & Santiago, 2022). The key elements to classroom management include managing behaviour, building relationships, engagement with learning and responsiveness to the environment. These elements shape how practitioners manage and set out their classroom. Challenges to learning and behaviour in the classroom can prove difficult at times and for many reasons there could be an underlying health condition, behavioural difficulties for example learners with ADHD, autism and other learning difficulties, changes to the routines and day can be challenging and disruptive and learned behaviour. All of these aspects can impact on learners and affect their behaviour resulting in more challenging behaviour in the classroom and this impacts on their learning and willingness to engage fully with the

task. Challenging behaviour in the classroom can be derived from several aspects including the learner's home environment and carers. It is clear that some children live in poverty and more deprived areas which can affect their ability to engage in learning. Inclusive education involves schools in welcoming children to participate as pupils, without setting arbitrary boundaries based on previous attainment, social characteristics, behaviour, linguistic proficiency, sensory and physical skills, or assumptions about intellectual potential. However, inclusive education also implies that the children are not just present in classrooms, but they learn and succeed in this context (Pollard & Pollard, 2014). Piaget's educational theory supports stages of development in children and providing scaffolding to help children play, learn and discover elements about their environment. Modern scholars have found that environmental factors play a more significant role in cognitive development than previously thought. A comprehensive meta-analysis published in 2020 revealed that structured educational environments can accelerate progress through developmental stages, though the sequence remains largely consistent. This finding has important implications for classroom instruction and curriculum design (Manuel, 2025). Piaget's theory has a direct impact on the classroom management and how inclusive this aspect is for all learners. Whilst it is clear that Piaget's theories are supported it could also be argued that there is evidence to confirm that the inclusive nature of these theories is somewhat inconsistent in practice in the classroom. There is a disconnect between the ambition for inclusion and the realities of curriculum enactment (Welsh Government, 2025).

Piaget's theory is a foundation for many practitioners today and demonstrates that learning is a journey that we need to support and foster. We need to encourage questioning to building critical thinking and problem-solving skills as well as allowing learners the opportunities to discover and ask questions themselves. Piaget's theory on cognitive development plays a vital role in how children grow and learn at different stages of development. The constructivist theory highlights how children take an active role in gaining more knowledge and how to apply it. This approach has allowed the development of classroom strategies such as self and peer reviews, active prior knowledge and promoting independence and resilience in the learning environment as well as allowing learners to progress at their own pace. In theory, Piaget has laid the foundations for many practitioners however it is clear that given the structure and lack of resources and funding cuts year on year this has had an effect in terms of being inclusive for all learners. Those learners with neurodivergence, cultural diversity and behavioural difficulties are being left behind and not being engaged in a curriculum that is bespoke and ready for them as detailed in the Curriculum for Wales. Several studies and reports have highlighted gaps and challenges around implementation – particularly around equity, consistency and support for diverse learners (Welsh Government, 2025).

Maslow's hierarchy of needs is another educational theory which has stood the test of time and is used frequently when describing and understanding the environment around us in a classroom setting.

Abraham Maslow developed the psychological theory in 1943. It is frequently used in education to understand how learners basic and emotional needs affect their ability to engage and succeed in the classroom. There are five sets of goals identified by Abraham Maslow in “A Theory of Human Motivation” as basic needs: physiological needs, safety, love, esteem, and self-actualization. He arranges these hierarchically, with physiological needs being the most important and self-actualization the least (Stoyanov, 2017). Understanding and applying Maslow’s Hierarchy of Needs within a classroom setting is crucial to fostering a conducive learning environment. Maslow’s hierarchy embeds itself within the classroom as it focuses on making the learners feel safe, secure and ready to learn. As practitioners we need to ensure all our learners are happy when they come to school, that they have had breakfast and have clothes that are warm and shoes that fit. It is important learners feel safe and secure in their environment this allows them to learn and engage with the lesson. In the education system, promoting students' self-esteem and recognizing their achievements can positively impact their motivation and academic performance (Kumar & Singh, 2023). Maslow’s hierarchy starts at the basic levels of needs for any learners or individuals and that progresses until they reach self-actualisation. Curriculum for Wales aligns with Maslow’s theory as it focuses on well-being, learner voice and holistic development. It enables and promotes classroom strategies that promote safety, belonging and self-esteem which are essential components for enabling progression and engagement. “A sense of belonging is fundamental to learner engagement. Schools should create inclusive environments where pupils feel safe, valued and connected. “A sense of belonging is fundamental to learner engagement. Schools should create inclusive environments where pupils feel safe, valued and connected. Positive relationships and consistent routines are key to preventing disengagement (Welsh, Government, 2023).

Maslow’s theory promotes collaboration in the classroom and inclusiveness for all learners. We recognise and celebrate the uniqueness of each child through a programme of learning that promotes challenge and personalised education at all levels (Appendix 2). This demonstrates how theory has translated into policy and practical application within a school setting. Practitioners are constantly reflecting on how to engage and inspire their learners to ensure they are ready to learn and feel safe and secure in the learning environment. This also promotes resilience and independence which again is reinforced by the Welsh curriculum and curriculum design process which is unique per school as each has their own community focus. A sense of belonging is fundamental to learner engagement. Schools should create inclusive environments where pupils feel safe, valued and connected. Positive relationships and consistent routines are key to preventing disengagement (Welsh Government, 2023). Maslow’s theory provides learners with the opportunities and abilities to be engaged in learning and regulation of their behaviour so that they can learn without being distracted or without having their basic needs met. Practitioners ensure all learners are considered when planning lessons and classroom

settings. By understanding and applying Maslow's theory, educators can design instructional strategies and support systems that cater to students' diverse needs (Kumar & Singh, 2023).

It can be agreed that whilst Maslow's theory in practice appears to include all learners it can be argued that is too simplistic and does not challenge learners enough, as well as not being able to offer practical guidelines for implementing in a classroom setting. In conjunction with other theorists such as Bronfenbrenner it can form a detailed and more structured approach to learning. It is also apparent that Maslow's theory is based on western cultures and does not include or take into consideration different cultures within his model. It also does not consider the inequalities such as racism and poverty which would have a detrimental effect on a learner's ability to engage and learn independently as their needs who have not been met at the first level of the model. While Maslow's theory can guide inclusive practice, it must be adapted to account for learners with exceptionalities who may not follow a typical developmental path (Lutz, 2016).

It is clear that classroom management is heavily influenced and guided by educational theory. Indeed, there are clear examples of structures and routines being implemented which is reflected in the new curriculum for Wales with the introduction of the four purposes and curriculum design. There is a clear link to theory and policy despite this the implementation and embedding of these elements it is inconsistent, which it could be argued is a lack of inclusiveness for those learners with neurodivergent conditions, who are culturally diverse and have experienced trauma. Further educational reform is needed to ensure all learners in Wales are treated fairly and have the education that they deserve. It is imperative the Welsh Government review and investigate linear models to implement, provide training for all staff, integrate trauma-informed and ALN strategies and provide concrete visuals and aids to be used in the classroom. By doing so, classroom management becomes not just a tool for control, but a foundation for equity, engagement, and holistic development.

Appendices - Appendix 1 Learning & Teaching Policy



Knelston Primary School Learning and Teaching Policy

At Knelston Primary School we recognise and celebrate the uniqueness of each child through a programme of learning that promotes challenge and personalised education at all levels. Through this, we encourage creative and critical thinking alongside stimulating and meaningful experiences.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's ethos and practice. As a rights respecting school we teach about children's rights and model rights and respect in our relationships and practice. We continually aim to provide an inclusive, enabling environment which gives all children a voice and empowers them to achieve.

Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to fulfil the core purposes of the Curriculum for Wales.

Our school strives to create a nurturing environment with strong, open and positive partnerships between adults, children and the wider community, that ensures the well-being of all.

PRINCIPLES

As a staff we believe that:

Our policy for teaching and learning will inform all other curriculum policies and classroom practice.

We have a growth mindset culture where children and adults work together in an atmosphere of mutual respect, resilience and reflection about their learning and well-being.

Key Elements

The learning environment at Knelston Primary School

The extended learning environment

The pupil as a learner

The teacher and support staff at Knelston Primary School

Teaching and Learning

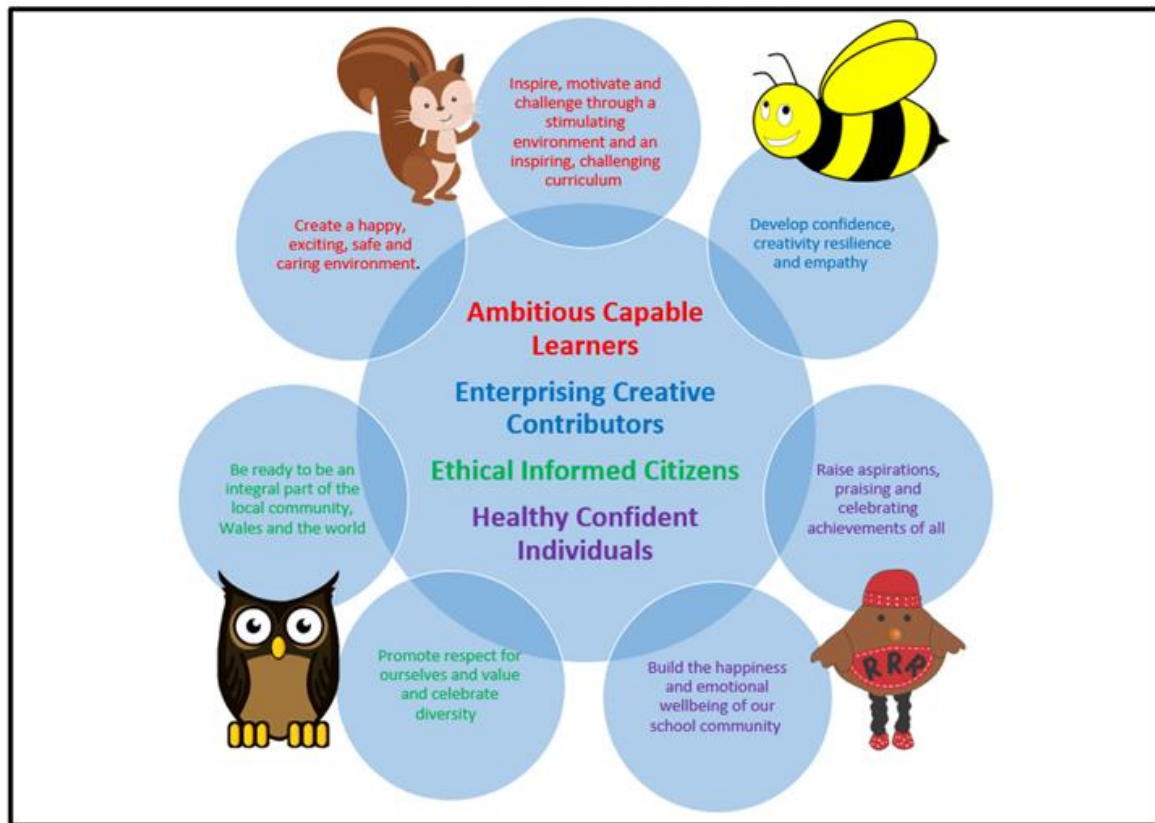
Parental Support

Governor Support

Implementation and monitoring



Our Values at Knelston



AIMS

Our aims for teaching and learning are that we will provide a framework that:

- Will help the school dream, believe, achieve, together
- Will keep our children happy, healthy and safe.
- Will offer our children the knowledge, skills and experiences to enable them to become; ambitious capable learners, enterprising creative contributors, ethical informed citizens and healthy, confident individuals
- Will raise standards of achievement and attainment for all children in an inclusive, safe environment which supports their wellbeing.



- Will continue to encourage open discussion and debate about learning within our school.
- Will establish an agreed range of practices in respect of learning and teaching and will promote an understanding of a range of pedagogical approaches which underpin good teaching and learning.
- Will enable staff to identify aspects of practice which they wish to develop within the school and support their research.
- Will endeavour to constantly improve the quality of learning experiences offered within our school.
- Will ensure learning occurs in a social context. The role of adults and other pupils in supporting and extending that learning is crucial.
- Will promote and facilitate children making choices with their learning
- Will focus on and recognise achievement.
- Will provide an agreed focus for monitoring and evaluation of the curriculum.

We believe that the key characteristics for a high quality teaching and learning environment at Knelston school should include.....

The Indoor/ Outdoor Classroom

The learning environment of the classroom should:

- Be clean, tidy, well organised and supplied with the relevant learning resources for the pupils' needs.
- Be stimulating, interactive and promote learning, including learning through purposeful, challenging displays in all classes including: Celebration; Growth mindset; work stations Welsh patterns.
- Facilitate independent and co-operative work by pupils.
- Encourage pupils to make choices about their own learning, and how to facilitate it.
- Enable pupils to have access to areas which promote independent learning and enquiry.
- Enable pupils to take increasing responsibility for the organisation and care of the learning resources.
- Provide areas of learning outdoors which are safe, secure and stimulating.
- Enable pupils to have access to a variety of I.T resources.
- Provide pupils with opportunities to develop and consolidate a range of skills across the curriculum.
- Provide pupils with opportunities to access local, national and global aspects of their learning.
- Enable pupils to develop and apply the attitudes, values, skills, knowledge and understanding relating to well-being.

The Extended Learning Environment



The extended learning environment should provide opportunities for pupils to:

- Experience first-hand learning through targeted visits and visitors to school.
- Work with other members of the school's community and members of the community e.g. local artists; writers in residence; PCSO and Firefighter visits.
- Experience at least one residential visit during their time in school
- Experience challenge and have opportunities to extend individual talents and skills through attending extra-curricular activities offered by school staff e.g. Music, Sports Clubs etc.
- Participate in school and/or public performances.
- Participate in local sporting tournaments and cluster school events including transition activities.

Section 2

Children:

- Start from what they know
- Learn because they are self-motivated
- Ask questions about their learning
- Value their own and others ideas
- Learn from their mistakes
- Make choices about their learning
- Recognise achievement above attainment.
- Respond appropriately to effective marking to move on their learning.
- Reflect on their own and others learning
- Have high expectations
- Must be ready to learn e.g. having a growth mindset, having the correct equipment.
- Should be taught to develop self-help strategies.
- Should make choices for learning and have opportunities for decision making.
- Contribute to why, what and how they learn.
- Use a range of approaches to learning
- Enjoy working together and on their own

Teachers:

- Plan tasks, investigations and enquiries to allow children to apply and consolidate skills across the range of AoLEs and progression steps
- Value every pupil and recognise the individuality of each child.
- Maintain high expectations of each pupil and help all pupils to reach their full potential.
- Value the contributions made by individuals.
- Have a clear understanding of the skills, knowledge, concepts and attitudes which are the goals of the learning process.
- Maintain an appropriate pace
- Provide clear learning objectives and outcomes for pupils.
- Use effective feedback, marking and the monitoring processes



- Are responsible for their own Continuing Professional Development
- Are the lead learners, showing we all learn together
- Use a range of pedagogical approaches to help all learners achieve
- Lead, motivate, enthuse and encourage learners
- Challenge pupils through effective questioning
- Use regular planning and assessment to promote better learning
- Give children choices in their learning
- Reflect and look for ways to improve their own teaching and learning
- Track pupil progress in accordance with the school's assessment procedures
- Ensure that pupils are aware of their next steps for learning
- As much as possible verbal feedback and assessments are given at the point of learning for instant action. Comments aim to be positive and constructive with meaningful next steps to help pupils progress.

Section 3

Sessions at Knelston Primary School will include:

- The learning objective, skills to be developed, links to previous skills learned and success criteria will be shared and agreed with the pupils at the start of the lesson.
- The climate of growth mindset will be discussed/ referred to so that all learners are confident to 'have a go' and are reminded of where to get help.
- A stimulus, the main teaching focus and differentiated activities which enable the children to achieve the objective.
- Opportunities for mini plenaries during lessons where success criteria will be discussed. Verbal feedback will be integral to support the learning.
- An appropriate pace which must be maintained during the lesson and the effectiveness of the planned activities must be evaluated.
- Time for thinking and reflection, and for children to respond to marking comments using purple pen.
- Regular feedback to pupils with high quality marking and feedback in accordance with the schools marking policy to ensure understanding and consolidation of intended objectives, and development of skills.
- Opportunities to develop and apply the cross curricular skills and cross cutting themes.

Monitoring and evaluation of Teaching and Learning (Looking for Learning)

- Regular book shares in staff meetings



- Learning walks
- Assessment of the quality of the feedback
- Review of the learning environment at regular intervals, for example, display, classroom organisation, resources
- Regular monitoring of the use of resources and their effectiveness in the context of teaching and learning
- Tracking of pupils' progress through formative and summative assessments
- Evaluation over time of the national data available – Baseline Assessments, National personalised assessments
- Observation of teaching and learning
- Listening to children discussing their learning and progress
- Discussions with staff
- Parental surveys
- Pupil surveys
- Trio working: staff planning and supporting each other
- Structured opportunities for staff discussion about teaching and learning
- Staff planning together at outset of each topic
- Setting realistic but challenging targets for improvement
- Observation of behaviour and attitude

Section 4

Parental Support

At Knelston Primary School we encourage parents and carers to play an active role in their child's education through:

- Talking and listening to their child.
- Regular attendance
- Attending parental review meetings.
- Listening to their child read.
- Supporting Home/School tasks.
- Supporting school topics.
- Keeping up to date with school information through the school's web site, twitter feed and reading weekly newsletter.



- Communicating any issues/concerns relating to their child to the school.
- Supporting social and fund raising events.

Governing Body Support

The role of the governing body in Knelston Primary School, with regards to learning and teaching is strategically planned for. The aims are:

- To be able to effectively measure and continuously improve pupil progress both in terms of achievement and attainment.
- To ensure that as a Governing Body we have high expectations and are continually improving provision particularly in terms of high quality learning and teaching.
- To place the development of the core purposes, Literacy, Numeracy, Pupil Wellbeing and the reduction of the impact of poverty at the forefront of our work.
- To ensure that the school provides excellent learning and teaching opportunities to enable every child to maximize their potential.
- To ensure that our school provides a highly nurturing and caring environment to encourage pupils and staff to grasp new opportunities and tackle new challenges.

This policy statement is the outcome of whole school meetings which aimed to review the principles identified for learning and teaching at Knelston Primary School.

As staff we:

- Reviewed our pedagogical approaches.
- Reviewed classroom organisation and identified the range of existing practice within our school.
- Reviewed and reorganised our resources for teaching and learning, and how they were being used to support learning.

Last review date: October 2024

Head teacher

Chair of governors

Appendix 2 – Curriculum Policy



Curriculum Policy

At Knelston Primary School we recognise and celebrate the uniqueness of each child through a programme of learning that promotes challenge and personalised education at all levels. Through this, we encourage creative and critical thinking alongside stimulating and meaningful experiences.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's ethos and practice. As a rights respecting school we teach about children's rights and model rights and respect in our relationships and practice. We continually aim to provide an inclusive, enabling environment which gives all children a voice and empowers them to achieve.

Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to fulfil the core purposes of the Curriculum for Wales.

Our school strives to create a nurturing environment with strong, open and positive partnerships between adults, children and the wider community, that ensures the well-being of all.

Purposes of the curriculum

1. Ambitious capable learners, ready to learn throughout their lives
2. Enterprising creative contributors, ready to play a full part in life and work
3. Ethical, informed citizens of Wales and the world; and
4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

In Knelston Primary School children are taught through six areas of learning;

- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Health and Well-Being
- Science and Technology
- Humanities

Learning and Teaching in Knelston Primary School

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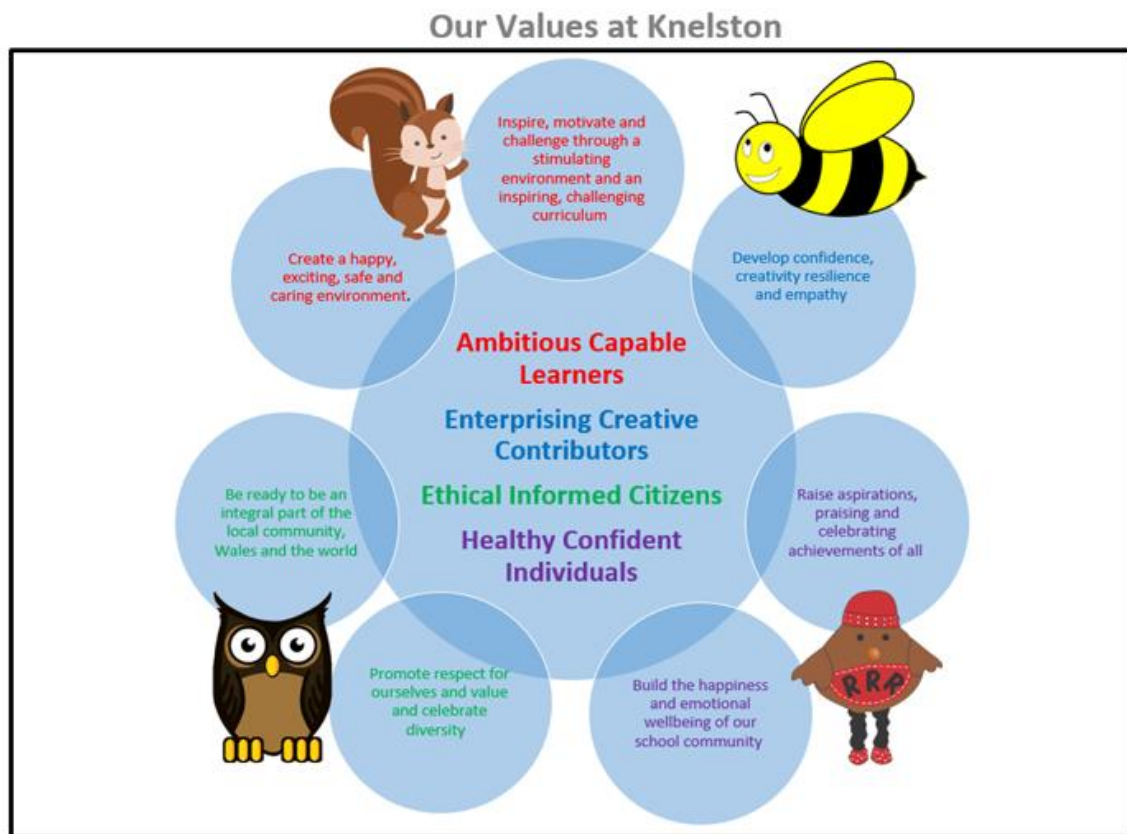
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- The extended learning environment
- The pupil as a learner
- The teacher and support staff at Knelston Primary School
- Teaching and Learning



- Parental Support
- Governor Support
- Implementation and monitoring



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- Will continue to encourage open discussion and debate about learning within our school.
- Will establish an agreed range of practices in respect of learning and teaching and will promote an understanding of a range of pedagogical approaches which underpin good teaching and learning.



- Will enable staff to identify aspects of practice which they wish to develop within the school and support their research.
- Will endeavour to constantly improve the quality of learning experiences offered within our school.
- Will ensure learning occurs in a social context. The role of adults and other pupils in supporting and extending that learning is crucial.
- Will promote and facilitate children making choices with their learning
- Will focus on and recognise achievement.
- Will provide an agreed focus for monitoring and evaluation of the curriculum.

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- Facilitate independent and co-operative work by pupils.
- Encourage pupils to make choices about their own learning, and how to facilitate it.
- Enable pupils to have access to areas which promote independent learning and enquiry.
- Enable pupils to take increasing responsibility for the organisation and care of the learning resources.
- Provide areas of learning outdoors which are safe, secure and stimulating.
- Enable pupils to have access to a variety of I.T resources.
- Provide pupils with opportunities to develop and consolidate a range of skills across the curriculum.
- Provide pupils with opportunities to access local, national and global aspects of their learning.
- Enable pupils to develop and apply the attitudes, values, skills, knowledge and understanding relating to well-being.

The Extended Learning Environment

The extended learning environment should provide opportunities for pupils to:

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- Work with other members of the school's community and members of the community e.g. local artists; writers in residence; PCSO and Firefighter visits.
- Experience at least one residential visit during their time in school
- Experience challenge and have opportunities to extend individual talents and skills through attending extra-curricular activities offered by school staff e.g. Sports Clubs Digital Clubs etc.
- Participate in school and/or public performances.
- Participate in local sporting tournaments and cluster school events including transition activities.
- All children to participate in high quality outdoor learning experiences



Section 2

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- Learn from their mistakes
- Make choices about their learning
- Recognise achievement above attainment.
- Respond appropriately to effective marking to move on their learning.
- Reflect on their own and others learning
- Have high expectations
- Must be ready to learn e.g. having a growth mindset, having the correct equipment.
- Should be taught to develop self-help strategies.
- Should make choices for learning and have opportunities for decision making.
- Contribute to why, what and how they learn.
- Use a range of approaches to learning
- Enjoy working together and on their own

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- Maintain high expectations of each pupil and help all pupils to reach their full potential.
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- Maintain an appropriate pace
- Provide clear learning objectives and outcomes for pupils.
- Use effective feedback, marking and the monitoring processes
- Are responsible for their own Continuing Professional Development
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- Listening to children discussing their learning and progress
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- Pupil surveys
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- Structured opportunities for staff discussion about teaching and learning
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- Attending parental review meetings.
- Listening to their child read.



- Supporting Home/School tasks.
- Supporting school topics.
- Keeping up to date with school information through the school's web site, twitter feed, Hwb and reading weekly newsletter.
- Communicating any issues/concerns relating to their child to the school.
- Supporting social and fundraising events.

Governing Body Support

The role of the governing body in Knelston Primary School, with regards to learning and teaching is strategically planned for. The aims are:

- To be able to effectively measure and continuously improve pupil progress both in terms of achievement and attainment.
- To ensure that as a Governing Body we have high expectations and are continually improving provision particularly in terms of high-quality learning and teaching.
- To place the development of the core purposes, Literacy, Numeracy, Pupil Wellbeing and the reduction of the impact of poverty at the forefront of our work.
- To ensure that the school provides excellent learning and teaching opportunities to enable every child to maximize their potential.
- To ensure that our school provides a highly nurturing and caring environment to encourage pupils and staff to grasp new opportunities and tackle new challenges.

This policy statement is the outcome of whole school meetings which aimed to review the principles identified for learning and teaching at Knelston Primary School.

As staff we:

- Reviewed our pedagogical approaches.
- Reviewed classroom organisation and identified the range of existing practice within our school.
- Reviewed and reorganised our resources for teaching and learning, and how they were being used to support learning.

Last review date: October 2024

Head teacher

Chair of governors

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