

LEARNING AND TEACHING POLICY



VANTAGE ACADEMY TRUST

Date approved:

*Date for revision(s):

Responsibility:

Approved by the Directors

Signature of Chair of Directors _____

*subject to any relevant changes in legislation or other appropriate guideline

AIMS AND OBJECTIVES

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

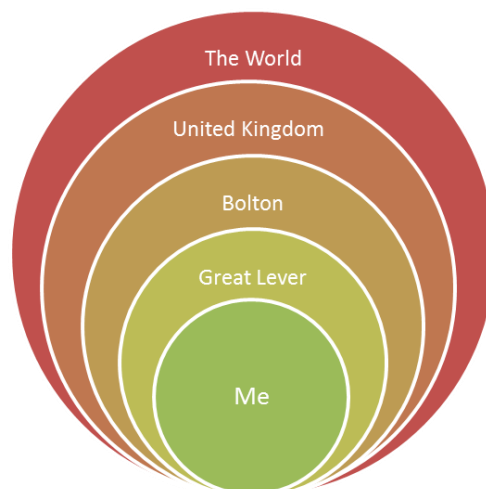
The underlying philosophy at Vantage Academies is that given appropriate conditions all pupils can learn guided by our Christian ethos. Review of practice enables school improvement to occur through recognition of strengths and identification of areas for development. The following procedures aim to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

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

‘To have an awareness of ourselves and others’



MISSION STATEMENT

Building a better future together....

...based on Strong Values



Here at Vantage Academies we encourage children to understand strong values such as forgiveness, trust, faith, compassion and love. We promote these values through the celebrations such as Christmas, Easter, Harvest, assemblies and the curriculum

...by nurturing each child's faith journey



Here at Vantage Academies we want all our children to grow in their own faith. For our younger children, linking the major festivals gives a structure within which to deepen their knowledge of their own faith story.

...through enabling "Life Long" Learning



Here at Vantage Academies we promote lifelong learning through the progression of key skills, such as reading and writing but also through developing life experiences such as going to the Post Office.

...by promoting high standards



Here at Vantage Academies we promote the very highest academic standards, moving from concrete operations, to the abstract ensuring mental agility based on sound practice. All our children learn their times tables in our Assertive Mentoring Programme and old fashioned life skills for a modern child.

...through nurturing enquiring minds



Here at Vantage Academies we encourage all our children to get a love of learning that takes them beyond the classroom into the wider world. Children are able to investigate and find answers to the questions they have generated. Developing an inquiring mind is a key skill in the promotion of deep learning as well as leading you down new unexplored paths.....

...by valuing ourselves and others



Here at Vantage Academies 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 others.

...by striving to succeed



Here at Vantage Academies 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.

...through the celebration of diversity



Here at Vantage Academies we believe that our differences make us stronger. Learning from each other, our traditions and our shared history.

...by encouraging unity



Here at Vantage Academies we encourage children to work together as a team and to support each other through their learning. Through the use of co-operative learning, children have the opportunity to build strong friendships and improve their social skills. Each person valued for their contribution to the whole community.

...by engaging with our faith communities



Here at Vantage Academies we are proud of the diversity of our faith communities and the harmonious way in which we build our school together. We all learn about each other's religion and learn to respect other people's point of view.

...through establishing a safe and enjoyable environment



Here at Vantage Academies we want children to be safe, engage in safe practices and be aware of the dangers faced by themselves and others.

... and becoming responsible Global Citizens



Here at Vantage Academies we promote an international perspective on the world. Understanding of the world and how it works promotes better behaviour towards our planet and its peoples.

EFFECTIVE LEARNING IS ACHIEVED BY:

- ❖ Catering for all learning styles - personalised learning meeting the needs of all pupils
- ❖ Reflective practice – allowing children to think independently and consolidate learning
- ❖ 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 trust 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...?	Why? What do you think will happen next?
Types of learning	Facts related to all aspects of the curriculum Discussions with peers/staff/visitors	Experiments Skills needed for sport ie ball skills Sketching/shading in art Playing/composing in music Research	Hot seating Drama Role play Recounts Reading comprehension
Strategies	Mind Maps Visitors Photos Artefacts books/internet I know how.....	Show me how you.... I am able to....	Tell your partner why Evaluation of units I can explain

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?
Types of learning	Mind mapping Visitors Researching Recounting stories predicting	Researching using a range of tools Sorting hoops	Role play Debates Conscience alley Sorting hoops
Strategies	KWL grids Research Number bonds/key words/spelling Basic skills grammar	Designing and making Research Areas of the curriculum – modelling in dance Maths strategies Skimming and scanning investigations	Fair Trade game Co-operative learning structures Editing and levelling Applying knowledge and skills Evaluation of units

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
Types of learning	Research Observation Information from sources including the class teacher Own experiences Fact files	Research Classification keys Mind maps Speaking in front of an audience Using basic equipment such as scissors PE skills – catching a ball	Debates Formative and summative assessment Discussions with peers/adults
Strategies	KWL grids Predictions using known facts	Wiring linked to a range of genres Comprehension and skimming and scanning Investigational work	Editing/redrafting Problem solving Designing own investigations Genres of written work Making predictions

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
- ❖ “Good Order” that is based on Christian 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
- ❖ Children’s individual learning styles are identified and planning reflects this
- ❖ Bringing out individual talent and potential reflected in the Gifted and Talented policy
- ❖ Focus upon developing the use of talk as tool to promote independent thinking and learning through the implementation of Kagan 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 styles
- ❖ The needs of pupils learning English as an Additional Language are considered and planned for when necessary

CREATING HIGH EXPECTATIONS

At Vantage Academies 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
- ❖ Pupils are on task

- ❖ Positive work habits are praised
- ❖ The classroom reflects and celebrates the learning that occurs

(see appendix 1 for reference to specific expectations)

EFFECTIVE ENVIRONMENT

At Vantage Academies we consider the 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 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 Vantage Academies 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 Vantage Academies 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 trust, 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 sub-committee.

Written by: L Peacock

First ratified by the Governing Body on: 2012

Revised: 2013 2014 2015

Next review: 2016

APPENDIX 1

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

Time should be planned in for each TA to ensure their 'whole school area' can be managed

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 misbehaving 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 2

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 Vantage Academies 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 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</p> <p>School Values: Respect Thoughtfulness Co-operation Adaptability Communication Enquiry Morality Resilient</p>	<ul style="list-style-type: none"> ❖ School council in place ❖ Y6 Prefect application process ❖ Team captain voting system – including election process ❖ 1-1 mentoring 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 ❖ PSCHE timetabled weekly
<p>The rule of law 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</p> <p>School Values: Respect Co-operation Respect Communication Morality</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 ❖ SEALS 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

	<ul style="list-style-type: none"> ❖ Trained first aiders ❖ Parenting clubs – Triple P, basic skills etc ❖ Hometime policy in place
<p>Individual liberty 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</p> <p>School Values: Respect Resilience Co-operation Communication Adaptability Morality Thoughtfulness</p>	<ul style="list-style-type: none"> ❖ 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 Kagan throughout school – collaborative learning ❖ 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 Everyone should have mutual respect no matter what their race, religion, abilities or whatever type of family they come from</p> <p>School Values: Respect Thoughtfulness Morality Co-operation Communication</p>	<ul style="list-style-type: none"> ❖ SEALS ❖ Assemblies ❖ Links with the church/mosques/temples ❖ International days ❖ Interfaith trail ❖ Easter Experience ❖ Kagan ❖ Behaviour system ❖ Bi-lingual staff in every phase in school ❖ PSCHE ❖ Fairtrade events ❖ Coverage through the curriculum provision: IPC, RE
<p>Tolerance of different faiths and beliefs 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</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

rights. Parents should guide children on these matters

School Values:

Morality

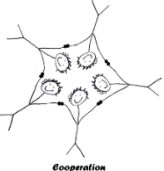


Respect





Morality


Thoughtfulness

Enquiry

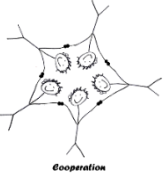


APPENDIX 3





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.</p> <p>I can share with others.</p> <p>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.</p> <p>I can find the answers from different places such as books, the internet and people.</p> <p>I think about things</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.</p> <p>I know that people may have different reasons to my own.</p>	<p>Behaviour chart Constant encouragement to make the right choices. PSHE/SEALs 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>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. Teacher directed – encourage resilience and concentration over time. Challenge activities – use and apply.</p>
	<p>Respect</p> <p>I care about the world, living things and people around me.</p>	<p>Respect belongings – school and others. Communicating with others respectfully. Caring for plants and animals Respect for different cultures.</p>	<p>PSHE/SEALS Ongoing observations and interventions. Tidy up time Teach how to use resources. Planting and science activities. Eggs/chicks</p>
	<p>Thoughtfulness</p> <p>I listen to other people. I consider the feelings and thoughts of others. I use my thinking</p>	<p>Ethos of reception class! Encourage caring for others and living things at all times. PSHE/SEALS Encourage chn to resolve conflicts by themselves and work through problems independently.</p>	<p>PSHE Independent activities Support and observation – specific times.</p>
	<p>Adaptability</p> <p>I know that people can have different views to me. I confidently try new things.</p>	<p>Positive reinforcement at all times in EYFS by all members of the team. Encourage chn to try new things e.g. food, think for themselves. Coping with change – new routine, new staff.</p>	<p>New resources – constantly changed. Wide variety of teacher directed activities.</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> <p>L&S daily</p>
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APPENDIX 4





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</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>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>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>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>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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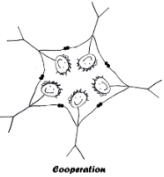


APPENDIX 5





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>IPC Y3/4 show 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</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 Y4 blog, tablets and books – index and contents)</p>	<p>Problem solving, research, learning logs, homework activities Homework club International day Blogs Y4 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/SEALs 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 Y3/4 IPC show Assessment week Assertive mentoring <u>Work on display with chns comment</u></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) SEALs, 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 SEALs, 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>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>Postcards – Oddizzi(emails to different schools)</p> <p>Action aid letters</p> <p>Y4 blog</p> <p>Non-verbal cues</p> <p>Y3/4 show</p> <p>art exhibition</p>
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APPENDIX 6

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</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>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>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>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>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 person linked to pgoal</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 famous</p>
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APPENDIX 7

AGREED CLASSROOM PRACTICES THAT ALLOW CHILDREN TO THINK INDEPENDENTLY AT VANTAGE ACADEMIES.

Staff at Vantage Academies 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) SMARTS
- ❖ 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 Assertive mentoring 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