

SS SIMON AND JUDE CE PRIMARY SCHOOL



LEARNING AND TEACHING POLICY

‘Learning @ SSSJ inspires us to discover, explore and use our knowledge, skills and attitudes to develop ourselves as citizens of tomorrow’

*Learning definition defined by pupils, staff,
parents and Governors in 2013*

Our Vision is: To ensure lifelong learning for the whole community by building a better future together

Our Mission is: To build and maintain learning communities by developing passionate learners through personalised learning for a globally changing world. By nurturing each child's faith journey, based on Christian values, we enable lifelong learning through promoting high standards, encouraging enquiring minds and valuing ourselves and others in our school community and beyond.

Our Values:



Democracy Law Liberty Respect Tolerance

Our Values Tree

'A tree is known by its fruit'

Matthew 12.33

Aims and Objectives

Life Long Learning for the whole community is the core business of the school



We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

The underlying philosophy at SSSJ is that given appropriate conditions all pupils can learn, guided by our Christian ethos. Review of practice enables school improvement to occur through recognition of strengths and identification of areas for development. The following procedures aim to achieve this:

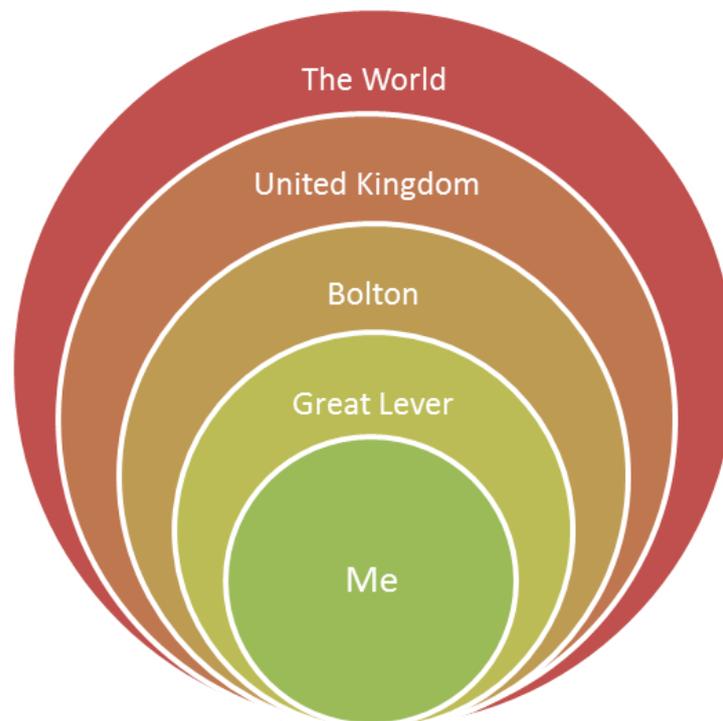
- Every child at SSSJ deserves a world class education
- Open classrooms where all staff and pupils can learn from each other
- Curriculum co-ordinators monitor the teaching and learning in their subject through the triangulation of classroom observation, scrutiny of pupil achievement and maintenance of classroom environments conducive to learning in their subject

- The information generated is used by the school to evaluate performance and identify priorities for staff training, development, School Self Evaluation and the School Improvement Plan and thus produce better learning outcomes for the children.

The school houses a professional learning community that is dedicated to developing skills, knowledge and attitudes that will enable all to develop their learning styles and techniques.

The school delivers the International Primary Curriculum. The school fundamentally believes that children will be better equipped for life beyond school if they are more globally aware. As a school we define international mindedness as:

'To have an awareness of ourselves and others'



EFFECTIVE LEARNING IS ACHIEVED BY:

- Catering for all types of learner - personalised learning meeting the needs of all pupils
- Reflective practice – allowing children to think independently and consolidate learning –one example of this is through ‘Purple Pen Fix-it Time’
- Accurate planning and assessment – knowing where the children are in their learning and the next steps they need to learn. Clear sequence of lessons
- Good subject knowledge – organised and well resourced
- Marking – clear targets and suggestions on how to improve work and ways forward
- Pupil enthusiasm and motivation and excellent classroom order
- Maximising opportunities for all pupils and staff
- Engagement and challenge
- High expectations – for staff and pupils

Effective learning and teaching ensures that all children work towards the fulfilment of their potential and make outstanding progress within a happy, caring and safe environment with high expectations for all.

Learning and teaching is most effective where teachers are enthusiastic, skilled and knowledgeable and have the confidence to stand back and encourage pupils to become independent learners.

As a school, we are committed to developing knowledge, skills and understanding across all aspects of the curriculum. Staff have defined with the children definitions of what knowledge, skills and understanding look like at the varying age ranges and how they are embedded within learning.



Knowledge is something that we know is a fact. It is true.
Knowledge is always right or wrong.



A skill is something you learn at any age and with practice you will get better.



To develop understanding we need to use our knowledge and skills in different ways.

Throughout Mileposts 1, 2 and 3 there are opportunities to develop knowledge, skills and understanding through teaching. The charts below identify possible strategies to use within each Milepost. The charts are not meant to be a complete list and will be reviewed on an annual cycle with the Learning and Teaching Policy.

Milepost 1

	KNOWLEDGE	SKILLS	UNDERSTANDING
Definition	Knowledge is something that we know is a fact. It is true. Knowledge is always right or wrong.	A skill is something you can learn at any age and with practice you will get better.	To develop understanding we need to use our knowledge and skills in different ways.
Questions	What is ...? How...? Where is...? Who....? When...?	Can you...? How do you...? Can you measure...? Show me how you...?	Why? What do you think will happen next? Tell your partner why...
Plan	Research Knowledge Harvest Identify if it is a knowledge lesson Co-operative learning – QQT, Rally Robin	Long/Medium/Short term planning Identify if it is a skills lesson Entry points – applying skills in different ways Pre-teach skills Highlight creative subjects Targets on Classroom Monitor	Identify if it is an understanding lesson Role play Opportunities to apply Host country Co-operative learning strategies – QQT, Rally Robin
Teach and Learn	Talking partners Facts related to all aspects of the curriculum Discussions with peers/staff/visitors Experiences – trips, visitors Photos, books, notebooks Knowledge harvest – revisit Present in different ways Cooperative learning – QQT, Rally Robin	Modelling Ozzie the Octopus Experiments Practical activities Model skills needed for sport ie ball skills Sketching/shading in art Playing/composing in music Research	Role play – international tasks Talking partner – coaching Children choose own resources – prior knowledge Hot seating Drama Role play Recounts Reading comprehension
Assess and Report	Mind Maps Visitors/photos/artefacts/books/internet Oral feedback – thumbs up/down Marking Independent work in books Challenge questions	Assessing and revisiting rubrics that aren't secure Using learning advice Assessment through observation	Presenting through assemblies Parents/Exit points Learning review meetings Self-evaluation faces End of unit evaluations Fix-it time

Milepost 2

	KNOWLEDGE	SKILLS	UNDERSTANDING
Definition	Knowledge is something that we know is a fact. It is true. Knowledge is always right or wrong.	A skill is something you can learn at any age and with practice you will get better.	To develop understanding we need to use our knowledge and skills in different ways.
Questions	How many? What do you already know? Where is ...? Which is true/false? What is....?	Can you design a ...? How do you hold a tennis racquet? What would happen if....? To measure... To draw ... To calculate ... To solve ...	How do you know? Why did this happen? How can we improve? Is there a better way to do this? How does this affect people? What will happen next? How has this developed over time?
Plan	Research information Knowledge harvest Mind mapping Learning Logs Visitors/trips Key vocabulary/key questions Child friendly research	Long/medium/short term plan Classroom Monitor Learning advice Promoting learning goals Learning Logs	Trips/exit points Plan opportunities for discussion Role play/debates/conscience alley Host country Extended writing opportunities
Teach and Learn	KWL grids Research/predicting Number bonds/spelling/basic skills/SPaG Recounting stories Fix-it time Pre-teach knowledge for skill/understanding Cooperative learning – QQT, Numbered Heads Together, Showdown True/false cards	Designing and making Researching using a range of tools Modelling skills e.g. dance Maths strategies Skimming and scanning Investigations/experiments Q matrix	Co-operative learning - Rally Coach/QQT Presentations Exit points/parents Q matrix Carousel feedback Choosing equipment Fair Trade game Editing and levelling End of unit evaluations
Assess and Report	Evaluations Knowledge harvest – revisit Fix-it time Tests/quiz	Evaluations Rubrics/Classroom Monitor Art exhibition Displays/videos	Evaluations Computing – videos Self-evaluation faces Sharing learning with the school

Milepost 3

	KNOWLEDGE	SKILLS	UNDERSTANDING
Definition	Knowledge is something that we know is a fact. It is true. Knowledge is always right or wrong.	A skill is something you can learn at any age and with practice you will get better.	To develop understanding we need to use our knowledge and skills in different ways.
Questions	What is the capital of ... What is the square root of ... A cat is a mammal. True or false? How do you spell....? What is 12 x 7?	How many ways can you make 100? How many skips can you do in 1 minute? Can you beat your last score? Can you use a key?	Can you find? How is oil made? Classify this animal
Plan	Give the children facts/share information Create child friendly research packs Key questions Word banks/dictionaries Pre-teach vocabulary	Long/Medium/Short term planning Assessment lessons Opportunities to research Explore/first-hand experiences to develop skills e.g. use a microscope Cooperative learning strategies Pre-teach skills	Apply knowledge/skills in another context e.g. extended write African masks Open questions Rally Coach International links – similarities or differences
Teach and Learn	Comprehension Quiz Researching facts/fact files Factual recall Revisiting knowledge harvest Answer questions on display Cooperative learning – QQT KWL grids	Investigational work Rubrics – opportunities to revisit Researching information/classification keys Communicating/speaking to an audience ICT skills e.g. powerpoint Modelling 3D Designing/planning/mind maps Generating questions PE skills – catching a ball	Presentations Explanations of findings – oral/written Rally Coach Extended writing/editing/redrafting Debates/discussions with peers/adults Conscience alley Role play/hot seating Problem solving/designing own investigations Formative and summative assessment
Assess and Report	Marking/feedback Questioning/target questions End of unit evaluations	Rubrics/opportunities to revisit rubrics Learning advice End of unit evaluations	Exit points/assemblies Learning review meetings Self-evaluation faces End of unit evaluations

Effective Teaching is achieved by:

- Planning and preparation to meet the learning needs of the pupils based on the curriculum provided by the school
- Lesson management that ensures the tasks are appropriately organised and resourced
- Calm learning environment that is based on values formulated in the school's positive behaviour policy
- Assessment and recording of pupil's progress, which informs the next steps of learning and future planning
- Reflection and evaluation for pupils and staff on a regular basis
- Effective classroom management, which establishes appropriate routines, agreed rules, access to resources and a rich and vibrant learning environment, which promotes good learning
- Fostering independent thinking
- Secure subject knowledge and understanding of the subject taught.
- Developing socially and emotionally intelligent people
- An increasingly wide repertoire of teaching styles and organisational strategies providing access to a variety of learning experiences for all pupils
- Different learning opportunities are provided for children and planning reflects this
- Bringing out individual talent and potential for every child
- Focus upon developing the use of talk as tool to promote independent thinking and learning through the implementation of co-operative learning structures
- Creating children that are lifelong learners
- Developing socially and emotionally intelligent people
- Increasing personalisation of learning
- Positive behaviour for learning

PLANNING EFFECTIVELY:

'Using knowledge of prior attainment and learning preferences to help achieve potential'

A well planned lesson has the following characteristics:

- Clear **learning objectives based on prior learning characterised by the phrase - "no child to open an unmarked book."**
- Learning objectives are **shared** with the class and revisited during/at the end of each lesson. Success criteria are **shared/developed** with the pupils including that the general expectations for the year group are expressed clearly through the "WALA/WILF"
- Pupils are encouraged to take some **responsibility** for their learning
- **High levels** of achievements are expected of all
- Achievement is **reviewed** during/at the end of each lesson
- Well paced and pitched appropriately
- The teacher **builds on** previous learning through questioning, additional support and intervention

- Work is differentiated according to pupil's abilities including SEN children taking account of their targets when appropriate
- Planning takes into consideration a variety of learning opportunities
- The needs of pupils learning English as an Additional Language are considered and planned for when necessary

CREATING HIGH EXPECTATIONS

At SSSJ high expectations are characterised by a combination of the following:

- Lessons start efficiently
- Pupils are aware of their targets and strive to achieve them. These are shared with parents at parental and pupil conferencing sessions
- The teacher, other adults and pupils are clear about the learning outcomes of the lesson
- The pupils are clear about what they are to do
- Work is marked against learning outcomes and success criteria, targets for the next lesson are set according to the schools marking policy. Where relevant, work is assessed in IPC against the rubrics.
- Pupils are on task
- Positive work habits are praised
- The classroom reflects and celebrates the learning that occurs

(see appendix 2 for reference to specific expectations)

EFFECTIVE CHRISTIAN ENVIRONMENT

At SSSJ we consider the Christian environment in which teachers teach and learners learn to be important. An effective environment is characterised by the following:-

- Pupils and staff who feel confident that they are consistently valued and treated with dignity and respect
- A positive and stimulating atmosphere and a range of informative, interactive quality displays to celebrate success within an attractive working environment
- An orderly, tidy and purposeful environment in which pupils are able and willing to learn
- Pupils who are encouraged to participate fully in their learning activities and in the wider life of the school and are trusted with a variety of personal responsibilities
- Displays resources and procedures, which reflect Christian values, equal opportunity and a diverse society
- Freedom from bullying and racial or religious harassment
- Clear individual targets for pupils

- Appropriate organisation of chairs and tables - each pupil having their own working space
- Well labelled and accessible resources.

PERSONAL GOALS

There are 8 key attributes that are embedded in all aspects of daily life at SSSJ in order to prepare our children for their future lives. In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. At SSSJ we promote British Values through the 8 Personal Goals. See appendix 2 for a detailed breakdown of how British Values are promoted in school.

The 8 Personal Learning Goals that are taught throughout school are:



Enquiry

Being able to ask questions and then plan and carry out investigations related to those questions, collect evidence from a range of sources and think about the wider issues.



Adaptability

To know about a range of views, cultures and traditions and to respect others, to approach new ideas with confidence and to be able to suggest ideas and solutions in a range of situations.



Resilience

To be able to stick with a task until it is completed and to learn to try again if unsuccessful the first time round.



Morality

To learn about the moral issues associated with different subjects and to respect alternative viewpoints as well as give reasons for their own.



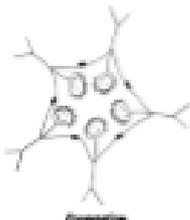
Communication

To be able to make their meaning clear using different ways of communicating and a range of tools and technologies to aid their communication. To learn how to communicate in more than 1 language.



Thoughtfulness

To be able to use a range of thinking skills in solving problems whilst considering others points of view. To reflect upon what has been learned and its implications on their own lives and the lives of others.



Co-operation

To understand that different people have different roles to play in groups and to adopt a different role depending on the activity and the needs of the group. Be able to work alongside and in co-operation with others.



Respect

To learn about the varying needs of other people, living things and the environment and to show respect for the world itself.

Within our school, there are opportunities across the age ranges to develop each of the personal goals so by the time the children leave our school, they are able to demonstrate each of the personal goals competently. Appendices 3, 4, 5 and 6 showcase opportunities to develop each of the personal goals whilst at SS Simon and Jude CE Primary School.

MONITORING AND EVALUATION

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development opportunities. The Learning and Teaching Policy has been formulated to provide a basis for all staff to evaluate the quality of teaching and learning in their classroom and across school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observation
- Sampling pupils' work
- Sharing pupils' work and discussing the quality – staff meetings, departmental meetings
- Internal moderation of pupils' work
- Discussions with pupils
- Regular Pupil Progress Meetings

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum, regardless of their gender, race, religion, sexual orientation, disability or ability. We plan work that is differentiated for the performance of all groups and individuals are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

REVIEW

This policy will be reviewed annually by the Senior Leadership Team, the link Governor and the Headteacher. Any alterations that come from this review will be discussed and ratified by the appropriate governing body.

Written by: L Peacock

First ratified by the Governing Body on: 2012

Revised and ratified by the Governing Body: 2013 2014 2015 2016

Next review: September 2017

APPENDIX 1

Christian Values at SS Simon and Jude CE Primary School

Hope



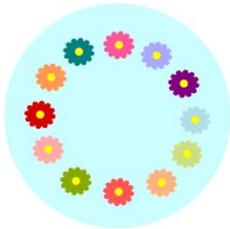
Hope is a key theme for life at SSSJ. At the beginning of the year in particular, the children are encouraged to share their hopes and aspirations for the year ahead. Throughout the year, the children are encouraged to carry their hopes and live each day with belief in themselves and others.

Compassion



Children at SSSJ are taught to show kindness and a thoughtful attitude towards others. We are sympathetic in understanding the needs of others in school, the wider community and internationally.

Peace



Children are encouraged to develop a peaceful state of mind. Peace is explained as living in harmony with one another.

Thankfulness

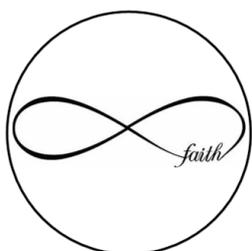


Pupils are encouraged to self-reflect for what they are thankful for and to write their own prayers of thanks for whole school worship. Our harvest celebration places great focus on being thankful.



Love

The children are reminded of God's love for them and how they can show their love and compassion for one another.



Faith

The children are introduced to faith as an invisible force which lives within us without the need for evidence. The children begin their faith journey from the first day they enter the school.



Forgiveness

SSSJ pupils are encouraged to forgive others and reflect on others actions with mercy and grace. Forgiveness is one of the many values encouraged through the schools' behaviour policy.



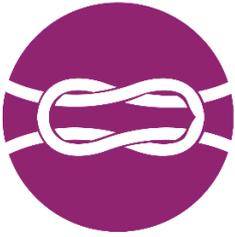
Reverence

The children are encouraged to go on a path of self-discovery. Children learn how to take responsibility for their own learning and personal development, as well as how to treat and respect other humans, animals and property.



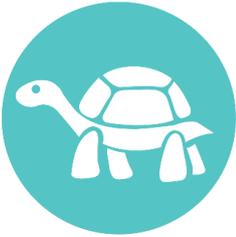
Justice

Pupils are encouraged to promote British and Co-operative Values and attitudes of democracy, rule of law, individual liberty, tolerance of others and justice within the school and wider communities.



Trust

Pupils are encouraged to trust one another and have a firm belief in the school and its systems, resulting in pupils who are positive and confident in their learning.



Perseverance

We work together to overcome any obstacles, however challenging, to achieve our goals. We try and try again, building resilience which helps us deal with any disappointments on our journey to success.



Friendship

Here at SSSJ pupils are encouraged to be the best friend they can be, to their peers and children around school, putting each of our Christian values into action.

APPENDIX 2

AT the START OF THE DAY

All pencils should be sharp and pots free from litter

All surfaces (floors, cupboard tops, desks) should be clear

Working surfaces should be clear and orderly

There should be sufficient, working equipment for all the children

All photocopying for the day should be ready

All trays should be clearly labelled

Books should be clearly labelled

Class libraries are tidy

Displays should reflect current work

Boards should not be left empty – displays should be ready to replace any being taken down – work related to the current IPC unit may show a build-up of learning over time and have specific links to the subject being taught

The tidiness and order of the teacher's desk should reflect the standards expected by the children

Dates, WALTs, WALAs and instructions should be ready prior to the start of every lesson

All support staff should be aware of the lesson plans and be in the class at the start of the lesson

A list of the jobs that need to be completed for the next days lessons should be available to the TA in adequate time to complete the tasks

At the START OF THE WEEK

All planning for the week should be on the school server by Monday morning and available to all appropriate staff

It is everyone's responsibility to ensure the learning environment is well ordered and conducive to learning

ALL the TIME

It is everyone's responsibility to ensure areas are tidy – coats/packed lunches are not on floors, paper towels are picked up, common areas etc are tidy.

Staff should model behaviour – ie no chewing gum, standard English should be used at all times, dress should be appropriate, mobile phones should not be used in class.

Every child is every teacher's responsibility – eg if a child is not behaving as expected, they should be reminded about the correct behaviour.

Staff handwriting should reflect the school's handwriting scheme. Comments in books should always be correctly spelt and be legible!

APPENDIX 3

SS SIMON AND JUDE CE PRIMARY SCHOOL

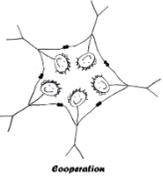
PROMOTING BRITISH VALUES

In 2011, the government defined British values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. At SSSJ we promote these values through our curriculum provision and our 8 Personal Learning Goals: *resilience, co-operation, morality, respect, communication, enquiry, adaptability and thoughtfulness.*

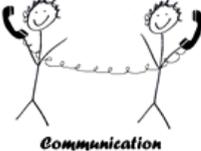
Value	How we promote it....
<p>Democracy <i>Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account</i></p> <p>School Values: Reverence Respect Compassion Thoughtfulness Friendship Co-operation Faith Adaptability Hope Communication Justice Enquiry Trust Morality Resilience</p>	<ul style="list-style-type: none"> ❖ School council in place ❖ Y6 Prefect application process ❖ Team captain voting system – including election process ❖ 1-1 learning review system – pupil's have their opportunity to talk about their learning with the class teacher ❖ Head teacher interview panel ❖ Pupils show visitors around school and have the chance to have their say about their school ❖ Pupil surveys ❖ Class Charter – children set their own class rules at the start of the year ❖ PSHE timetabled weekly
<p>The rule of law <i>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else that looks after them</i></p> <p>School Values: Reverence Respect Peace Co-operation Forgiveness Communication Justice Morality Trust</p>	<ul style="list-style-type: none"> ❖ Full-time Learning Mentor ❖ Pastoral Support embedded through school ❖ Effective behavioural system in place ' 'Good to be Green' ❖ Designated days to look at keeping pupils safe ie E-safety day, anti-bullying day ❖ Jigsaw timetabled ❖ 1-1 mentoring meetings which not only look at the academic but also the emotional well-being of each child ❖ Breakfast club – funded places available where needed ❖ Parents Evening twice yearly plus weekly 'drop-in' available for parents ❖ Pupil Premium specifically targeting the FSM pupils ❖ Community police regularly visit ❖ Access to outside agencies such as school nurse, speech therapist etc ❖ People who help us: firemen, police ❖ Safeguarding training for all staff in school ❖ School policies ❖ Single Central Record up-to-date ❖ Trained first aiders ❖ Parenting clubs – Triple P, basic skills etc

<p>Individual liberty <i>All children have a right to play and relax, and to join in with a range of activities. Children have the right to meet together and to join groups and organisations as long as this does not stop other people from enjoying their rights</i></p> <p>School Values: Reverence Respect Perseverance Resilience Peace Co-operation Thankfulness Communication Faith Adaptability Justice Morality Compassion Thoughtfulness</p>	<ul style="list-style-type: none"> ❖ Hometime policy in place ❖ After school clubs all year round ❖ Broad balanced curriculum ❖ Music service – every child has the opportunity to play a musical instrument in KS2 ❖ Chess ❖ Trips/visitors to school ❖ Entry/exit points ❖ Parent groups with pupils ❖ Sporting events throughout the year ❖ Use of co-operative learning throughout school ❖ Art Exhibition ❖ Pupils encouraged to make the 'right choice' in school ❖ Pupil voice via the School Council ❖ 'House Days' – pupils mixing with other peers through school
<p>Mutual Respect <i>Everyone should have mutual respect no matter what their race, religion, abilities or whatever type of family they come from</i></p> <p>School Values: Reverence Respect Love Thoughtfulness Trust Morality Friendship Co-operation Forgiveness Communication</p>	<ul style="list-style-type: none"> ❖ Jigsaw scheme ❖ Worship ❖ Links with the church/mosques/temples ❖ International days ❖ Interfaith trail ❖ Easter Experience ❖ Co-operative learning ❖ Behaviour system ❖ Bi-lingual staff in every phase in school ❖ PSHE ❖ Fairtrade events ❖ Coverage through the curriculum provision: IPC, RE ❖ Intervention via the Learning Mentor
<p>Tolerance of different faiths and beliefs <i>Children have the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters</i></p> <p>School Values: Justice Morality Reverence Respect Compassion Thoughtfulness Enquiry Hope</p>	<ul style="list-style-type: none"> ❖ Weekly worship/assemblies ❖ Balanced curriculum which looks at different faiths: RE, IPC ❖ Pupils share their experiences of faith ❖ Celebration of religious festivals eg Eid, Christmas, Chinese New Year ❖ Interfaith trail

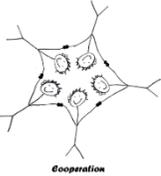
APPENDIX 4

Personal Goal	Meaning	What does it look like in Early Years Foundation Stage?	What opportunities do we provide to develop the goals?
 <p>Cooperation</p>	<p>Co-operation</p> <p>I can take turns. I can share with others. I can work as part of a group.</p>	<p>Sharing in every area of the classroom. Take turns on computer, castle, bikes and snack table. Group work – cooperative learning. Input activities – in teams. Team work in PE, outside, guided reading. Major part of EYFS work!</p>	<p>Encourage team work/sharing in all areas – independently and with teacher/guided activities. All resources purchased with view to sharing and cooperation.</p>
 <p>Enquiry</p>	<p>Enquiry</p> <p>I can ask questions. I can find the answers from different places such as books, the internet and people. I think about things that are happening in the world.</p>	<p>Model how to find things out in books, internet – linked to IPC units. Linked to understanding the world – areas both inside and outside specific to this – with ever changing resources. Celebrations/festivals – covered in EYFS bring in world events.</p>	<p>Use iPads to answer questions at any point during the day. Use information books – linked to every IPC unit (and other aspects of EYFS curriculum e.g. seasons) Link celebrations/festivals to world events and places.</p>
 <p>Morality</p>	<p>Morality</p> <p>I make the right choices. I know that people may have different reasons to my own.</p>	<p>Behaviour chart Constant encouragement to make the right choices. PSHE/Jigsaw every week.</p>	<p>Allowing children to make their own choices within the setting such as outdoor play activities, snack time.</p>

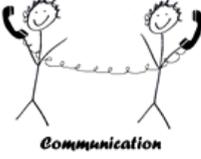
 <p>Resilience</p>	<p>Resilience</p> <p>I keep on trying even when things are hard to do.</p>	<p>Independent work and teacher directed work.</p> <ul style="list-style-type: none"> - Getting dressed in PE - Fastening shoe laces - Making models - Use knife and fork - Snack table - Writing name, numbers and letters. 	<p>Independent activities – chn develop concentration over time.</p> <p>Teacher directed – encourage resilience and concentration over time.</p> <p>Challenge activities – use and apply.</p>
 <p>Respect</p>	<p>Respect</p> <p>I care about the world, living things and people around me.</p>	<p>Respect belongings – school and others.</p> <p>Communicating with others respectfully.</p> <p>Caring for plants and animals</p> <p>Respect for different cultures.</p>	<p>PSHE/SEALS</p> <p>Ongoing observations and interventions.</p> <p>Tidy up time</p> <p>Teach how to use resources.</p> <p>Planting and science activities.</p> <p>Eggs/chicks</p>
 <p>Thoughtfulness</p>	<p>Thoughtfulness</p> <p>I listen to other people.</p> <p>I consider the feelings and thoughts of others.</p> <p>I use my thinking</p>	<p>Ethos of reception class!</p> <p>Encourage caring for others and living things at all times.</p> <p>PSHE/Jigsaw</p> <p>Encourage chn to resolve conflicts by themselves and work through problems independently.</p>	<p>PSHE</p> <p>Independent activities</p> <p>Support and observation – specific times.</p>
 <p>Adaptability</p>	<p>Adaptability</p> <p>I know that people can have different views to me.</p> <p>I confidently try new things.</p>	<p>Positive reinforcement at all times in EYFS by all members of the team.</p> <p>Encourage chn to try new things e.g. food, think for themselves.</p> <p>Coping with change – new routine, new staff.</p>	<p>New resources – constantly changed.</p> <p>Wide variety of teacher directed activities.</p>

 <p>Communication</p>	<p>Communication</p> <p>I can speak clearly to people.</p> <p>I can communicate using different methods eg internet, acting.</p>	<p>Specific areas of the classroom dedicated to C&L – communication friendly spaces.</p> <p>Language hot spots – role play, snack table, art table, dough, stage, small world, music area, outside etc.</p> <p>Small group work – planned C&L activities every week.</p> <p>Key people</p>	<p>Quality conversation time with each key person.</p> <p>Kagan activities</p> <p>Library books</p> <p>Supporting play at specific times for all adults to interact with chn</p> <p>Story time</p> <p>Music activities</p>
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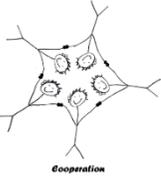
APPENDIX 5

Personal Goal	Meaning	What does it look like in Milepost 1?	What opportunities do we provide to develop the goals?
 <p>Cooperation</p>	<p>Co-operation</p> <p>I can take turns. I can share with others. I can work as part of a group.</p>	<p>Working with partners Working in teams Cooperative learning structures Taking turns</p>	<p>House day Sports day Entry/exit points PE team work International day KS1 Christmas show</p>
 <p>Enquiry</p>	<p>Enquiry</p> <p>I can ask questions. I can find the answers from different places such as books, the internet and people. I think about things that are happening in the world.</p>	<p>Research using atlases, internet, information books Knowledge harvest – asking chn what they know and what they want to know</p>	<p>IPC learning log research tasks Science investigations Cross curricular research tasks Working with partner to research specific topics or questions set by the teacher</p>
 <p>Morality</p>	<p>Morality</p> <p>I make the right choices. I know that people may have different reasons to my own.</p>	<p>Good to be green behaviour chart Chn knowing why some behaviour is wrong and how it impacts on others</p>	<p>Bookmark stickers Individual behaviour charts Golden time Gold trip Anti-bullying day SEALs Class rules</p>

 <p>Resilience</p>	<p>Resilience</p> <p>I keep on trying even when things are hard to do.</p>	<p>Chn having another go Practising skill over and over Working with a partner to build up resilience Working independently Fastening shoe laces</p>	<p>Gold trip House Day Sports day Big Maths Spelling tests Times table tests</p>
 <p>Respect</p>	<p>Respect</p> <p>I care about the world, living things and people around me.</p>	<p>Kind and well mannered Understanding of other cultures Looking after own and others' property Living things – science Recycling paper Keeping the classroom tidy</p>	<p>Circle time International tasks Diwali day International day Action aid sponsored child SEALs, PSHE Circle time RE</p>
 <p>Thoughtfulness</p>	<p>Thoughtfulness</p> <p>I listen to other people. I consider the feelings and thoughts of others. I use my thinking</p>	<p>Playtime friends Sharing taking turns</p>	<p>Harvest Peer coaching Action aid child SEALs, PSHE Circle time</p>
 <p>Adaptability</p>	<p>Adaptability</p> <p>I know that people can have different views to me. I confidently try new things.</p>	<p>Not afraid to have a go Willing to try something new</p>	<p>Anti-bullying day Streamed teaching groups – numeracy , big Maths KS1 show – trying new roles House days</p>

	<p>Communication</p> <p>I can speak clearly to people.</p> <p>I can communicate using different methods eg internet, acting.</p>	<p>Good speaking and listening</p> <p>Group activities</p> <p>Guided reading</p>	<p>Cooperative learning structures</p> <p>International day</p> <p>Oddizzi classpals</p> <p>Music service</p> <p>Story time</p>
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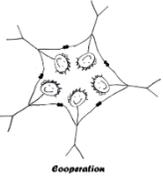
APPENDIX 6

Personal Goal	Meaning	What does it look like in Milepost 2?	What opportunities do we provide to develop the goals?
 <p>Cooperation</p>	<p>Co-operation</p> <p>I can take turns. I can share with others. I can work as part of a group.</p>	<p>Taking turns Taking on different roles Support each other and coach partners Face partners – eye contact, body language All chn engaged in learning</p>	<p>Proms Afternoon Tea event Sports day House day International day Use of cooperative/Kagan structures in all areas of the curriculum</p>
 <p>Enquiry</p>	<p>Enquiry</p> <p>I can ask questions. I can find the answers from different places such as books, the internet and people. I think about things that are happening in the world.</p>	<p>Answering/asking questions that teacher has set Begin to formulate own questions Knowledge harvest – what do we want to know Use a range of simple sources (computers – search engines tablets and books – index and contents)</p>	<p>Problem solving, research, learning logs, homework activities Homework club International day Trips Visitors to school</p>
 <p>Morality</p>	<p>Morality</p> <p>I make the right choices. I know that people may have different reasons to my own.</p>	<p>SMART cards House points Good to be green chart Individual behaviour charts</p>	<p>Anti-bullying day e-safety day golden rules/Jigsaw role-play gold trip Y4 literacy units</p>

	<p>Resilience</p> <p>I keep on trying even when things are hard to do.</p>	<p>Good attitude towards learning High self-esteem Not to give up when something is too difficult Finding solutions to problems Chn who put in 100% effort are praised Chn always willing to give it a go</p>	<p>Gold trip Open-ended questions/problem solving House day Sports day Proms Afternoon Tea event Assessment week Assertive mentoring Work on display with chns comment</p>
	<p>Respect</p> <p>I care about the world, living things and people around me.</p>	<p>Tidying classroom Recycling Looking after own/others' property Not dropping litter Not wasting resources</p>	<p>IPC subjects – internationalism Science topics Action aid child Sponsor jaguar (deforestation) PSHE Circle time Celebration of religions in assembly</p>
	<p>Thoughtfulness</p> <p>I listen to other people. I consider the feelings and thoughts of others. I use my thinking</p>	<p>Sharing Including everyone at playtime Talking gambits Respecting and listening to other people's ideas</p>	<p>Action aid child Sponsoring jaguar Harvest for winterwatch Circle time PSHE Clear guidelines for cooperative learning structures Peer assessment/evaluation</p>
	<p>Adaptability</p> <p>I know that people can have different views to me. I confidently try new things.</p>	<p>People willing to try new things Respecting other people's differences (international mindedness)</p>	<p>PE House day Sports day International day After school clubs Cooperative learning structures</p>

 <p>Communication</p>	<p>Communication</p> <p>I can speak clearly to people.</p> <p>I can communicate using different methods eg internet, acting.</p>	<p>Chn who are able to work with anybody in class</p> <p>Good listeners</p> <p>Use different methods to communicate</p> <p>Emotionally literate pupils</p> <p>Communicate to different visitors</p>	<p>Class rules</p> <p>Cooperative learning structures</p> <p>International day</p> <p>Action aid letters</p> <p>art exhibition</p> <p>Non-verbal cues</p> <p>Proms Afternoon Tea event</p>
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APPENDIX 7

Personal Goal	Meaning	What does it look like in Milepost 3?	What opportunities do we provide to develop the goals?
 <p>Cooperation</p>	<p>Co-operation</p> <p>I can take turns. I can share with others. I can work as part of a group.</p>	<p>All chn engaged – taking turns Speaking and listening</p>	<p>Cooperative learning structures House days PE Rota for outdoor games Golden time games Star of the week – chn research famous person linked to personal goal</p>
 <p>Enquiry</p>	<p>Enquiry</p> <p>I can ask questions. I can find the answers from different places such as books, the internet and people. I think about things that are happening in the world.</p>	<p>Chn asking questions Chn bringing in research they've done at home</p>	<p>Scientific investigations – posing scientific questions House days Learning logs Research activities Star of the week – chn research famous person linked to personal goal</p>
 <p>Morality</p>	<p>Morality</p> <p>I make the right choices. I know that people may have different reasons to my own.</p>	<p>Chn know how to resolve issues and make the right decisions</p>	<p>Prefects House days BWFC healthy lifestyles Team captains and vice captains Good to be green behaviour system Gold trip Star of the week – chn research famous person linked to personal goal</p>

 <p>Resilience</p>	<p>Resilience</p> <p>I keep on trying even when things are hard to do.</p>	<p>Chn working for a sustained length of time, working independently and working on their personal targets</p>	<p>Problem solving Finding all possibilities Extended writing House days Star of the week – chn research famous person linked to personal goal</p>
 <p>Respect</p>	<p>Respect</p> <p>I care about the world, living things and people around me.</p>	<p>Knowledge about issues facing different countries</p>	<p>House day International day Shoebox appeal Action aid child Oddizzi class pals Star of the week – chn research famous person linked to personal goal</p>
 <p>Thoughtfulness</p>	<p>Thoughtfulness</p> <p>I listen to other people. I consider the feelings and thoughts of others. I use my thinking</p>	<p>Chn listening to other chn's answers and opinions</p>	<p>Playground buddies School council House days Shoebox appeal Action aid appeal Star of the week – chn research famous person linked to personal goal</p>
 <p>Adaptability</p>	<p>Adaptability</p> <p>I know that people can have different views to me. I confidently try new things.</p>	<p>Chn approach new things confidently Willingness to try new things</p>	<p>Robin Wood International day Swimming lessons Golden time games for under-confident chn Singing and drumming – music service House day Star of the week – chn research famous</p>

 <p>Communication</p>	<p>Communication</p> <p>I can speak clearly to people.</p> <p>I can communicate using different methods eg internet, acting.</p>	<p>Chn speaking clearly and confidently</p>	<p>Production</p> <p>Team captains, vice captains</p> <p>Speak in assembly</p> <p>Singing</p> <p>Debating and presentations</p> <p>Writing stars</p> <p>Chn touring round school with visitors</p> <p>House Star of the week – chn research</p>
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APPENDIX 8

Agreed Classroom Practices that allow children to think independently at SS Simon and Jude CofE School.

Staff at SS Simon and Jude's have worked collaboratively to compile a list of agreed classroom practices which will form the basis for children's development throughout their learning journey.

Co-operative learning

- Co-operative learning structures- rally robin, time paired share etc
- Variety of learning styles are planned for e.g. kinaesthetic
- Children aware of their own (and others) preferred learning styles
- Co-operative learning groups
- Use of timers
- Use of name selectors
- Range of recording opportunities matched to learning styles

Assessment

- Use of marking policy
- 1-1 Learning Review Meetings
- Checklists, marking ladders and success criteria
- Success criteria generated by the children
- Peer assessment
- Questioning
- Rubrics

Learning Environment

- Class rules on display
- Clearly labelled resources
- Key vocabulary
- Learning goals on display

- Interactive displayed
- Visual timetable
- Visual prompts for SEN children
- Good to be green behaviour policy
- Shared area for independent study/ research zones

Resources

- Shared area for independent study/ research zones
- Maths packs
- Puzzles and problems
- Visual resources

Child led-learning

- Generating own questions in knowledge harvest and through the unit of work
- Children sharing their learning e.g. The Holiday Show
- Open ended tasks
- Opportunities to problem solve
- Reflection time- end of tasks, end of units, unit evaluations

Differentiation

- See co-operative learning work
- Visual prompts for SEN
- Visual timetable
- Working (where appropriate) with groups
- Interventions
- Pre teaching of vocabulary/ other topics

Roles and responsibilities

- Involvement of parents via homework, websites, research, projects, EYFS parents encouraged to come into school daily, learning logs, homework diaries.
- Roles for responsibility e.g. prefects, tuck monitors, librarians, school council, ICT monitors etc.

Behaviour

- Good to be green behaviour system
- High expectations
- Set routines
- Learning goals