

Sibsey Free Primary School

Teaching, Learning and Target Setting Policy



Approved by: Governing Body

Date: October 2023

Last reviewed on: September 2019

Next review due by: October 2024

Inclusion Statement

Sibsey Free School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Free School

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After Children.

Introduction

Effective teaching and learning is the purpose of our school. It is the means through which we offer a broad and rich curriculum, meeting the requirements of the National Curriculum, Religious Education and Collective Worship. This policy outlines the purpose, nature and management of teaching and learning in our school.

All children in our school are entitled to High Quality Teaching; that is inclusive teaching that is well differentiated, and ensures children are well supported through learning opportunities. Good quality teaching is the first step for all children, and will ensure that the majority of children's needs are met within the day-to-day teaching environment.

The aims of the policy are:

- * to promote effective, quality learning and teaching across the whole curriculum.
- * to provide a set of guide lines through which we can supply a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners.
- * to develop the academic, social, moral and spiritual understanding and skills that will equip each pupil for their current and future learning.

Definition of Learning

Learning in our opinion is acquiring new knowledge, understanding or skill, building upon our cognitive development stage, linking it to past experiences and applying it to new situations.

At our school we value the following skills, attitudes and abilities within our children.

"Today is the best preparation for tomorrow."

OUR STEPS FOR BEING BRAVE

- 1 Try to fight the feeling of fear. Don't be scared!
- 2 Try new things and have a go!
- 3 If at first you don't succeed, try, try, try again.
- 4 Stand up to things that are wrong.

OUR STEPS FOR BEING KIND

- 1 Treat people how you would like to be treated.
- 2 Nice words and nice actions are our responsibility.
- 3 Have a saying here's and respect that we are all equal.
- 4 Help and support others, take care and make sure people feel included.

OUR STEPS FOR BEING BRILLIANT

- 1 Be the best that you can be.
- 2 Be respectful and polite.
- 3 Bring out the best in others.
- 4 Make the Shiny Family proud.

OUR STEPS TO BEING YOURSELF

- 1 Believe in yourself.
- 2 Knowing what makes us different is what makes us special.
- 3 Do your own thing. It brings you happiness.
- 4 Aim high and follow your dreams.

OUR STEPS FOR BEING HONEST

- 1 Tell the truth!
- 2 Own up to our mistakes.
- 3 Tell people how we're feeling: be honest to ourselves.
- 4 Show honesty as the key to success.

We also look for the following styles and approaches:

1. Enthusiasm for lifelong learning
2. Confidence to have a go
3. High Self Esteem without arrogance
4. Ability to rise to a challenge
5. Positivity for school life
6. A feeling of security that gives the confidence to take risks
7. Cooperation
8. Independence and individuality and willingness to be inter-dependent
9. Responsibility for their actions and their learning
10. Respect for each other and the environment
11. A sense of community
12. An ability to link new learning with previous
13. The ability to listen and acquire skills and knowledge
14. To speak appropriately
15. To ask questions
16. To be creative
17. To embrace change

18. To have fun and enjoyment
19. To have a caring attitude for themselves and others

We believe learning in our school is most effective when

1. Everyone is interested, enjoying it and emotionally involved
2. Everyone is self motivated and the learning outcome is important to us individually
3. It is challenging but achievable
4. It is meaningful
5. It is appropriate to our learning style and the strategies employed
6. There is time for reflection
7. AFL helps us to know how successful we have been and how to move forward - we know what our targets are
8. Getting there is as important as being there
9. You know what to do to be successful
10. Resources are in place and accessible
11. The environment is conducive to learning (safe and emotionally secure)
12. Expectations are clear
13. Children take responsibility
14. Time is available
15. It builds on previous learning
16. The teacher is confident and well organised
17. It is pitched at an appropriate level
18. Children feel safe, valued and respected
19. Children are prepared to make mistakes

To enable these things to happen our key principles are

1. Teachers know exactly what it is they want the children to learn within the context of the learning experience
2. Effective conditions for learning are in place – this will include the creation of a safe, purposeful, secure, enjoyable and well-resourced environment.
3. We use assessment and effective feedback through the use of AFL, which is embedded within the whole learning and teaching process.
4. We make learning relevant
5. Children are actively involved in their learning with teachers considering the variety of learning styles and the need for differentiation.
6. All learners are emotionally secure because of the positive environment and relationships established between all members of the school community.
7. Children are willing to experience new skills and take risks without the fear of making mistakes or failure
8. Time should be given for learners, teachers and parents to have opportunities to reflect on the learning that has taken place.

Teaching at Sibsey Free School

We believe that good teaching results when teachers:

- * focus and structure their teaching so that pupils are clear about what is to be learned and how it fits with what they know already;
- * actively engage pupils in their learning so that they make their own sense from it;

- * develop systematically pupils' learning skills so that their learning becomes increasingly independent;
- * use assessment for learning to help pupils reflect on what they already know, reinforce the learning they have developed, and set targets for their future;
- * have high expectations of the effort that pupils should make and what they can achieve;
- * make the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles;
- * create an environment that promotes learning in a settled and purposeful atmosphere.

Focus and structure

Teachers ensure planned objectives are clearly stated in child-friendly language. We will also endeavour to make sure that lessons are well-paced, effectively moving the children's thinking on. Opportunities will be given for children to make connections with previous learning. We will aim to provide children with a wide range of materials and resources in order to extend their thinking and learning.

Learning at Sibsey Free School

Learning processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills and acquire

knowledge through a variety of processes. These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- reflection
- asking questions
- practical exploration, role play and drama
- retrieving information
- learning information they have discovered
- imagining
- repetition
- problem – solving
- making choices and decision making

The teachers at Sibsey Free School provide opportunities to allow pupils access to these processes to develop skills and gain knowledge.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning and teaching incorporates as many styles as possible.

Children have regular opportunities to learn in their preferred style. These styles may include

- visual learning
- auditory learning

- kinaesthetic learning.

Learning Situations

Children learn in a variety of situations, and for this reason it is necessary to ensure that children experience a variety. These situations include:

- individual learning
- collaborative learning in mixed ability groups or pairs
- one to one learning with an adult or a more able pupil
- whole class learning
- independent learning

Active learning

Teachers provide opportunities for children to take an active part in their learning by:

- giving them opportunities to make choices and express preferences.
- providing starting points which reflect their interests and experiences of the children.
- consulting with them on key issues of their learning and where to go next.
- developing their self-evaluation skills.

Independent learning skills

To encourage children to develop independent learning skills, teachers:

- * develop good classroom organisation, providing appropriate and easily accessible resources
- * ensure children have comfortable routines and timetables
- * plan a progression of skills and knowledge through open ended and structured activities.
- * provide opportunities for children to communicate their findings in a variety of ways.
- * encourage children to recognise that teachers are not the only source of information.
- * ensure children are involved in setting and evaluating their own individual targets.
- * encourage children to evaluate others' work.

Obviously there is considerable responsibility on the part of the teachers to provide the environment and the activities to promote the acquisition of skills and knowledge – this is their job. There is also responsibility on the part of the children to take an active role and positive attitude towards their learning and this is reflected and promoted at all stages of the children's development.

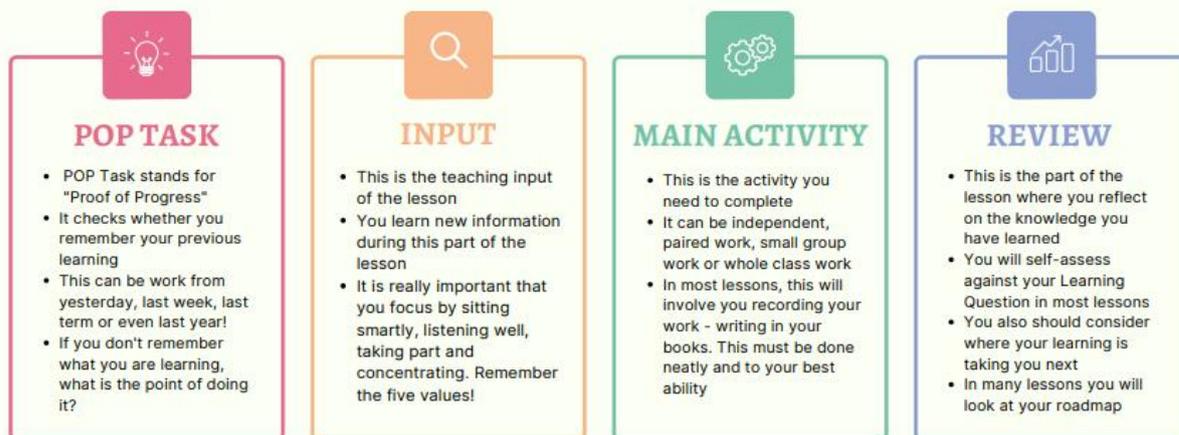
Skills and knowledge in our school compliment each other. They work together to enhance and develop our children's learning and neither should be seen in isolation.

Teaching sequence:

Below is the structure that is expected in most of our lessons. It may vary slightly within certain subjects, i.e. RWI when the structure is prescribed and adhered to for greatest success.

"Today is the best preparation for tomorrow."

Four part lessons at Sibsey



Assessment for learning

Assessment is an integral part of the teaching and learning process. Teachers should:

- * arrange time to observe, assess, reflect and review achievements with each child on a regular basis.
- * ensure that children are involved in this process by developing the skills of self-appraisal and target-setting.
- * follow the school's assessment policy.
- * ensure that marking and teacher's comments relate directly to targets and learning objectives; these should be positive and constructive, adhering to the marking policy.

High expectations

We have high expectations in terms of behaviour and attainment. The 6 golden rules set this out below. Within their teaching, teachers should:

- differentiate to ensure success whilst maintaining a level of challenge for all children
- ensure that all lessons provide pace and challenge.
- follow plans which reflect high expectations.

Sibsey Primary School

Our 6 Golden Rules

1 Be the best that you can be in every lesson.

2 Walk through the school calmly and quietly.

3 Keep your hands and feet to yourself, make safe choices.

4 Take care of the school environment and people's property.

5 Follow instructions from staff immediately.

6 Be polite. Use good manners and kind words.



Motivation

We believe that self-motivation is the key to successful, independent learning. We provide as many opportunities as possible for the children to make choices, which reflect their interests and experiences. The children are involved in the target setting and evaluation process. Success is celebrated through:

- Sharing of work,
- Display,
- Stickers,
- Team Points,
- Celebration Collective Worship
- Praise

Team Points are given rewards in the following way:

Team Points	Reward
10	Box 1
25	Box 2
50	Bronze Certificate
75	Box 3 (including Shedquarters/Experience)
100	Silver Certificate
125	Box 4
150	Gold Certificate
200	Lunch with friends and Headteacher
250	Special badge

Environment

Our school will aim to maintain a safe and stimulating environment to motivate children's learning by:

- creating challenging and interactive displays
- developing well-organised, appropriately arranged classrooms with accessible resources
- providing a non-threatening and secure environment where children are happy, enthusiastic, have clear goals and are willing to take risks in their thinking and actions.
- ensuring equal opportunities.
- developing routines and rules, which create a calm working atmosphere.

Helping Children to recognise their strengths and build self esteem.

All children are encouraged to recognise that they have individual strengths in a variety of curricular and extra curricular activities. All receive regular reinforcement as to their abilities and what they have to offer the school and their peers.

Posters are placed around school to help the children identify their strengths and these are shared with the children.

Praise and recognition is given regularly to successes around school and outside of the school environment.

Parents and Carers

We acknowledge the importance of the learning, which takes place in the home environment. We always endeavour to ensure that parents/carers are involved in their children's learning through:

- reporting to parents and carers
- preparing homework (in line with our homework policy)
- holding parents' evenings
- conducting curriculum evenings as appropriate
- providing learning opportunities for parents and families
- welcoming parents and carers to work alongside their children in school
- being available for parents and carers both before and after school
- running a SEND support group for parents and carers of children with special needs.

In return, parents are expected to:

- support their children with reading at home
- support their children with homework and ensure it is returned at the appropriate time
- show an active interest in how their child is achieving at school
- be positive about school life and the benefits of a good education
- encourage their children to have a positive attitude to learning and the acquisition of skills and knowledge
- reply promptly to requests from school
- ensure that their children attend school regularly and properly equipped for the day ahead
- make the school aware of any concerns or problems that might affect their child's learning or behaviour
- support the school's policies and guidelines on behaviour
- get to know about their child's life at school

Target Setting

Children are given clear guidance as to the Learning Question covered by the lesson and the Success Criteria. This is made explicit so children can evaluate their own work and that of their peers when carrying out self and peer assessment. (AFL)

Targets for other aspects of school life may also be set by the teachers e.g. behaviour and social skills. These may be given as target cards to support a child in a particular area and is part of the behaviour policy.

Target bookmarks are used in English. During the first term, they are introduced from Year 2 – Year 6. The children are given up to three targets on a laminated bookmark which stays in their English book (based on areas from teacher assessment) that a pupil is struggling on consistently, such as

punctuation. This is then an area for the pupil to focus on specifically and aim to improve. It is a recommendation based on reducing the marking and feedback of teachers.

Parents' Evenings

The staff at Sibsey Free School, realise that targets are set for the children in many ways beside those listed above. They will continue to set targets on an informal basis in class lessons, discussions with the children and in the marking of the children's work.

Where possible the teachers will feed back to parents how the children are working towards their targets and the success they are having. Targets for future learning are reported in the mid-year and end of year reports that are sent out to parents.

Special Educational Needs and Gifted and Talented

Children on the Additional Needs List are set very specific targets based upon their individual needs. These are monitored under the 'Assess, Plan, Do, Review' process. Monitoring takes place three times per year, involving teachers, teaching assistants, parents, outside agencies and the child as appropriate.

The SENDCO and Assistant SENdCO keep a record of the children on the Additional Needs List and how they are progressing against targets and age related expectations.

The progress of children on the Gifted and Talented List is also monitored.

The Gifted and Talented Coordinator keeps a record of the children on the Gifted list and how they are progressing against age related expectations.

End of Year Assessments – Target Setting

The school sets targets for achievement for children on how we expect them to perform during the year. Targets will be set for all children in each year group as part of the Performance Management Cycle.

Key Stage 1

The teachers responsible for these year groups will, in consultation with the Headteacher, establish targets for the children in Y1 and Y2. These targets will be discussed with the leadership team. The targets will be based on information from teachers' knowledge, on-going assessments, previous records, any summative or formative assessments generated and Early Years Foundation Stage results.

The aim of these targets is to set realistic challenges for the children.

These targets will be presented to the Governing Body who will discuss the targets with the head-teacher and agree the targets to be set and how well year groups are performing.

The Governors will be informed of the predicted targets and progress towards them through the forum of a Governors' Meeting.

Key Stage 2

The teachers responsible for the Y3, Y4, Y5 and Y6 groups in consultation with the Headteacher will establish targets for the children in these year groups. These targets will be discussed with the leadership team. The targets will be based on information from teachers' knowledge, on-going assessments, previous records, end of KS1 results and the information collected on FFT.

In school data and any national created data will be used to help inform the target setting process. Teachers will use teacher assessment and test assessment to help them establish where children are and what they need to do next to develop their learning. Assessments are also used to compare the children's achievement against national standards. They also show through the use of unit analysis where individuals, groups, year groups and the school as a whole may have weaknesses.

These targets will be presented to the Governors who will discuss the targets with the Headteacher and agree the targets to be set and how well year groups are performing. The Governors will be informed of the predicted targets through the forum of a Governors' Meeting.

Review

The implementation of this policy is the responsibility of all staff. This policy will be reviewed annually.

1. Teachers know exactly what it is they want the children to learn within the context of the learning experience

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ The planning is clear on what the children are going to learn and how they can measure success. ❖ Teacher and all adults in class have adequate subject knowledge to enable the children to achieve the learning objective. ❖ Monitor the progress of skills ❖ Sequence of lessons is thought - through so that the required outcome can actually be reached via the route. ❖ Tell children clearly what the objective is. ❖ Teachers teach 	<ul style="list-style-type: none"> ❖ Children respond to their learning experiences through comments in their books. ❖ To experience new skills and learn new knowledge and build on old skills and knowledge. ❖ They listen, learn and make links between the learning and the success criteria. ❖ To understand and act on advice given. ❖ Children learn 	<ul style="list-style-type: none"> ❖ Time is given in each learning experience for reflection and improvement. (Corrections?) ❖ Confident 'I can' statements completed by children.(when appropriate) ❖ AFL ❖ Teacher refers back to previous learning and looks forward to 'result'.

2. Effective conditions for learning are in place – this will include the creation of a safe, purposeful, secure, enjoyable and well-resourced environment

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ Create a positive classroom/school ethos. ❖ Aesthetically pleasing, but interactive environment. ❖ Wide variety of differentiated resources (to suit VAK) ❖ All hazards are monitored ❖ Provide work at the 'right level' ❖ To provide a stimulating environment that interests the children. ❖ To be aware of how Personal, Social and Health Education affects learning. ❖ Establish effective classroom routines ❖ Ensure a safe learning environment for all ❖ Effective teaching through: questioning, explaining, scaffolding, demonstrating and modelling, using ICT effectively. ❖ Well planned lessons, resources and displays ❖ Organise resources to enable independent learning ❖ Children's learning is displayed and celebrated ❖ Use Assessment for Learning effectively 	<ul style="list-style-type: none"> ❖ To do their best and keep on task ❖ To be willing to engage with environment ❖ To enjoy and be fully engaged in learning. ❖ Know the risks and consequences of potential hazards in the classroom/learning environment. ❖ Accept challenge but ask for help when needed ❖ To tidy the environment and respect equipment ❖ To talk to their teachers and teaching assistants ❖ Keep class/school rules ❖ Be well behaved and develop a positive class ethos ❖ Respect others right to learn ❖ Enable and encourage others to learn ❖ To respond effectively to assessment feedback ❖ Look at and use displays 	<ul style="list-style-type: none"> ❖ Quality displays which in some cases are interactive. ❖ Setting up of curriculum areas. ❖ Variety of activities/ resources. ❖ Risk assessment ❖ "You're not a fool if you can't do it, you're only a fool if you don't ask for help" ❖ Role – play based on their (teacher or pupil) interests. ❖ Learning Mentor (JL) available and all staff accessible ❖ Ensure school/classrooms is/are tidy ❖ Tidy own belongings and resources ❖ Clearly label resources ❖ Work with children to create class rules and routines ❖ Notice and emphasise the good ❖ Display the class rules

3. To use assessment and effective feedback through the use of AFL, which is embedded within the whole learning and teaching process

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ To use a range of assessment strategies and feedback appropriately ❖ Write our comments in a way that children can understand ❖ Assess often enough for the judgments to have meaning. ❖ Follow up and move forward on our points for improvement ❖ Talking to the children about their learning in the lesson, and identifying next steps learning from the discussion. ❖ To use AFL to plan next steps learning ❖ To plan for a range of needs/groups based on AFL. ❖ Ensure that children know how to be successful ❖ To share targets with children and how to be successful ❖ To change short term planning in light of AFL ❖ To use AFL to accelerate children's progress ❖ To inform colleagues of assessments ❖ AFL strategies need to be shared with new/supply staff 	<ul style="list-style-type: none"> ❖ To self assess and to assess others. ❖ Develop skill of being reflective ❖ Respond to comments, etc by suggesting own strategies, targets etc. ❖ Willingness to criticise own work and that of peers (+/-) ❖ To listen and respond ❖ To be actively involved in identifying their next learning steps ❖ To talk about their learning with others ❖ To know targets and where to go next ❖ To know how to be successful ❖ To respond to their learning experiences and comments in their books ❖ To reflect on feedback and to change appropriately ❖ To use feedback and assessment to improve learning ❖ To self and peer assess at all stages of their development 	<ul style="list-style-type: none"> ❖ Children identify when they have achieved their target. ❖ Sharing work and success and learning how to give constructive criticism ❖ Dialogue sheet Teacher/TA - Pupil to enable easily viewable responses. ❖ Use of appropriate symbols/techniques e.g. traffic lights. ❖ One to one, group work. Peers, circle time. ❖ KS2 children write a comment to justify their self or peer assessment ❖ Children identify next target with the support of teacher. ❖ Time is given in each learning session for reflection and corrections ❖ Children share their learning with others

4. To make learning relevant

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ To set appropriate tasks which extends learning ❖ Link learning to real life situations. Differentiated tasks which link with children's interest. ❖ To help children become enthusiastic about their own learning ❖ To look for cross curricular links in the skills ladders. ❖ Curriculum links are made appropriately and are not tenuous ❖ Learning is planned to build on previous learning ❖ Learning is set within child friendly contexts ❖ Learning is matched to individual needs ❖ Set appropriate challenge which extends learning ❖ Seek children's ideas and acknowledge their interests ❖ Listen to feedback from children 	<ul style="list-style-type: none"> ❖ To reflect on their learning and feedback to staff. ❖ Transfer their skills to other subjects/situations. Willingness to research class act in own time. ❖ Extend their skills and knowledge ❖ To learn and develop new skills and knowledge ❖ To know their individual targets ❖ To know and suggest their next steps ❖ To link learning experiences ❖ To develop their own lines of thought ❖ To question ❖ To suggest areas of learning 	<ul style="list-style-type: none"> ❖ Have a 'who can think of the best question time'? ❖ Role play a scenario hot seat. ❖ Children produce additional 'work' in their own time. ❖ Lesson planning – AFL Curriculum weeks ❖ Link learning to children's lives ❖ Have daily question times ❖ Develop cross curricular links ❖ Use a variety of styles and approaches ❖ Use practical activities ❖ Ask children what they know and want to learn ❖ Mindmaps

5. For children to be actively involved in their learning with teachers considering the variety of learning styles and the need for differentiation

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ To understand that people learn differently ❖ Have different expectations/success criteria for different groups/individuals. ❖ Provide activities which cover VAK ❖ Use of ICT at different levels. ❖ Teacher to provide a rich environment conducive to learning styles. ❖ To be active learners ❖ Encourage active participation ❖ To provide a variety of resources ❖ Ensure that resources are readily available ❖ To develop confidence and independence ❖ To take and encourage risks (within reason) ❖ Approach lessons using different teaching methods to cater for different learning styles ❖ Give children choices ❖ Develop higher order thinking skills 	<ul style="list-style-type: none"> ❖ To be involved and have a go ❖ Recognise their own success, and that of others, at whatever level it comes. ❖ To be willing to attempt various VAK ❖ To use different forms of ICT ❖ Plan – do – review, children plan what they wish to do/ learn then review their learning. ❖ Be involved and have a go ❖ To reason, justify, explain and evaluate ❖ Ask and answer questions ❖ Recognise their own successes and share with others ❖ Be supportive and learn from each other's mistakes and take risks ❖ Recognise their own strengths and next steps ❖ Understand they will not always be correct ❖ Know their own learning style and develop others ❖ To use independently the learning environment and available resources to the full 	<ul style="list-style-type: none"> ❖ Encourage children to carry on lines of enquiry outside of school. ❖ To celebrate achievement wherever it occurs.. ❖ Use of different but appropriate resources. ❖ Range of equipment/resources/programmes. ❖ Provide toys/equipment to support multiple intelligences. ❖ Allow children the opportunity to devise their own topic areas ❖ Provide a range of reference material ❖ Give time for thinking and research ❖ Give time to 'struggle' and think don't step in too early ❖ Encourage children to solve their own problems ❖ Praise appropriately and recognise all steps – even the unsuccessful ones ❖ Ask open questions ❖ Ask questions that have more than one answer.

6. All learners are emotionally secure because of the positive environment and relationships established between all members of the school community

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ To be aware of issues affecting children's well being. ❖ Create activities which involve children working in a variety of different teams. ❖ Positive mental attitude/approach socially and academically ❖ To support children through system of key workers. ❖ Children encouraged to feel free to question ❖ To ensure parents know what their children are learning ❖ Ensure a safe learning environment for every child ❖ Value everybody – acknowledge everyone in our school is a learner/teacher to varying degrees ❖ To be aware of issues affecting children's well being ❖ Good communication between school and home ❖ Listening to others – adults and children ❖ Pass on relevant information ❖ To teach children to be aware of emotions and how they affect our actions 	<ul style="list-style-type: none"> ❖ To care about the people around them. ❖ Recognise we all have talents, which must be valued even if it's not 'your choice of working partners' ❖ Respect/empathise with peers/adults ❖ To work effectively with key worker ❖ Teachers/staff will listen and respond positively to them. ❖ Children to talk to parents and vice versa ❖ To be supportive of other learners ❖ To listen to each other ❖ To be respectful to each other ❖ To seek help when needed ❖ To be aware of how our emotions affect our actions ❖ To be aware of how our actions affect others ❖ To make appropriate choices and reflect on their decisions ❖ Value everybody – acknowledge everyone in our school is a learner/teacher to varying degrees 	<ul style="list-style-type: none"> ❖ Circle time/SEAL Activities. ❖ Go on a team – building exercise to Skegness. ❖ Model behaviour/interaction with children/adults. ❖ Small group time with your key group. ❖ Question and answer sessions during lessons class/group/1:1 ❖ Parents' evenings. Talk with parents. ❖ Meet and greet each person individually using their names ❖ Show an interest in other people's lives ❖ Listen/talk to children about issues ❖ Standing outside at the end of the day to talk to parents ❖ Use the language of choice strategy

7. Children are willing to experience new skills and taking risks without the fear of making mistakes or failure.

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ To generate an environment where all ideas are valued and respond to in a positive way. ❖ To praise and give constructive criticisms ❖ Provide a variety of experiences to ensure everyone has a chance of great success. ❖ Provide secure environment/relationships – Failure is a learning tool. ❖ Provide the ‘vehicle’ for children to extend their learning without fear of failure. ❖ Take risks ❖ To encourage and persuade ❖ To provide a safe learning environment ❖ To create a ‘CAN DO’ environment ❖ To provide a ‘safety net’ ❖ To praise ‘failure’ and success appropriately ❖ To use ‘failures’ to highlight next steps ❖ To provide children with challenging learning opportunities ❖ To encourage children to ask and answer questions ❖ To give children choices ❖ To listen to children and reflect 	<ul style="list-style-type: none"> ❖ To understand that mistakes are an important part of the learning process. ❖ Children act on their feedback. ❖ ‘Have a go’ regardless ❖ ‘Have a go’ but be willing to accept there are alternatives. ❖ Feel challenged regardless of outcome. ❖ Take risks ❖ To respect and support others ❖ To praise ‘failure’ and success appropriately ❖ To reflect on areas for improvement and successes ❖ To be confident ❖ To question their own knowledge and want to find out new things ❖ To ask and answer questions ❖ To apply and transfer their skills to more complex situations 	<ul style="list-style-type: none"> ❖ The vocabulary of questioning is displayed and referred to during lessons. ❖ Oral responses, house points, verbal praise. Written comments about constructive criticism ❖ Make sure ‘Art’ is as valued as ‘Maths’ etc. ❖ Model teachers taking risk – acceptance of themselves needing to learn. ❖ It is OK to make mistakes – important for staff to deal (sympathetically, appropriately) with mistakes. ❖ Children contribute to discussions and role play ❖ Confidence and self esteem building activities and support where needed ❖ Children choose their own recording methods ❖ Children to tackle real life problems ❖ Set challenging activities

8. That time should be given for learners, teachers and parents to have opportunities to reflect on the learning that has taken place.

Expectation of Staff	Expectation of Children	Examples and strategies
<ul style="list-style-type: none"> ❖ To provide children with time to read (where appropriate) and ‘digest’ guidance and advice to move forward in their learning. ❖ Give children effective feedback ❖ Communicate with parents about what their children have done. ❖ Children’s reflections and opinions to be valued and followed up. ❖ Willingness of staff to make time available. ❖ 1:1 time with children and parents. 	<ul style="list-style-type: none"> ❖ To act upon advice given within timescales available. ❖ Read and respect feedback ❖ To also tell their parents what they have done. ❖ They use the time allocated to read, evaluate their own work and that of others, looking for how things could be made better. ❖ Willingness of children when here to give their time, e.g. break when absolutely necessary 	<ul style="list-style-type: none"> ❖ At the beginning/end of learning experiences to allow time where possible to ‘digest’ AFL from teacher/teaching assistant. ❖ Children write about teacher comments. ❖ Opportunities available in a.m. to speak with parents about children’s learning and curriculum newsletters (?) ❖ Children given time to give written feedback on teacher/TA’s written comments ❖ Time allocated for open a.m./p.m. also time when class teacher, child, parent can share views/info. ❖ Open door policy

