







CONFIDENT INDIVIDUALS

Next steps are built on feedback and assessment from the completed learning. The children plan their next steps. Lessons are well planned and built on prior learning. A variety of teaching approaches are used.

AiFL strategies are embedded into daily lessons. There is a consistent approach throughout the school.

I know what I am learning and I work with others to improve my learning.

I use thinking time and know what to do if I get stuck.

Regular and constructive feedback is given. The children know what they have done well and how they can improve. Lesson challe with Chi

Lessons are differentiated, challenging and relevant, with high expectations. Children know what is expected.

I understand what progress looks like and I know what I need to do

I am committed and

engaged in my learning, I

am motivated to challenge myself.

THE LEARNERS

I talk about and share my learning.

Effective questioning is used throughout the lesson.
Resources are well organised, support staff are used to support children's learning.

The children are involved in planning. Children are asked what they want to learn.

and evaluate the skills they are developing.

and
Super Skills are displayed
and discussed with the
children. The children discuss

Learning Intentions and
Success Criteria are displayed
and developed with the
children. They are discussed
and referred back to.



I reflect on and share my learning, ! make use of all feedback I am given. I am developing a growth mindset to help improve my learning.

I know the skills I am developing and using.

THE CLASSROOM



The learning is designed to promote capable and independent learners.



The classroom is....
a positive learning
environment where
the principles of
mutual respect and
empathy underpins
learning.



The displays.....
Literacy
Numeracy
Class Charter
School Values
Wow Work Wall
Reciprocal Teaching
Visible Learning
Growth Mindsets
Super Skills

Lessons create a lifelong love of learning and inquiry.



RESPONSIBLE CITIZENS