



## At Snowsfields we learn and succeed together

**S**upporting children to succeed

**N**urturing

**O**utstanding learning

**W**orking together

**S**triving to improve

**F**un and friendly

**I**nclusive and inspirational

**E**mpowering everyone

**L**ove of learning

**D**etermined to achieve

**S**haring ideas, skills and knowledge





## Outstanding Teaching and Learning

### **Our teaching is planned to develop outstanding learners who:**

- feel safe and secure, able to take risks
- have high expectations of themselves and a desire to do well
- are determined and don't give up, show resilience
- are confident to have a go
- make mistakes and learn from them
- know when to ask for help
- are enthusiastic, eager and excited and are ready to learn
- have a positive self-image
- are ambitious and aspirational
- have a growth mind-set- believe that they can improve
- are inquisitive and ask questions
- solve problems
- take on challenges
- use a range of resources effectively
- work well with others- in groups or pairs
- work independently
- support others
- have good relationships with staff
- are ready to take part in all activities
- know when and how to be competitive
- are conscientious and able to present their work in different ways
- take responsibility for themselves and their learning
- have fun and enjoy learning
- listen carefully
- behave well in class and follow rules
- are focussed on what they need to do
- talk about their learning
- know their learning styles and preferences, but use a range of learning strategies
- apply their knowledge in different situations
- know their targets and what they need to do to improve
- share their own ideas in class
- are reflective and able to assess their own learning
- review and edit their work, responding to feedback and next steps
- have support from their parents and carers
- follow their own interests and find out their own information outside the lesson





## In order to develop outstanding learners we will:

- have high expectations for all children- believe that they can improve and achieve
- welcome all children and help them to feel safe and secure; build children's self-esteem and confidence
- take account of children's backgrounds and cultures
- be approachable and set aside time to help children
- work with each other to provide the best opportunities for each child
- encourage children to take risks and develop an atmosphere where it is ok to get things wrong
- be positive and be role models- be excited, eager, enthusiastic and ready to learn
- celebrate **all** successes and achievements with the children, recognise and praise effort
- foster a culture where children have ownership of their learning
- talk about children's aspirations and ambitions, provide opportunities for children to learn about the world of work and life beyond school
- develop our own subject knowledge; reflect on our practice and improve
- build on children's skills, knowledge and abilities; be aware of children's individual needs and plan for them- differentiated activities
- put the learning into context, make links to real life
- plan using children's interests and motivators- listen to children and understand their preferences
- share the intended outcomes at the beginning of lessons and topics- refer to these during lessons
- Identify children's misconceptions and use these as a tool for learning
- ask a range of challenging and open ended questions and allow the time to answer questions
- promote inquisitiveness- allow time for children to ask questions
- use a wide variety of resources and allow children to select what they need; use ICT to enhance the learning
- model the learning and find things out together
- make use of outdoor spaces, including trips
- allow the children to choose different ways to extend their learning and cater for different learning styles; use multi-sensory approaches and activities
- provide open ended activities, investigations, experiments and problem solving activities
- make lessons fun, interesting and accessible
- make links between different subjects and topics- encourage creative thinking
- support all children to be independent- provide suitable activities
- use working walls and displays to share information, knowledge and learning
- provide challenge for all children, including the more able
- help children to develop organisational skills
- provide opportunities for consolidation and practice
- assess the children and give them feedback that they can access; use questions in marking and feedback
- provide opportunities for children to reflect on their learning and assess themselves; provide opportunities for peer marking and assessment
- set achievable targets and give feedback against these. Update targets regularly and involve children in the process.
- track progress carefully and support those making slower progress- pre-teaching and re-teaching
- enable children to showcase their work, celebrate and display good work
- give specific praise and provide rewards consistently
- encourage good behaviour: have clear rules, routines and expectations
- allow the children to make choices- linked to learning and behaviour
- develop children's social skills – turn taking, listening, sharing etc. to support learning
- help children to develop life skills- so that they can be independent
- provide opportunities for children to develop their speaking and listening skills; develop children's vocabulary
- use drama and role play and allow time for peer talk
- use different types of groupings (mixed ability, pairs, trios)
- allow the children to take on different roles and responsibilities within the class and groups
- support children to find out more- provide homework and opportunities to research different topics
- work closely with parents to involve them in the learning; have good relationships with parents, regularly share information with them about children's strengths and areas for development

(updated Sept 14, following whole school INSET)