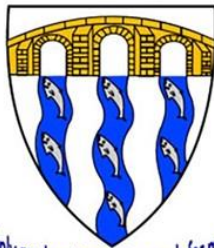


Litchard Primary School Ysgol Gynradd Litchard

Litchard Primary School



Only my best is good enough for me

Teaching and Learning Policy 2024-2026

Author: Christopher Jones (Headteacher)

Draft : September 2024

Approved in GB meeting:

Signed: _____

Chair of GB at Litchard Primary

Review Spring 2026

Litchard Primary School Vision Statement

"Only my best is good enough"

"Nid da lle gelli'r gwell"

Litchard Primary is a school where **equity, empathy** and **aspiration** are key to the **achievement** and **well-being** of our pupils and the **community** as a whole.

At our school we want everyone to develop these values alongside the **skills and knowledge** essential in life-long learning and following of the school motto (Only My Best is Good Enough), ultimately leading a **happy** and **successful** life.

When we say **value and attitudes**, we mean...

- knowing right from wrong
- treating everyone fairly
- keeping the environment tidy
- respecting, tolerating and valuing others
- caring and supporting
- co-operating and contributing
- showing initiative, perspective and responsibility
- leading a healthy lifestyle

When we say **skills and knowledge**, we mean...

Specific **skills** linked to thinking, literacy, numeracy and digital competency, in turn linked to a broad **knowledge** and understanding of the wider world and diverse contexts of life. This includes their wellbeing, mental health and the concept of pupil rights (United Nations Charter on the Rights of the Child).

When we say **successful** and **aspiration**, we mean...

Achievement in terms of doing their best for themselves and for others (empathy). For example, achieving their own personal goals for their own personal benefit and / or helping, leading or supporting to benefit others. This should not be affected by their socio-economic circumstances.

When we say **happy** and **empathetic**, we mean...

Being content and accepting ourselves and others. Having the skills and knowledge to be able to build a healthy relationship with life both physically and mentally. To be able to feel a range of emotions and have the ability to empathise with others. Well-being is central to everything we do.

When we say **wellbeing**, we mean...

The ongoing mental and physical health of all children and other members of our community. Through our bespoke and modern 'new curriculum' we provide a learning platform (through lessons, assemblies and extra-curricular activities) that provides support, challenge and enjoyment for all. We link in and work positively with outside agencies and strive to augment learning with nurture and support.

When we say **equity**, we mean...

Litchard Primary will provide **equity** for all children, families, staff, governors and other stakeholders linked to the school. Equity and success go hand in hand, and we cannot have one at the expense of another. Governors, the leadership team, teachers and support staff recognise and understand that the school serves pupils and families from varied backgrounds and will commit to providing relevant and meaningful support.

Our Approach

Our approach is 'Bubble, Bubble, Busy'. This is a consistent pedagogical feature throughout the school, albeit adapted to be appropriate for children of different ages.

Throughout progression steps 1 and 2, 'Bubble, Bubble, Busy' involves running an integrated day of rotational activities. A class of up to 30 children is split into three groups of around ten children. The day is made up of three 'jobs' to do: one focused activity with the class teacher, one focused activity with the class learning support officer (LSO) and a set of 'Busy Bee Challenges' to be completed independently. In any one session, one group of learners will complete the teacher's focused activity, one will complete the LSO's focused activity, and one will complete their Busy Bee Challenges. These three groups will then rotate around the three activities in two further sessions throughout the day, so everyone in the class has completed all three activities by the end of the day, thus ending up having received the same day's education. However, within these activities, the class teacher will have planned adaptations so they meet the needs of individual learners.

In progression step 3, the 'Bubble, Bubble, Busy' approach develops into an approach that involves a balance of whole-class teaching and group learning (as in progression steps 1 and 2). Children will spend some of each day (for example, the morning session) being taught as a full class, and some of the day (for example, the afternoon session) completing independent 'Missions' (a replacement in progression step 3 for the 'Busy Bee Challenges' that are completed in progression steps 1 and 2). Group sizes are usually larger than in progression steps 1 and 2 (up to 20 children), but the approach is consistent. During these group sessions, there are three 'jobs' to do: two teachers' focused activities, and a set of Missions to be completed independently.

Our Rationale

We employ this approach in order to create the best possible learning opportunities for our children. We believe our approach is both consistent and varied, giving every child the chance to succeed and progress. Particular foci include developing learner independence and preparing them for life beyond primary school. To this end, in line with our consistent whole-school approach, we make a number of commitments to our learners.

Our Commitments

We will focus on the 4 purposes

How?

As teachers, we will ensure every activity, lesson or learning episode we plan will carry the aim of growing at least one of the four core purposes in our children. We will make the children aware of these four core purposes in an appropriate way and continually refer back to them and remind ourselves of them. This will enable us to ensure the children understand what these purposes mean on a level and in a way that is meaningful for them. At all times, we will attempt to embody the four core purposes ourselves. We believe modelling the characteristics and traits associated with these purposes will provide the children with positive role models and examples to follow. We will celebrate and draw attention to instances where children have embodied one or more of the core purposes, showing them that exemplifying these core purposes will inevitably lead to successful learning. This will involve consciously looking to use language associated with the four core purposes wherever possible, linking learning back to them at every opportunity.

Why?

We want our children to be ambitious, capable learners who are ready to learn throughout their lives. We want them to be enterprising, creative contributors who are ready to play a full part in life and work. We want them to be healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. We want them to be ethical, informed citizens who are ready to be citizens of Wales and the world.

Litchard Values

Achievement, Aspiration, Community, Empathy, Equity, Happiness, Skills & Knowledge, Success, Wellbeing.

We will create authentic contexts for learning

How?

We will see it as a major part of our role as practitioners to be creative in our planning and actively look for opportunities to link learning to the 'outside world', using our school themes as a vehicle to achieve this. Our whole school themes have been selected and designed for a number of reasons, two of which are to ground learning in contexts that are meaningful for the children and to instil a shared sense of direction and purpose.

Grounding the children's learning in an authentic and real context is something we will do continually in the hope they'll feel a real sense of aim and purpose in their learning. We will also look to tap into the knowledge and expertise of members of the school community or those linked with the school such as parents, friends and local businesses and make use of the learning experiences they can provide for our children.

Why?

We want our children to see the significance of how their learning fits into the wider context and wider world around them. We believe the authentic, real experiences they enjoy will engage and excite them, and that seeing the point of their learning will energise them and give them a hunger to learn more. Furthermore, we want them to understand and be prepared for the opportunities and experiences that lie out there for them beyond school. Tying their learning into the real and wider context is crucial in order to achieve this. We want them to see there is a reason for all their learning and feel a sense of purpose in order to drive them on.

Litchard Values

Achievement, Aspiration, Skills & Knowledge.

We will encourage learners to take responsibility for their own learning

How?

All school staff will endeavour to be fine role models in our character, embodying the responsibility for self we want our learners to show. This will enable us to reinforce high expectations for our children with a level of credibility. We will give children opportunities to take the lead in different aspects of learning and class life, allowing them to enjoy and thrive on holding responsibility. A large part of this will involve listening to the children's thoughts and ideas and giving them a platform to share these with others. As teachers and leaders, establishing routines will enable our children to flourish and function independently within a supportive framework. However, showing flexibility and being willing to deviate from plans will also form a key part of our practice as it will empower the children to lead learning and wider class life in a given direction. We will provide meaningful opportunities for the children to consolidate, extend and enrich their own learning with independence and responsibility for self. We will deploy active classroom management strategies and look to use encouraging language and praise while smiling and being positive whenever possible. We will support the children in coming up with class promises and charters based on their thoughts and feelings which will act as a foundation

for all of class life. Our learning environments will be organised in a way for resources to be readily accessed by the children.

Why?

We want our learners to be wholly motivated to achieve the very best they can, taking pride in their work and all that they do. We want them to be confident and resilient, understanding that learning isn't always smooth but is always worthwhile. Having a growth mindset will enable them to overcome whatever obstacles lie in their path and to not only succeed when challenged, but to enjoy a challenge and thrive in these situations. We want them to love their learning and have a passion for their learning, a passion we hope they will carry for the rest of their lives. A lifelong love of learning will enable them to continue growing as an individual beyond their time with us in school. We want them to use their voice, share their thoughts and be heard, feeling a sense of shared ownership of both overall class life and the learning environment. We want them to behave well and see that this leads to strong learning.

Litchard Values

Achievement, Success.

We will support social and emotional development & positive relationships

How?

We will always make time to listen to the children and encourage them to do likewise for one another. Celebrating one another and our achievements will be a consistent feature of class life. We will continually highlight positive character traits, acts and behaviours, setting the children up as an example to follow when they have displayed these. Continually modelling how to relate positively to others, both adults and children, will form an important part of our practice. Discussing this and providing examples of 'how to...' and 'how not to...' will lead us to reflect on our actions as a collective. We will always value contributions from the children and encourage them to observe the conventions of discussion, emphasising the importance of listening as well as sharing. We will act as facilitators in a learning environment where every personality can thrive and enjoy high levels of wellbeing. We will also encourage the children to take part in extra-curricular activities.

Why?

We want our children to smile, laugh and be themselves with comfort and confidence. We want them to see it as an important responsibility to look after one another, always asking the question "how would I feel if it were me?" before acting. We believe that modelling how to be supportive and encouraging will lead to the children enjoying building up their peers' confidence and looking to do this whenever they can. This will help lead them to the realisation and understanding that everybody is different and enable them to celebrate one another's different strengths. Consequently they, with us, will be able to form a productive, positive and vibrant community. We want them to take risks in their learning without fear or worry.

Litchard Values

Community, Happiness, Wellbeing.

We will encourage collaboration

How?

We will regularly plan activities where pairs or groups of children have a shared objective and will need to work as a team. We understand that a critical element of getting the children to successfully participate in team-based, collaborative activities will be for us to actively coach the children in the art of compromising, including modelling and providing guidance on how to share. We will frequently give the children challenges or missions that require them to seek help from their peers and encourage peer checking and support. We will also encourage the children to participate in a wide range of activities outside of school including team sports that will give them added opportunities to work positively with different children.

Why?

We want our children to be fruitful team-workers, a trait that will benefit them throughout the rest of their lives in a variety of contexts, including the workplace. We want them to readily put others first, seeing that other people's views and opinions are equally as valid as their own and act accordingly. We long to see them display determination and endeavour to solve problems by themselves, but also for them to understand that this sometimes involves asking for support or ideas from others. We don't want them to see this as a problem or weakness. Our hope is that by engaging in these types of activities the children will see and understand that, often, more can be achieved when working proactively together with teammates than could be achieved in isolation.

Litchard Values

Achievement, Community, Empathy.

We will sustain pupil effort to reach high but achievable targets

How?

We will be motivational both in our delivery and in the support we provide for the children, speaking clearly, exuding confidence and giving clear ways forward and guidance. Modelling as teachers the growth mindset and can-do attitude we want our children to have will lead to them aspire to achieve. We will keep in mind overall objectives and share these with the children, deciding together 'what it looks like when it's good'. Our lessons will be well-structured and paced with energy in order to motivate the children to give their very best effort. Providing effective and meaningful feedback, both verbally and through marking, will ensure each individual child knows what their immediate targets are and what they can do in order to work towards them and achieve them.

Why?

We want our children to aim high and be ambitious in their learning, giving their very best to whatever lies in front of them. We want them to show motivation and determination, not giving up when learning gets tough. We want them to always be clear on what needs to be done in order to do a good job. By knowing what their own immediate goals are, the children will have something to work towards which will lead to increased motivation. By continually feeding back and coaching them, we can sustain this higher level of motivation and effort. We want them to have a growth mindset, consistently thinking "I can do it if I try" and "I won't give up". We want them to show an enduring desire to be better and get better, both holistically as a person and in specific areas of their learning.

Litchard Values

Achievement, Aspiration.

We will employ a broad repertoire of teaching approaches

How?

Engaging the children in their learning will be our central aim as teachers because of the power this holds and the positive effects it has. We understand it is key to enabling and strengthening the children's progress. To this end, we will teach a wide variety of lessons in a range of different ways, continually looking to keep learning fresh: a mix of

book work and non-book work, indoors and outdoors, individual and team-based, practical, digital, active and open-ended. We will always plan with the intention of meeting the specific needs of the learners in our class and differentiate fittingly. An element of our differentiation will be to use a range of exciting and appropriate scaffolds and resources to support the children's learning in a variety of ways. We will listen to the children and inspire them to take the lead in their learning and always be open to trying new and different approaches in the classroom.

Why?

We want our children to be excited about their learning, continually challenged and consistently kept on their toes, active not passive. We want them to experience fresh learning episodes throughout their school life with us and be open to learning in different ways, eager and not apprehensive to try new things. We want them to experience learning in a variety of different ways and with a range of means available to them. Our hope is that they will feel well supported in their learning, and that all of them to be able to enjoy their learning and progress.

Litchard Values

Achievement, Aspiration, Equity, Happiness.

We will promote problem solving, creative & critical thinking

How?

As teachers and classroom staff, we will look to use open-ended questions rather than closed questions in order to stimulate deeper thinking from the children. Analytical thinking will also be promoted through discussion and challenging prompts. We will give the children missions and challenges to solve and overcome independently, encouraging them to find their own way through tasks while making use of the resources and tools available to them. By planning activities which have more than one route to success or completion, we will lead the children to find their way through tasks and discover for themselves what does and doesn't work. We will highlight, analyse and critique different ways of thinking or varying methods and ask the children to share and explain their way of doing things.

Why?

Our unwavering desire is that our children to be able to think for themselves. We want them to find their way through tasks and find ways they can overcome and solve problems using what is available to them before simply turning to an adult. By providing activities that allow the children to do this, we will be able to train them to respond positively to

new problems presented to them by looking for ways to solve them. We want them to enjoy and thrive on a challenge and find their way through whatever challenges they encounter, something that will stand them in good stead for their life beyond school.

Litchard Values

Achievement, Success.

We will build on previous knowledge & experience to engage interest

How?

We will encourage the children to think on what they know and share this. We understand that children's experiences are important to them and frame them as young people, so we will encourage them to share their past experiences, showing an interest in what they have to say. Our class environments will be a reflection of the children who inhabit them on a daily basis, displaying and reminding them of what they already know and have previously learned. This will provide the starting point for new learning. Being aware of each individual child's previous knowledge and learning will allow us to effectively build on this and lead them forward in their learning. We will give the children opportunities to share their 'expertise' and teach their peers, gaining their interest and answering their questions.

Why?

We want to reinforce what the children already know and for them to learn new things that go beyond what they have experienced before. It is important to us that the children are confident in showing what they already know and what they can already do. We want to the children to input ideas on what they'd like to learn following on from what they already know and what they can already do.

Litchard Values

Achievement, Equity, Skills & Knowledge.

We will use assessment for learning to accelerate progress

How?

We will use a range of assessment for learning strategies, including but not exclusively when we mark, focusing on specific learning objectives and achievable targets. Effective

verbal feedback during sessions will be a consistent feature of our practice, prompting the children to reflect on where they are at and outlining where they need to go next in their learning. We will show flexibility and adapt our plans based on how the children in our class are progressing with their learning. Use of assessment for learning strategies will inform our planning and provision for specific learners' needs, enabling us to give them the support they need to take the next step forward in their learning.

Why?

We want our children to reflect on their learning and highlight strengths and areas to develop, understanding where they need to go next. Giving them opportunities to follow-up on teachers marking and to edit and improve their work will facilitate this. We want them to work with their peers to assess their own and each other's work, giving each other ways forward and targets based on their understanding of 'what it looks like when it's good'. Knowing and understanding their own personal targets will enable them to take a measure of responsibility for trying to achieve them. We want them to receive constructive feedback effectively, taking it not as criticism but as support.

Litchard Values

Achievement, Equity.

We will make connections within & across Areas of Learning & Experience

How?

Our planning will reflect and feature elements of all the six areas of learning and experience. We will plan lessons that provide opportunities for the children develop skills both within specific disciplines and across a range of areas of learning and experience, making the most of natural links between them. Our whole-school themes have been chosen to ensure a balanced and broad curriculum coverage - each of our themes lends itself to a different area of learning and experience but does not limit or tie down teaching to a single one. This means that children will experience learning across all the areas of learning and experience during the school year and will also come across the natural connections that lie between them within the themes they are learning about. We will maintain high expectations of pupils for them to achieve their best in all areas of learning and continue moving forward.

Why?

We want the children's learning to be varied, wide-ranging and far-reaching. We want them to recognise and identify their own personal passions and challenges, their strengths

and areas to develop. This will only be possible if we expose them to learning experiences across the entirety of the areas of learning and experience. We want them to grow and develop into well-rounded individuals and for their learning to lead to them developing holistically. This will require tying learning from the breadth of the curriculum together. We want them to enjoy rich learning experiences that develop their understanding in different areas together at the same time.

Litchard Values

Aspiration, Skills & Knowledge, Success.

We will reinforce Cross Curricular responsibilities - Literacy, Numeracy & Digital Competence

How?

We will plan opportunities for the children to develop their literacy, numeracy or digital skills in all our lessons, including those that have a main focus from elsewhere in the areas of learning and experience. We will endeavour to facilitate the development of children's skills in these areas during all our lessons, taking every opportunity to help the children move forward with these competencies. We will teach basic, fundamental language, number and digital skills directly before providing opportunities for the children to practise and secure these skills independently.

Why?

We want our children to have the basic key skills they will need to succeed throughout the rest of their lives. We want them to have strong oracy, reading and writing skills that will not only underpin all areas of their learning in school, but will be the vital ingredient of all that they go on to achieve as they grow up. We want them to have strong numeracy skills that will enable them to solve problems and manage competently both in school and beyond. We want them to have strong digital skills that will stand them in good stead both in school and in the ever-evolving digital world beyond.

Litchard Values

Skills & Knowledge, Success.

- For how we approach homework, please see *Blended Learning Policy (Appendix 2)*
 - For how we approach presentation, please see *Handwriting and Presentation Policy (Appendix 3)*
 - For how we approach assessment, please see *Assessment and AFL Policy (Appendix 5)*
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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Headteacher:	C Jones	Date:	September 2024
Chair of Governing Body:	W Esmond	Date:	September 2024

Initial Equality Impact Assessment

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Does or could this policy have a negative impact on any of the following?																										
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		x			x			x			x			x			x			x			x			x
Does or could this policy help promote equality for any of the following?																										
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	x			x			x			x			x			x			x			x				x
Does data collected from the equality groups have a positive impact on this policy?																										
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	x			x			x			x			x			x			x			x				x

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Appendix 1 - Table mapping our school vision, teaching and learning at Litchard and the 12 pedagogical principles

General Principles (WHAT)	Teaching at Litchard (HOW) As teachers, we will...	Learning at Litchard (WHY) We want our learners to be...	Litchard Primary Values (WHY)
Focus on the 4 purposes	<ul style="list-style-type: none"> -We will ensure every activity, lesson or learning episode we plan will aim to develop at least one of the four core purposes in our children. -We will make the children aware of these four core purposes in an appropriate way. -We will ensure they understand what they mean on a level and in a way that is meaningful for them. -We will attempt to embody the four core purposes ourselves at all times. -We will consciously look to use language associated with the four core purposes wherever possible. -We will celebrate and draw attention to instances where children have embodied one or more of the core purposes. 	<ul style="list-style-type: none"> -We want our children to be ambitious, capable learners who are ready to learn throughout their lives. -We want them to be enterprising, creative contributors who are ready to play a full part in life and work. -We want them to be healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. -We want them to be ethical, informed citizens who are ready to be citizens of Wales and the world. 	*see Litchard Primary Vision Statement*

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<p>Create authentic contexts for learning</p>	<ul style="list-style-type: none"> -We will be creative in our planning and actively look for opportunities to link learning to the 'outside world', using our school themes as a vehicle to achieve this. -We will continually look to ground the children's learning in a real context in the hope they'll feel a real sense of aim and purpose in their learning. -We will tap into the knowledge and expertise of members of the school community or those linked with the school such as parents, friends and local businesses and make use of the learning experiences they can provide for our children. 	<ul style="list-style-type: none"> -We want our children to be excited about what they learn and to see the significance of how their learning fits into the wider context. -We want them to be engaged through the real-life experiences they enjoy. -We want them to understand and be prepared for the opportunities and experiences that lie out there for them beyond school. -We want them to see there is a purpose for their learning and feel a sense of purpose in order to drive them on. 	<p>Aspiration, Skills & Knowledge</p>
<p>Encourage learners to take responsibility for their own learning</p>	<ul style="list-style-type: none"> -We will endeavour to be fine role models in our character, embodying the responsibility for self we want our learners to show. -This will enable us to reinforce high expectations for our children with credibility. -We will give children opportunities to take the lead in different aspects of learning and class life. -We will establish routines that enable children to function independently, but also show flexibility and deviate when the children lead in a given direction. -We will provide meaningful opportunities for the children to 	<ul style="list-style-type: none"> -We want our learners to be motivated to achieve the very best they can. -We want them to take pride in their work. -We want them to be confident and resilient, understanding that learning isn't always smooth. -We want them to enjoy and thrive on being challenged. -We want them to love and have a passion for their learning, a passion for learning we hope they will carry for the rest of their lives. -We want them to use their voice, share and be heard. 	<p>Success</p>

Litchard Primary School

	<p>consolidate, extend and enrich their own learning with independence.</p> <ul style="list-style-type: none"> -We will deploy active classroom management strategies while always looking to use encouraging language and praise. -We will listen to the children's thoughts and ideas and give them a platform to share. -We will support the children in coming up with class promises and charters based on their thoughts and feelings. -We will organise our learning environments and resources so they can be readily accessed by the children. -We will smile and be positive. 	<ul style="list-style-type: none"> -We want them to feel a sense of shared ownership of both overall class life and the learning environment. - We want them to behave well and see that this leads to strong learning. 	
<p>Support social and emotional development & positive relationships</p>	<ul style="list-style-type: none"> -We will always make time to listen to the children and encourage them to do likewise for one another. -We will celebrate one another and our achievements. -We will continually reinforce positive character traits, acts and behaviours. -We will continually model how to relate positively to others, both adults and children. -We will always value contributions and encourage children to observe the conventions of discussion. -We will act as facilitators in a learning environment where every 	<ul style="list-style-type: none"> -We want our children to smile, laugh and be themselves. -We want them to see it as an important responsibility to look after one another. -We want to enjoy building up the peers' confidence and look to do this whenever they can. -We want them to take risks in their learning without fear. -We want them to understand that everybody is different and celebrate one another's different strengths. -We want them to form a productive and positive community. 	<p>Community, Wellbeing, Happiness</p>

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	<p>personality can thrive and enjoy high levels of wellbeing.</p> <p>-We will encourage the children to take part in extra-curricular activities.</p>		
Encourage collaboration	<p>-We will regularly plan activities where pairs or groups of children have a shared objective and will need to work as a team.</p> <p>-We will actively coach the children in the art of compromising.</p> <p>-We will model and provide guidance on how to share.</p> <p>-We will frequently give the children challenges or missions that require them to seek support from their peers.</p> <p>-We will encourage peer checking and support.</p> <p>-Pupils are encouraged to participate in a wide range of extra-curricular activities and work alongside different children to those they normally learn with.</p>	<p>-We want them to be fruitful team-workers.</p> <p>-We want them to readily put others first sometimes.</p> <p>-We want them to see that other people's views and opinions are equally as valid as their own and act accordingly.</p> <p>-We want them to display determination, but also not to see asking for support or ideas from others as a weakness.</p> <p>-We want them to see and experience that, often, more can be achieved together as a team than could be individually in isolation.</p>	Community, Empathy
Sustained pupil effort to reach high but achievable targets	<p>-We will be motivational in our delivery and support.</p> <p>-We will speak clearly and exude confidence, giving clear guidance.</p> <p>-We will model the growth mindset and can-do attitude we want our children to have.</p>	<p>-We want our children to aim high and be ambitious.</p> <p>-We want them to be motivated and determined, not giving up when learning gets tough.</p> <p>-We want them to always be clear on what needs to be done in order to do a good job.</p>	Aspiration, Achievement

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	<ul style="list-style-type: none"> -We will keep in mind overall objectives and share these with the children. -We will decide together 'what it looks like when it's good'. -We will ensure lessons are well-structured and paced with energy. 	<ul style="list-style-type: none"> -We want them to have a growth mindset, consistently thinking "I can do it if I try" and "I won't give up". -We want them to show an ongoing desire to be better and get better in different ways. 	
Employing a broad repertoire of teaching approaches	<ul style="list-style-type: none"> -We will hold the overall aim of engaging children in their learning to enable their progress. -We will be creative in both our planning and delivery of lessons. -We will teach a wide variety of lessons in a range of different ways: book work and non-book work, indoors and outdoors, individual and team-based, practical, digital, active and open-ended. -We will use a range of exciting and appropriate scaffolds and resources. -We will always plan with the intention of meeting the specific needs of the learners in our class and differentiate fittingly. -We will listen to the children and inspire them to take the lead in their learning. -We will be open to trying new approaches in the classroom. 	<ul style="list-style-type: none"> -We want our children to be engaged in their learning and excited about their learning. -We want them to experience fresh learning episodes throughout their school life with us. -We want them to be open to learning in different ways. -We want them to experience learning in a variety of contexts and with a range of means available to them. -We want them to be well supported in their learning. -We want ALL of them to be able to enjoy their learning and progress. 	Equity, Aspiration, Happiness
Promote problem solving, creative & critical thinking	<ul style="list-style-type: none"> -We will place an emphasis on using open-ended questions to stimulate deeper thinking. 	<ul style="list-style-type: none"> -We want our children to be able to think for themselves. -We want them to think of ways they can overcome and solve problems using 	Achievement, Success

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	<ul style="list-style-type: none"> -We will promote analytical thinking through discussion and challenging prompts. -We will give the children missions and challenges to solve and overcome independently. -We will encourage the children to find their own way through tasks. -We will highlight different ways of thinking or varying methods and ask the children to share and explain their way of doing things. 	<p>what is available to them before simply turning to the teacher.</p> <ul style="list-style-type: none"> -We want them to enjoy and thrive on a challenge and find their way through whatever challenges they encounter, something that will stand them in good stead for their life beyond school. 	
Build on previous knowledge & experience to engage interest	<ul style="list-style-type: none"> -We will encourage the children to think about what they know and share this. -We will encourage the children to share their past experiences. -Display boards often remind children of previous learning. -We will give the children opportunities to share their 'expertise' and teach their peers, gaining their interest and answering their questions. 	<ul style="list-style-type: none"> -We want the children to learn new things that go beyond what they have experienced before. -We want them to be confident in showing what they already know and what they can already do. -We want to the children to input ideas on what they'd like to learn following on from what they already know and what they can already do. 	Equity
Use assessment for learning to accelerate progress	<ul style="list-style-type: none"> -We will use a range of AfL strategies, including when we provide feedback and mark, focusing on specific learning objectives and achievable targets. -We will show flexibility and adapt our plans based on how the children in our class are progressing with their learning. 	<ul style="list-style-type: none"> -We want our children to reflect on their learning and highlight strengths and areas to develop, understanding where they need to go next. -We want them to have opportunities to follow-up on teachers marking and to edit and improve their work. -We want them to work with their peers to mark each other's work, 	Equity

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	<ul style="list-style-type: none"> -We will use AfL to inform our planning and provision for specific learners' needs, always endeavouring to give them what they need to take the next step forward in their learning. -We will maintain high expectations of pupils for them to achieve their best in all areas of learning and continue moving forward. 	<ul style="list-style-type: none"> giving each other ways forward and targets. -We want them to know their own personal targets and take a measure of responsibility for trying to achieve them. -We want them to receive constructive feedback effectively. 	
<p>Make connections within & across Areas of Learning & Experience</p>	<ul style="list-style-type: none"> -Our planning will reflect and feature elements of all the six areas of learning and experience. -We will plan lessons that ensure the children develop skills across a range of areas of learning and experience. -We will use our whole-school themes to ensure a broad curriculum coverage. -We will make the most of any opportunity to develop the children's skills in a specific discipline or subject area. 	<ul style="list-style-type: none"> -We want the children's learning to be varied, wide-ranging and far-reaching. -We want them to recognise their own strengths and areas to develop, their passions and their challenges. -We want their learning to lead to them developing holistically. -We want them to enjoy rich learning experiences that develops their understanding in different areas together at the same time. 	<p>Skills & Knowledge, Success</p>
<p>Reinforce Cross Curricular responsibilities - Literacy, Numeracy & Digital Competence</p>	<ul style="list-style-type: none"> -We will plan opportunities for the children to develop their literacy, numeracy and digital skills in all our lessons, including those that have a main focus from elsewhere in the areas of learning and experience. -We will facilitate the development of children's skills in these areas during all our lessons, taking every opportunity to help the children move forward with these competencies. 	<ul style="list-style-type: none"> -We want our children to have the basic key skills they will need to succeed throughout the rest of their lives. -We want them to have strong oracy, reading and writing skills that will not only underpin all areas of their learning in school, but all that they go on to achieve as they grow up. -We want them to have strong numeracy skills that will enable them 	<p>Skills & Knowledge, Success</p>

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	<p>-We will teach basic, fundamental language, number and digital skills directly.</p> <p>-We will provide opportunities for the children to practise and secure these skills independently.</p>	<p>to solve problems and manage competently both in school and beyond.</p> <p>-We want them to have strong digital skills that will stand them in good stead both in school and in an ever-evolving digital world beyond.</p>	
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