

4 Phase Lesson Framework:

- **Overview** - Establish the LI & SC, show where the lesson fits into the bigger picture.
- **Input** - Present information in short chunks taking into account differing learning styles, needs and levels.
- **Processing** - Pupils actively engaged in differentiated learning supported by scaffolds, resources, peer support, ICT and reg reference to SC
- **Review** — Bring class together and 'review' learning. Use SC to evaluate and identify strengths and next steps for learners.

L&E
Policy

The Learner:
Needs
Strengths
Progress
Voice

Engagement is recognised:

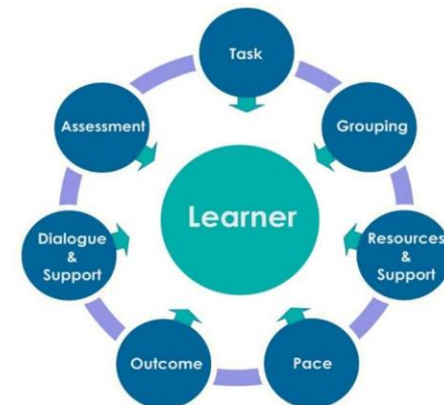
Learners take on challenges ✨
They ask questions & show curiosity 💡
They participate eagerly 💬
They show pride and positive emotions ❤️
They demonstrate independence & confidence ☑️

A
L
L

Our Pedagogical Framework (ENARFA)

- Clear communication of Expectations including effort.
- Focus on Neatness and organisation
- Content Appropriateness
- Regular completion
- Positive reinforcement and Feedback
- Tracking and Assessment

Learning is supported with differentiation by:



Classrooms at Frogston Primary School should be calm, tidy and clearly organised. Resources and concrete materials should be easy to find for both children and staff.

When organising the layout of your room, consider the needs of all of your learners using CIRCLE. (S = Staff P = Pupils)

DISPLAYS:

Each room should have the following displayed –

- * SHANARRI Wheel Spinner (P)
- * Classroom Ethos/Charter (P)
- * School Values with SDS Meta Skills linked (P)
- * Behaviour Flowchart (S)
- * Stage appropriate dialogical marking display (P)
- * Daily Classroom Spanish (S)
- * Visual timetable on or next to whiteboard. (P)
- * ENARFA for jotter expectations (P1-3:S. P4-7:P)
- * Edinburgh Sound Chart poster (P)
- * Accident and Injury Flowchart (S)

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LAYOUT:

Each room should have –

- * A quiet corner for reading and regulation (P)
- * ASN folder (S) incl key pupil info (allergies, behaviour, accommodations etc) and weekly timetable for cover staff.
- * Hotlist folder (S)
- * Labelled trays, cupboards and resources using provided (VSP) Board Maker labels (P&S)
- * Staff desk/workspace which is clean, tidy and organised. (P&S)
- * A labelled space for water bottles/snacks. (P)
- * Labelled finished and unfinished work trays. (P)
- * Toilet passes and a jotter for recording toilet trips. (P&S)
- * Head Bump/Face Injury slips for sending home. (S)
- * A first aid kit (S)

CURRICULUM RESOURCES.

Pupils and staff should be able to locate and use all resources quickly and easily. Each class should have the following, labelled resources, accessible to all:

- * Rulers, scissors, pencils, sharpeners, glue sticks, whiteboards, whiteboard pens, colouring pens/pencils/crayons and rubbers.
- * Paper (scrap, plain, lined, squared)
- * VCOP displays or table supports as needed.
- * Sound mats and tricky word mats as needed.
- * Number squares, number lines, counters (incl bead chains and abaci) as needed.
- * In P5-7: calculators, protractors, pairs of compasses and set squares.

All pupils at Frogston, should expect the below routines as part of their daily experience, regardless of age and stage.

EVERYDAY ROUTINE EXPECTATIONS:

- * Morning Starter on board upon arrival.
- * Classroom routines in Spanish as per the Daily Classroom Language document.
- * Spinning Wellbeing Wheel used daily, during milk.
- * Teachers greeting pupils in the morning. Punctual. Lines expected.
- * Teachers collect classes promptly after break and lunch. Lines expected.
- * Daily classroom cleaning and tidying jobs to be maintained. SLT check daily on rota.
- * **Daily** reading, writing and numeracy retrieval and practice.