

Working Wall Addendum

At Eliot Bank and Gordonbrock Schools Federation, we are committed to providing an interactive learning environment that promotes high levels of pupil engagement, strong learning behaviours and excellent academic achievement. Working walls serve as powerful tools to help achieve this, and are an integral part of classroom instruction, providing a visual and interactive resource that supports both teaching and learning.

This addendum establishes guidelines and best practices for the creation, utilisation and maintenance of working walls.

At Eliot Bank and Gordonbrock Schools Federation, there are two working walls in each classroom: one dedicated to English (with a focus on writing), and the other Maths. Working walls may extend beyond the fixed display - for example, they may extend to nearby wall or window space or utilise washing lines.

Working walls contain a combination of both active and immediate learning, and resources that reflect longer-term curriculum priorities.

These are created using the following key principles:

- **Accessibility:** Working walls are positioned at an appropriate height and located within the classroom (near to the front) for easy pupil access and reference. Care is taken to ensure they are free from obstruction when in use and that resources that extend beyond the fixed display are also visible when needed.
- **Content relevance:** Working walls directly relate to current learning objectives and topics. Prompts are included to support pupils in identifying the current English and Maths topic ('This week, we are learning to'). Working walls also include resources that reflect longer-term curriculum priorities, including those that are responsive to assessment for learning.
- **Incorporate learning tools:** Working walls integrate a range of tools to promote conceptual understanding, support retention of knowledge and development of skills.
- **Visual clarity:** Use of clear, legible and large font (often handwritten), organised layouts, and appropriate visuals enhance understanding and accessibility for pupils.

Teachers and additional adults utilise the working wall during lessons to support teaching. This includes revisiting previously taught content as well as the 'live' addition of new content. By regularly referring to the working wall

and discussing its content within lessons, key concepts are reinforced. In addition, pupils develop skills to enable them to become more independent learners.

Across a year group, teams aim for a consistent approach in their use of working walls, based on the principles outlined above. This is largely achieved through the consistent use of resources available to support longer-term objectives (the display of resources listed in the classroom environment non-negotiables). However, we recognise that differences may arise in response to assessment for learning - including pace and depth of learning - and teachers must cater to the specific needs and progress of their cohort of learners.

In terms of maintenance, working walls are updated to align with ongoing lessons and pupil progress.

Led by phase leaders, year-group teams will periodically assess the effectiveness of the working wall in supporting pupils to achieve well, sharing best practice and making adjustments for improved impact.

As part of routine monitoring and evaluation, Middle Leaders and the Senior Leadership Team, will also evaluate the quality of working walls and their impact on learning.