



VISION STATEMENT FOR THE SCHOOL

At Tower Bridge we learn and succeed together

Teamwork

Overcoming challenges

Welcoming everyone

Excellence, enjoyment and effort

Respect for all

Be the best we can be - believe

Resilience and responsibility encouraged

Independent learners shine

Diversity is celebrated

Goals are aspirational

Engaging everyone everyday





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)