

31: BUILDING A GOOD CLASSROOM CLIMATE

Classroom Team Relationships - Working Walls, Display and Presentation of work - Independent Learning – Class and School rules and Policies - Spiritual, Moral, Social and Cultural (SMSC) – British values – Safeguarding — Learning Behaviours

Twelve questions for teachers to ask themselves

1. Do I know and value all my children? Can I talk with each of them for 15 minutes and not talk about school? Do I know their interests and skills, successes in and out of school, and barriers to learning / attitudes to school and future aspirations? Gather evidence from 'pupil voice' regularly.
2. Am I prepared and ready to meet and greet them all at the beginning of the day? Will I ensure established cloakroom routines, and have planned differentiated start of the day challenges to maximise learning time? Do I trust the children and my team – do they trust me?
3. Do I lead the classroom team, myself and other adults – do I give them full responsibility for planned aspects of my pupil's learning that match the other adults' skills? Do I listen to them and change the lesson plans accordingly if necessary to effect maximum pupil progress? Am I prepared to take risks in my planning to make learning exciting and innovative or change things in a lesson if the match isn't there?
4. What sort of first impressions will children, other staff and visitors have of my room? Are my walls / displays, stimulating, giving pupils aspects to learn from (e.g. spellings, word banks, tables, professional pictures, open ended research questions etc.) celebrate their work successes?
5. How do I encourage independent learning and self-responsibility – age appropriate? Am I positive in my manners, relationships in-front of pupils, with other adults and asking pupils to do things? Do I have the best possible furniture lay out to allow pupils to move around safely? Is my classroom and non-clutter room – do I set an example with my own resources?
6. Are there school consistent guidelines / rules for non-negotiables, what to do if pupils are stuck or don't know, getting dictionaries and other resources, paper, use of rulers and rubbers, presentation of their work, asking to leave the room? Do pupils know their targets and next steps for learning and progress? Do I give my pupils time to put into practice my feedback or marking comments in their next piece of work?
7. Do I follow school policy and protocols for planning pupil's work, marking, behaviour, safeguarding and safety? Do I teach behaviour, safe practices and see they are translated into other school activities? (Science, PE, Design technology – cooking) Do I monitor pupil well-being and do something about things that worry me – seek help from other more experienced staff? Do I build positive relationships with parents/carers of my pupils?

8. Is my style of behaviour management positive for the needs of individual pupils – is it consistent? Am I always clear in showing / saying / telling pupils of my high expectations and attention to detail?

Do I lead my team and class and become an exemplary professional role model?

9. Do I use the relevant aspects of SMSC and British Values, the school vision regularly day to day to build / teach pupils good learning behaviours for everything they do – especially for visitors to see or with in-lesson plenaries to share good learning? Do I use the Ofsted inspection handbooks and other latest research guidance to continually improve my own teaching and learning?

Do I help, give confidence to my pupils to talk about their learning and next steps with senior staff or visitors to my classroom (governors, inspectors or other visitors)

10. Can I use assembly themes and stories, school corridor / public displays from other year groups as part of giving pupils a wider perspective on school, home life, our world – general knowledge? Do I encourage them to share and build team relationships and what to do if they don't work out? Do I help my pupils to cope with failure / upsets / set backs, being patient and resolve things smiling?

11. Do I annotate my planning, keep notes on individual pupil learning and assessment points from my Teaching Assistants or other adults to learn for the next lesson while things are fresh in my mind?

12. How much do I learn from other staff, other schools, the wider educational environment, my own research (DfE, Ofsted and other web sites) the teaching standards and my planning /reflection to meet my appraisal objectives, my reflection of the lessons / events I lead?