

# Classroom Management at Addington

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**COMPILED BY ADDINGTON TEACHERS OCTOBER 2013**

## **CLASSROOM MANAGEMENT**

### **What does it look like when it is going well?**

- Calm, happy content children
- Working purposefully and engaged
- Staff working with pupils
- Children are safe
- Lovely displays, interactive, showing process and outcome of children's work
- Setting standards with staff and pupils at start of term
- Good communication within team-daily, weekly, termly etc. – What works well / what doesn't
- Build in staff communication time in the timetable
- Use skills of staff
- Respect each other's experience and ideas and abilities
- Room management varies dependent on children's needs and staff experience
- As a teacher you need overall control of the room and confidence to step in and direct when necessary
- Adapt
- Not talking at inappropriate times i.e. during lesson times
- Not talking about a child in a negative judgemental manner – particularly in front of them
- Each member of staff knowing their roles
- Reflect on success and areas for improvement both personally and for classroom issues
- Routines and structure
- Clear direction of staff
- Pupil communication systems available
- Differentiation
- Uncluttered environment
- Set clear and challenging expectations of pupils and staff, but know their capabilities and limitations
- Staff aware of pupil targets – high expectations set by all staff
- Know what we are doing and why
- Flexibility
- Using initiative
- Have fun
- Reassurance and praise
- Variety of strategies available
- Appropriate work and resources available
- Clear planning available for all staff to see and understand – ideally given out at the start of the week
- Knowing triggers for behaviour / and who will need support at specific times
- Pupils know where they are expected to sit at specific times
- Staff share routines and work with pupils on a clear organised rota basis
- Clear transition times, supported by clear systems
- Teamwork!

### **What hinders good practice?**

- The opposite of all the aspects noted above!!
- Behaviour from specific individual pupils, as many staff may be required to manage their behaviour, this may mean there are insufficient staff to adequately support remaining pupils