Rotherfield and Newington Green Teaching and Learning Policy 2024-2025

Overseen by: Nia and Mairead M (HoS)
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This policy is for all staff at Rotherfield and Newington Green Primaries and is designed to support them in understanding the approach to teaching and learning. Members of the staff team are expected to refer to it frequently and use it to help evaluate and change practice to ensure the best provision for our children.

The nature and quality of classroom practice is the single most important school factor in determining pupil's achievement, which lies directly within our control as professionals and as a school.

Our policy aims to:

- Promote best practice and create a shared culture and understanding of what constitutes excellent teaching and learning
- Establish consistency in teaching and learning approaches across the whole school.
- Ensure that all children are provided with high quality learning experiences, leading to a consistently high level of pupil achievement and attitude.
- Enable the school and staff to identify aspects of classroom practice and provision which will benefit from further development and support.
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities and closing the gaps

Context

We are a federation of two likeminded schools in Islington. Our children come from a rich variety of backgrounds, which is a key strength of our schools. We also recognise that we serve a community with significant challenges and needs. Our staff share a moral commitment to improving the life chances of our children and giving them an excellent education which will make a defining difference in their lives.

We believe by working together we can achieve more than working as stand-alone schools. We are welcoming and inclusive schools at the heart of their individual communities. We are committed to providing a safe, healthy and happy environment for children, staff and parents.
These are our core aims for our schools:

- *A broad and diverse curriculum offer, with enriching experiences*
- *High academic outcomes for all pupils with an emphasis on fundamental knowledge and skills*
- *That all children meet their full potential through a nurturing ethos*

Our approach to teaching and learning:

- We are ambitious for our pupils and for ourselves - our federation is ***'The Growth Learning Collective -*** we believe that all staff and pupils have the potential and capacity to grow, and flourish given the right conditions. We expect our staff to create the right conditions for *all* pupils to achieve at the highest level.
- We are inclusive schools and use adaptive teaching strategies to ensure all pupils are able to access a broad and balance curriculum
- We are evidence based and underpin our practice with research such as: the work of the EEF, the work of the NCETM, RfP pedagogies, the work of Barak Rosenshine, an understanding of cognitive load theory and the work of Dylan William and John Hattie.
- We are outward facing and reflective practitioners; we seek to improve our practice and aim to learn from others.
- We are knowledge focused - we believe in teaching children the substantive and disciplinary knowledge associated with each subject. We do not follow a full topic-based approach, but we do have overarching themes for each half term and make links where sensible to do so.
- We celebrate mistakes and learn from them.

What are the conditions for effective teaching and learning?

Strategy	What does it look like	Evidence base
High expectations for all	All children have the potential to achieve at the highest possible standard given the correct support. All staff should have high expectations of pupil outcomes from their starting points in terms of quality of work and presentation as well as non-recorded outcomes.	Pygmalion effect in the classroom: *R Rosenthal 1968* Hattie, J (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Oxon: Routledge
Spend time building positive	Show pupils you know about them, are interested in them and care for	EEF recommendations on improving behaviour in schools: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1732709654

relationships	them. Have fun with them! You may be the only constant in their lives. Strong student teacher relationships lead to a positive classroom environment and motivates pupils to try their best for you as well as behave as you expect	Evidence review: https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf?v=1732684507
Exceptional behaviour for learning:	• Pupils learn best when they are focused, settled and engaged. • Pupils should be able to see the board and the teacher • Pupils should sit up in their chairs and listen attentively • Pupils should be respectful towards one another and to staff at all times • Every member of staff is expected to adhere to the behaviour policy to ensure a calm	EEF recommendations on improving behaviour in schools: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1732709654

	and consistent approach.	
Excellent classroom routines	• The hand signal or clap and repeat should be used to bring the class to attention. • A variety of techniques should be used to gather class responses including use of mini whiteboards, lolly stick and random name generation to ensure all children are ready to respond and there is no opting out. • Partner talk should be embedded across the whole curriculum • Teachers should use silent signals consistently to ensure lessons are focused on learning and that	EEF recommendations on improving behaviour in schools: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1732709654 Evidence review: https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf?v=1732684507

	transitions are smooth. ● Practice lining up and moving around the room and the school i.e. getting from the carpet to chairs in an orderly manner. ● Enter assembly silently.	
Planning is key	Excellent planning is an essential part of excellent teaching. ∉ Make learning exciting and interesting! ● Be fully aware of and deliver the carefully sequenced curriculum which teaches essential concepts, knowledge and skills. ● Build on pupils' prior knowledge and experiences.	Rosenshein's principles of instruction: https://www.aft.org/sites/default/files/Rosenshine.pdf

	• Plan in opportunities to review learning • Take full ownership over the lesson and adapt to suit the needs of their class, even if the lesson was planned by another teacher. • Class teachers must plan for any children with SEND in their class. It is the class teacher's responsibility to plan for these children, although a TA may support in the delivery of the planning. • Teachers are expected to plan weekly for their maths, reading	

	and writing lessons. • The school does not require additional or overly detailed planning for foundation subjects if this is not useful for the teacher or team. However, it may benefit some teachers, including ECTs, to plan in detail to begin with to ensure that the lessons are well thought out.	
A culture of oracy and talk	• Use partner talk to develop speaking and listening skills in <u>all lessons</u>. • Pupils are expected to work collaboratively and	Adey, P. (ed) (2008) *Let's Think Handbook: A guide to cognitive acceleration in the primary school*. (Chapter 3 – Social construction: encouraging productive talk). Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another) Oracy commission report 2024 – we need to talk https://oracyeducationcommission.co.uk/oec-report/

	cooperatively to share ideas. • Teachers should use talk partners to answer questions and discuss. • Promote speaking and listening skills during lesson time, incorporating debating and oracy skills across the curriculum. • Children should be encouraged to speak in full sentences at all times.	
Promote equality and diversity	Know the background and story of each child in your class and think of ways of valuing this diversity so that there is positive representation of all the Protected Characteristics under the Equality Act (2010) - e.g. creating a display of pupils'	

	heritage, celebrating their religious backgrounds, chose girls to carry and lift, valuing and promoting SEND pupils, ensure representation in your images and resources, select diverse texts and reading materials, do the register in different languages.	
Resourcing and classroom set up	• Ensure • Calm set up/ avid sensory overload • Zones of regulation • Concrete resources maths • Train children to access and replace resources. • Set up class monitors to tidy and care for the room and equipment. • Teach pupils to care for their environment.	CPA in mathematics Jerome Bruner https://atm.org.uk/journal/archive/mt228files/atm-mt228-33-38.pdf https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract Calm classroom/ consistency environment/ sensory needs Evidence for Zones of regulation: https://zonesofregulation.com/research/

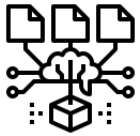
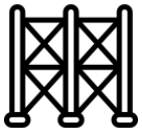
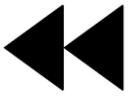
Plan for and consider tailored support for groups of pupils	• Avoid always having the same fixed ability grouping as research shows this has a negative effect. • Assess and change groups regularly, depending on the learning needs of individual children and the task set. • For some lessons, children may not be grouped at all. • Groups may change within a lesson as learning is reshaped following effective assessment for learning.	Hallam, S. et al (2004) *Primary pupils' experiences of different types of grouping in school*, British Educational Research Journal, 30.4, 515-533 Kutnick, P. et al (2002) *Pupil groupings in primary school classrooms: Sites for learning and social pedagogy?* British Educational Research Journal, 2002, v. 28 n. 2, p. 187-206
Plan for effective deployment of additional adults	• Share in the planning and feedback of learning with TA's and other adults.	Blatchford, P. Russell, A and Webster, R. (2012) *Reassessing the Impact of Teaching Assistants: How research challenges practice and policy*, Abingdon: Routledge Russell, A., Webster, R. and Blatchford, P. (2013) *Maximising the impact of teaching assistants: Guidance for school leaders and teachers*, Abingdon: Routledge

	• Email planning to support staff every week. • Use your weekly teacher and TA planning time slot to discuss teaching, learni ng and the progress of pupils. • Support staff know what the next steps for learning are for the children they are working with. • Clearly direct intervention work.	
Culture of intrinsic Motivation	• Seize upon opportunities to reinforce the growth mind set and belief that all the pupils can move forward from their starting point. • Build a classroom culture where challenge is thrived upon,	Deci, E. and Ryan, R. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior* (Perspectives in Social Psychology) New York: Plenum Press Dweck, C. S. (2012). Mindset: How You Can Fulfil Your Potential. Constable & Robinson Limited.

	and mistakes are valued • Growth mindset is taught, encouraged. • Ensure that praise given to students is focused on effort and the learning objective rather than the individual or their attainment. • Model motivation and excitement in the learning the children are about to embark upon.	

The principles of highly effective teaching

Our approach to effective classroom practice is based on the evidence into effective teaching synthesised by Barak Rosenshine. These have been distilled into 10 clear principles. We expect our staff to base their pedagogy on these principles.

	Build on and revisit prior learning: Start each lesson by linking to prior learning. Encourage the retention of learning by the retrieval of key information, knowledge and skills. Revisit key ideas to ensure pupils know and remember more.		**Small steps:** Present new information in small chunks. Avoid overloading pupils' working memory. Break down complex material into smaller steps. Avoid too much 'teacher talk' or lengthy carpet time.
	Ask lots of questions: The best teachers ask a lot of questions. Questions allow you to determine how well pupils have understood your lesson. Teaching the content of a lesson does not equate to the content being learnt, so ask and ask again.		**Provide models and representations:** Pupils may need further cognitive support to help them understand a concept. Provide models (verbal, diagrams or written) to support and develop their thinking e.g. tens frames and part-whole models in maths, practical tools in science or a worked example.
	Guide practice using the new materials Pupils need time to try out, rephrase or elaborate on their learning in order to move it to long term memory and remember. Ensure there is adequate time put aside in each lesson to do both structured and guided practice		**Check for understanding and misconceptions** Use strategies to check throughout the lesson on how learning is progressing e.g. Talk partners, circulation of the class and book check, pupil feedback, mini-whiteboards, deliberate errors.
	Independent practice: Although scaffolding is important, students should also be able to complete tasks independently and take responsibility for their own learning. Independence is important as it helps students to stay motivated		**Scaffold learning:** A scaffold helps pupils to achieve an end goal. They come in multiple forms e.g. explanations, word banks, key vocabulary, sentence stems, teacher and pupil models, checklists, think out louds etc. Scaffolds may provide an idea of the end product but do not over model nor expect replica pieces of work.
80%	**Obtain a high success rate** Teachers who use effective teaching strategies are more likely to have students with higher academic success rates as evidenced by the work produced. 80% is the optimum number to show pupils are learning but also being challenged		**Weekly and Monthly review:** Ensure that previously learned material is not forgotten. The most effective teachers routinely engage students in retrieval practice, recalling and applying previously learned material to build and solidify schema. All children should be asked to retrieve their prior learning. Teachers should make checking this easy and accurate.

<u>What happens after teaching?</u> (Read in conjunction with the assessment and feedback policies)

Marking and planned feedback	• All work must be acknowledged by the teacher. • Teachers should use the agreed marking codes to ensure they are not writing lengthy comments. • Use conferencing as a feedback mechanism in writing in line with the RfP pedagogy. • Whole class feedback sheets can be used to gather general feedback points to improve learning	Multiple sources of evidence from the EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf
Adapt or replan lessons or learning sequences if necessary	• If pupils have not succeeded, teachers should revisit the learning • This could be as a class or with small groups or individuals • Teachers should not move on to a new concept if the desired earning has not been achieved.	**Rosenshine** DFE inclusive schools' framework 2021: https://www.gov.uk/government/publications/inclusive-school-framework
Self and peer-Assessment Regular opportunities are provided for pupils to	Examples of peer-assessment techniques could include: • C3B4ME (pupils seek help from peers	Petty, G. 2009*) Evidence Based Teaching: A Practical Approach, 2nd Edition*, Cheltenham: Nelson Thornes Sadler, D.R. (1989*) Formative assessment and the design of instructional systems*. Instructional science [0020-4277] vol:18 iss:2 pg:119 Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another)

take control of their own learning through Self and peer-assessment.	before asking the teacher) • Using learning environment as a support such as working walls • End of topic questions and quizzes • Knowledge harvests and KWL grids • Review of prior learning • Giving pupils self-assessment or feedback proformas to assess • Feedback on post its	
High expectations of work in books	• Presentation of work should be of a high standard, including an insistence on neat legible handwriting and underlining of dates and LOs with a ruler. • Crossing out should be done in one line with a ruler. • Sheets should be stuck in neatly and in a straight line. • Check there is a good amount of 'output' and that pupils are pushing themselves.	Pygmalion effect in the classroom: *R Rosenthal 1968* The Power of the Pygmalion effect https://files.eric.ed.gov/fulltext/ED564606.pdf

	• Pupils have edited, improved and acted on live feedback using the green pen marking. • Pupils should not be scribbling or doodling on books. • If you are not happy with the standards of work, then pupils should be asked to redo. • Send pupils to SLT members to showcase excellence or if needed to discuss poor standards of work.	

Monitoring pupil progress through the curriculum

There are a number of ways in which the school monitors the progress of pupils.

Learning walks and observations

At Rotherfield:

- Two formal learning walks per half term linked to CPD focus (roughly 30 mins long)
- No whole lesson observation
- ECTS and TAPs subject the observation cycle outlined by their training provider

At Newington Green:

- Fortnightly learning walks in the first half term linked to CPD or whole school focus (roughly 20 mins long)
- Formal full lesson observations in the second half of each term. This is a graded lesson observation with the lesson focus shared with staff in advance.
- ECTS and TAPs subject the observation cycle outlined by their training provider

Book monitoring

- Formal monitoring of books by subject leaders happens two or three times a year with written feedback in literacy, numeracy, science, history/geography and Art/Design and Technology
- Senior leaders' quality assuring the strengths and weaknesses identified by subject leaders
- During learning walks/lesson observations senior leaders review books and interview pupils about their learning and steps to improve
- Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task

Learning conversations (trial 2025/26) for discussion as a model

- In 2024/25 the federation would like to trail a learning conversations model in science
- A subject conversation involves a team discussion about the unit, a brief lesson drop in volunteered by two or more staff members then a reflective follow up conversation about the unit, looking at books and talking to pupils.
- Subject leads and teams will be given time to make amendments to planning and resourcing following a cycle.
- Staff are encouraged to informally participate in learning/ professional conversations with teams or colleagues as a means of continuously improving their practice.

Accountability from Executive Head and HoS

- Abi, our federation Executive Head alongside the HoS will continue to undertake yearly reviews of both schools as a measure of accountability that is reported to governors. She will generate reports for both schools on:
    - The quality of teaching and learning
    - The quality of SEND provision
    - The quality of behaviour
- Each team is overseen by a member of SLT:
    - Chloe Lister (DHT) - Years 5 and 6 and EYFS
    - Emily Meadows (AHT) - Years 3 and 4
    - Rosa Aers (AHT) - Years 1 and 2
    - Mairead to add NG
- As part of their role SLT members are expected to briefly drop in to lessons on a regular basis to talk to children about their learning, look at books and give informal feedback to staff on teaching and learning. Staff should expect and ask for constructive feedback to improve their teaching, to know they are doing a good job and to improve pupil outcomes. Feedback will generally be given verbally and could be very brief or may involve a more detailed coaching conversation. On occasion, feedback may be given in writing. If there is any concern around teaching or standards in a class, teachers should be made aware of this and clear targets given to the member of staff in terms of how to improve.

SEND expectations at NG and RF

Inclusive High-Quality Teaching is a foundation for all students, including those with SEND within the federation. Teachers will adopt and employ the following strategies to engage, motivate and challenge learners, while removing barriers to participation. Teachers are responsible for the progress of all students in their classes.

Adaptive Teaching

Teachers are encouraged to:

- Flexibly adapt their teaching methods to embrace the diverse needs of all learners, fostering participation and enthusiasm in every student.
- Use assessment insights to identify areas where students need extra support, tailoring lessons to help them succeed.
- Explore a range of teaching strategies to create inclusive and engaging learning experiences.
- Adjust lesson pacing to allow time for deeper explanations or independent exploration.
- Provide plenty of opportunities for practice and reinforcement to help students build confidence and master key concepts.
- Offer the right balance of support and challenge, ensuring every child feels empowered to achieve their best.

Scaffolds

Teachers can support SEN pupils' learning through thoughtful scaffolding, including:

- Step-by-Step Guidance: Breaking tasks into smaller, manageable parts to help students feel capable and successful.
- Demonstrating Success: Modelling answers or processes to set clear, achievable expectations.
- Encouraging Prompts: Offering verbal, visual, or physical cues to gently guide students as they learn.
- Organisational Tools: Using mind maps, flowcharts, or checklists to make planning and organising ideas easier.
- Supportive Starters: Providing sentence beginnings to inspire confidence in writing or speaking.
- Gradually reducing support as students grow more independent and self-assured in their abilities.

Use of Visual and Multi-Sensory Resources

Teachers can support SEN pupils' learning through the use of resources, including:

- Visual timetables, mind maps, number lines and dienes cubes, colourful semantics and colour-coded materials, which help with comprehension and organisation.
- The schools use Communicate-in Print to support planning for visuals and creating a uniform scheme across the schools.

Practical Implementation

SEND has high priority within our federation and teachers are expected to engage with:

- Teamwork: Collaborate closely with Parents/Carers, SENDCOs and senior staff, Outside Agencies and Outreach staff to tailor strategies for each child's unique needs.
- Ongoing Learning: Attend regular training opportunities to ensure they feel confident and skilled in implementing these approaches.
- Creating a Unified Approach: Maintain consistency across classrooms, creating a predictable, supportive environment that helps SEN pupils feel secure and valued.

Interventions

Some children will require additional learning support via adult led small group interventions. These are designed to target specific gaps in the children's knowledge and enable them to access the main class teaching. Some of the interventions we offer include Doodle Maths, Nessie, IDL, maths and English support via precision teaching methodology.

Termly assessment cycles and pupil progress meetings

- As detailed in the assessment policy, there are three formal testing cycles throughout the year

- After each data drop, the data is analysed by the SLT and shared with the HoS and Teaching and Learning committee of governors
- Each staff member will meet with their relevant SLT member to discuss each pupil and the plan for improving outcomes for the class and individuals.
- It is expected that pupil performance in tests and outcomes in books generally improves as the year goes on and that all pupils in the main classes and most pupils make the age-related expectations (ARE) by the end of the year. SLT will be aware of pupils who will need support to attain ARE and those pupils working below ARE.

Other

- Classroom monitoring to ensure the classroom is well set up takes place in the 3rd week of term (end of September). A checklist is provided in the appendix.
- The book corner competition is an opportunity for all teachers to create an inviting and exciting book corner with prizes for the winners. This takes place at the end of the first half term.
- Staff can expect team teaching from members of the SLT and core coordinators to support and coach them. This will be timetabled and shared with staff.
- ECTs and ECTS +1 are entitled to full support and coaching from their mentors and set out in the ECT policy.

Appendix 1 : Planning expectations

Appendix 2 (Presentation of work)

Presentation expectations

- Children record their learning in the following books: Exercise Book List.docx
- Handwriting should be of a high standard, especially from Year 3 onwards where the cursive handwriting scheme should be fully embedded.
- Sheets should be kept to a minimum and only used to enhance learning. Pupils should be encouraged to write in their books.
    - Any required sheets should be stuck into books carefully
    - Lines should be drawn carefully using a ruler
    - Corrections should be crossed through once with a ruler; the use of rubbers should be limited to artwork or final drafts.
- Teachers should go through the presentation guidelines with pupils at the start of the year (see appendix).
- Teachers should ensure that their own marking in books also adheres to the handwriting policy, and teachers should use a different colour pen to mark work (no felt tip pens).
- The date should be written on the board daily by the teacher, in numbered and worded form:

- Year 1 – children should write the date in numbered form at the start of their work
- Year 2 – children should write the date in either numbered or worded form
- Year 3 onwards – pupils should write the LO and date
- As well as thinking about age, pupils' specific needs should be considered so that a child with writing difficulties is not expected to write a full LO and date.

- Book covers should be kept neat (no graffiti or unnecessary writing on exercise book covers) and should be in plastic covers
- Reception and Year 1 may start a new page for each piece of work.
- From Year 2 onwards, if more than half a page has been used, then start a new page, if less than half has been used, rule off previous work and write date and LO for the new piece of work.
- Illustrations should be coloured using colouring pencils, not felt tip pens.
- Teachers should allow pupils to write using a handwriting pen when they can write clearly, neatly and consistently using the Letterjoin handwriting style (from Year 2 spring term onwards).
- Pupils should not switch between pen and pencil unless handwriting deteriorates, and the teacher decides that the pupil should no longer be using pen

Appendix 2

Rotherfield Presentation Guidelines: Presentation Expectations - All books KS2.docx Presentation Expectations - Maths.docx

Appendix 3 (Classroom set up and display expectations)

General Classroom organisation:

- Classrooms and shared areas should be kept tidy and clutter free, with as many surfaces as possible clear for ease of cleaning.
- Teachers should ensure that their desk, if they have one, is also cleared and tidied regularly.
- Rooms should be organised to allow easy access and movement in class. Teachers may select whether to have groups or forward-facing tables.
- Book corners should be homely, attractive, well-maintained and should include pupil reviews and recommendations
- EYFS should have an engaging role play area/ home corner
- Pupils should be encouraged to become classroom monitors in order to ensure that their classroom is well-maintained.
- Pupil trays/pegs should have word-processed and laminated labels.
- Classroom resources should be well organised with word-processed and laminated tray labels.
- A calm corner and regulation station should be clearly identified.
- Teachers should clearly label children's books with the child's forename and surname, subject, and class teacher, using labels from the office.

- Books should have plastic covers

Rotherfield expectations: Classroom environment checklist 2024 .docx

Displays

The main purpose of displays is to value the work of children and in the case of working walls, to support learning. **All classrooms** should display the Little Wandle/ELS grapheme chart, presentation guidelines, traffic lights, star chart, and the following non-negotiable displays:

- ✓ **Literacy working wall** – at the front of the classroom, to be regularly updated with unit focus for WCGR , new vocabulary, examples of work, grapheme chart.
- ✓ **Maths working wall** – regularly updated key vocabulary, times tables, in focus task/problems to solve, examples of methods.
- ✓ **Notice board** – to include class timetable (including reading aloud time, PE sessions, Computing session), medical needs for the year group, home time procedures (list of children going home alone for Year 5/6), club lists, PE days.

Suggestions for high-quality displays:

- Boards should be backed before work is mounted and a neat border of a complementary colour used to enhance the appearance of the work.
- Displays should include evidence of children's work rather than teacher generated teaching aides/ published materials.
- Displays should include examples of all children's work, not only the work of the most able.
- Clear display title.
- Classroom displays should be changed 2 times a year. When displays become tatty, replace or repair as required.
- Hall or corridor displays should include class number and year group and may require a plastic cover in 'heavily used' areas; borders may need to be replaced in between display changes.
- Where possible, artefacts, natural objects, 3D work, fabric, should be used to enhance display.
- Worksheets should be avoided as part of the display.
- Blu Tack is helpful for the display planning process, but staples should be used to secure items.
- Digital photographs of final work, particularly for 3D work or to show the process, should be encouraged.
- Displays should be interactive where possible.