



## The Eynsham Way – Our foundations of good practice:

Clarity and consistency are the guiding principles of the 'Eynsham Way'.

The 'Eynsham Way' is comprised of 5 key components:

1. *Teaching & Learning*
2. *Positive behaviour management*
3. *Assessment, marking & feedback*
4. *Environment*
5. *Presentation in book*

### 1. Teaching and Learning: Ensuring our lessons are good or better

[The lesson structure for all subjects is based around Rosenshein's Principles of Instruction.](#)

- a) **Each lesson begins with a review of previous learning which** enables children to make connections with their knowledge. This means automatic recall frees working memory for problem solving and creativity.
- b) **Each lesson will introduce new materials in small steps:** Although consolidation and practise are important components of learning, all lessons should comprise at least an element of new learning but only when the first steps are mastered.
- c) **Questioning:** Teachers will use high quality questioning to support children's understanding and know when to move children's learning on.
- d) **Modelling:** Explicit, high-quality modelling is a crucial component of good teaching and learning at Eynsham. The teacher should regularly model all aspects of learning, including the thinking process, rich vocabulary, editing and improving, correcting mistakes, high-quality handwriting, and neat presentation.
- e) Adults to provide opportunity for pupils to rephrase, elaborate and summarise new material to store in their long-term memory.
- f) Adults will facilitate regular checking in/review sessions which will determine how well concepts have been embedded
- g) Adults will ensure the pitch of the lesson that the majority of the children (80%) are learning and being challenged.
- h) Scaffolding/resources will be provided to aid independence so that all children can access tasks
- i) Time will be given for children to work independently, during this time adults will be checking the work to assess understanding. (Live marking)
- j) Review of learning to take place to aid children to embed learning in their long-term memory.



## 2. Positive behaviour management: Ensuring conduct and behaviour for learning is good or better

### In line with our school behaviour policy...

- **First, and most, attention is given to good behaviour.** This may be recognised through verbal praise, house points, 'Good News' postcards or a certificate in the weekly achievement assembly.
- **Poor behaviour is addressed through the consistent use of the agreed script.**  
*I notice.... [explain the behaviour]*  
*That shows me... [explain which of the 3Rs are not being demonstrated]*  
*I remember when... [give a positive example of when that pupil has displayed good behaviour choices]*  
*That's the [insert pupil's name] I want to see now.*
- **A verbal approach to managing rewards and consequences is employed across the school.**  
If behaviour falls below expectations...  
In the first instance, a *reminder* (or reminders) is given, where possible, along with use of the script above.  
In the second instance, a *warning* (or warnings) is given that if the behaviour does not improve, a consequence will follow.  
If the behaviour does not improve, the pupil will receive a *time out*. This may be in the form of thinking time in their place; time to work in a different, designated space in class; or time in an adjacent classroom. It is at the class teacher's discretion as to whether lost learning time needs to be made up at the next available opportunity (i.e., break time).  
In extreme cases, for example when the behaviour becomes highly disruptive or unsafe, a *removal* from class by a member of the Senior Leadership Team may be necessary.

## 3. Marking, assessment and feedback: Ensuring feedback is clear, manageable and impactful

- All work needs to be marked and teachers must consistently follow the school's marking and feedback policy summarised below (not all work needs to be marked using all the elements listed here):
- Learning objectives ticked in pink – 1 tick for a shallower level of understanding/progress, 2 ticks for a more secure level of understanding/progress\*.
- Green to Grow comments given, which are 'actionable' by the children.
- Verbal feedback indicated (VF).
- Adult support indicated (A).
- 'Tickled Pink' comments may be given but should be related to the LO.
- 1 House point may be awarded for a really good piece of work.
- Self/peer assessment should be employed regularly.  
*\*Minimum expectation for all pieces of work*



#### **4. Environment: Ensuring classrooms are purposeful, stimulating and supportive learning environments**

- All classrooms and shared areas are tidy and clutter free.
- All year groups have a tidy book corner that promotes and celebrates reading.
- All display boards will be backed in white with a double border of two colours. All boards will have the same colour borders per year group.
- Each class has an age-appropriate maths working wall and a maths help desk.
- The '3B4 Me' to aid independence will be on display.
- There will be a display showing topic work produced by the children. At the beginning of the year this will be the reading review summer task.
- There will be a 'notice board' display. On this display there will be a house point chart displayed listing all the names in the class, marking and feedback symbols, timetable and visual timetable, list of monitors, school council minutes and the Jigsaw charter.
- There will be an English working wall.
- All work on display will be presented neatly.
- Children's books will be kept in storage provided.
- Please do not stick any display bits on the wall, use only display boards.
- All classes will have the 'Zones of Regulation' displayed to indicate emotional wellbeing.
- All classes to have a 'Worry box' displayed in each classroom to promote emotional wellbeing.

#### **5. Presentation in books: Ensuring books are well presented, valued and showcase good learning and progress**

- Learning objectives will be written from Year 2 upwards in all books, along with the date. Year 1 will write the date in their book when the teacher deems them ready.
- All learning objectives will start with I can, for example: LO: I can add two digit numbers.
- Teachers insist that children's work is always presented to a high standard.
- From Years 4-6 all children write in a blue handwriting pen. Teachers in Year 3 agree when to bring pens in. Pupils use pens in all books except for maths books. Diagrams/tables/pictures/graphs etc. are drawn in pencil.
- Except for where there are significant fine motor issues, teachers insist that pupils follow the school's handwriting policy in all written work.
- Children begin a new page when starting a new piece of work.
- In all books except maths, children write the long date in the top left corner. This date is underlined in pencil with a ruler.
- In maths children write the short date in the top left-hand corner. This date is underlined in pencil with a ruler.
- Maths books have a margin drawn 2 squares in from the left-hand edge, in pencil with a ruler.



- Worksheets are only used where independent recording cannot take place. Where practical work takes place, good practice will involve showing photos in books although lengthy narratives about the work/activities undertaken are unnecessary if they do not directly support or promote the pupils' learning.