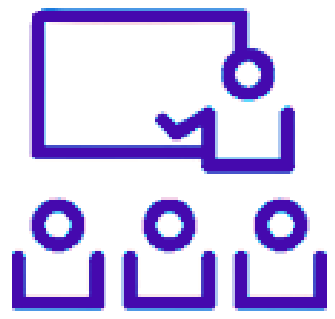


TEACHING AND LEARNING



QUALITY FIRST TEACHING

Quality First Teaching emphasises the importance of relationships between all school staff and pupils and encourages high expectations for all. Through the use of differentiation and scaffolding, we expect all pupils to succeed in their educational achievements, regardless of their starting points and barriers. High quality learning is differentiated, personalised and tailored to children's individual needs.



CURRICULUM

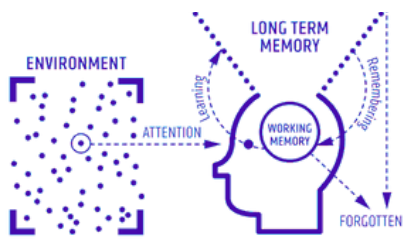
Learning – building knowledge, skills and behaviours.
Achievement – being successful through effort, skill and courage.
Nurturing – helping and encouraging personal development and relationships.
Global Citizens – building an awareness and understanding of the world.
Subject Knowledge – acquiring facts, information and skills through experience.
High Standards – achieving a high level of quality and attainment.
Opportunities – creating occasions or situations that make it possible to experience memorable moments.
Transferable Skills – cultivating skills that can be applied in a range of contexts.
Tenacity – persisting with determination.



COGNITIVE SCIENCE APPROACHES

Learning = a change in long term memory. 'If nothing has changed, nothing has been learned.'

1. Improve memory and recall.
2. Set the bar high at the start of the lesson.
3. Success builds motivation.
4. Establishing positive relationships between self, others and the curriculum. Emphasising the crucial link between the way in which pupils learn, their social knowledge and their behaviour. When the three elements are promoted in unison they contribute to a culture of positive learning behaviour
5. Reciprocity
6. Reflectiveness
7. Resourcefulness
8. Resilience .



ASSESSMENT AND OUTCOMES

High aspirations for all pupils, including those who are disadvantaged.
Assessment processes inform learning and teaching; AfL is used consistently to measure progress; and guide planning, resources and intervention to meet the needs of each child. 'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.'
Feedback is designed to bring about an improvement in learners' performance and achievement. Feedback can be given by the practitioner or by peers. It can be either formal or informal. It can be oral or written, it can be formative or summative, but overall it must provide the learner with specific advice on how to improve their performance.



ENVIRONMENT

Learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. The most important aspect in a safe and positive learning environment is the rapport between a teacher and his or her students. When the students understand that their teacher cares about them and wants them to do well, students feel comfortable asking questions, making mistakes and taking risks in order to learn something new. To build these kinds of relationships, the teacher should take interest in each student's strengths and interests, as well as their struggles and frustrations. They need to act as a positive model for learning and celebrating achievements.



RELATIONSHIPS

Teachers who foster positive relationships with their students, create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.



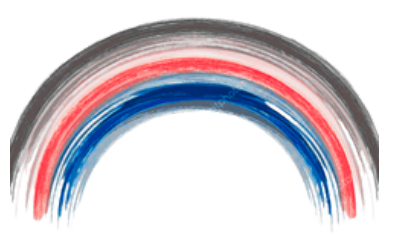
EXPERIENCES

Rich learning experiences lead to pupils being more engaged. These experiences help to build skills, ideas and perspectives. This allows students to understand themselves more fully. Good learning is achieved through different forms, styles and interactions. Experiences promote wellbeing and can be applied to real-life contexts which bring out potential in all pupils.



WELL-BEING

Children with higher levels of well-being do generally appear to achieve better academically. Learning and being engaged in their studies are innately good for children's well-being. Good mental health and well-being are linked to better learning outcomes and future happiness.



Learning Pride Success