

Learning Statement

February 2019

Reviewed October 2020

The following is an agreed set of indicators of excellent learning taking place. These were developed by teachers in February 2019 and reviewed in October 2020, in-light of the Recovery Plan and restrictions in-place. Yellow highlighted items have been identified as more challenging due to the restrictions. The blue item relates to an addition.

- Evidence of our Vision:

We live and work in harmony with love for one another, so we can achieve our potential within a community of life-long learners

- Enjoyment of learning is evident through the **behaviours of the children**. This may be observed as:
 - Children talking about their learning;
 - Children are actively engaged in a learning activity;
 - Children are actively listening or engaging in a stimulus;
 - A buzz of excitement linked to the learning;
 - Children can articulate the skills they are practising and developing, as well as their next steps;
 - Children can access and make use of the resources they need.
 - Children demonstrate readiness; resilience; reflectiveness; resourcefulness; responsibility and 'Three before Me!'
 - Smiling!
- Excellent learning is evident through the **organisation and behaviour of the adults** in the room. This may be observed as:
 - Careful observation of and listening to the contributions of pupils;
 - Discussion with the whole class, groups or individuals around their learning;
 - Questioning pupils in order to move them on to the next step in their learning;
 - Interactions that promote higher order thinking;
 - Actions that demonstrate the use of Assessment for Learning (e.g. live marking, gauging pupils' understanding, circulating the room, noting observations or misconceptions, use of tracking or monitoring systems);
 - Model correct use of language, concepts and technical terms.
 - An enthusiastic and passionate adult who inspires pupils.
 - Upholding and working within the policies of the school to promote the best outcomes for all.
- Excellent learning is **well-planned into the learning opportunities**. This may be observed as:
 - The Learning Objective is clearly-phrased and shared with pupils at an appropriate point in the lesson;
 - Success Criteria are shared at an appropriate point in the lesson;
 - The learning activity clearly matches the Learning Objective and Success Criteria and linked to those in the National Curriculum and supporting materials from Target Tracker;
 - Pupils are given the individual liberty to be responsible for their learning, choosing their own challenges;
 - The challenges are differentiated by depth (by cognitive demand);
 - Appropriate use of different resources and stimuli.
- Excellent learning takes place in a **purposeful learning environment**. This may be observed as:
 - Up-to-date learning walls;
 - Learning walls support key skills and the current topic;
 - Learning walls with reference material and questions;
 - Learning walls with pupils' work on display;
 - Interactive elements of displays (activities, challenges, responses and questioning)
 - Resources available for pupils to source;
 - The learning walls evolve and are continually added to, telling a journey of learning, evidencing progress through the topic or area of learning.