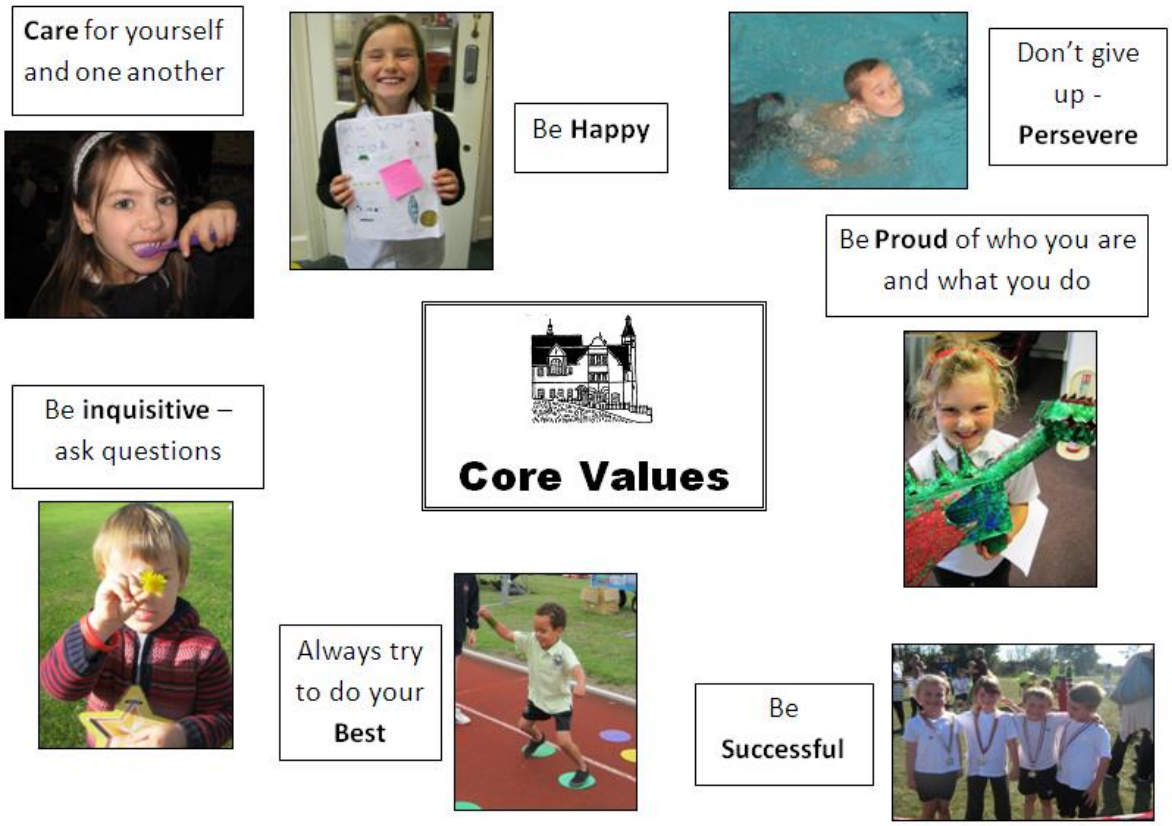
**St John's Green Primary School.**

**Learn to Live, Live to Learn**

**Teaching and Learning Policy**

**This policy is a statement of the aim, objectives and strategies for teaching and learning at St John's Green Primary School. It underpins all we do, laying the foundation for the whole curriculum, both explicit and discrete. We teach to help the children learn – and as such this policy sets out standards and expectations so that children are able to achieve the best they possibly can.**

Our Core Values are embedded throughout the school day. It is not a definitive list of attitudes and behaviours, but rather encompasses the views of children, governors, parents and staff. These are displayed around the school and on children's books. Assembly Themes are linked to these Core Values on a weekly rotation.




**Aim**

The aim of this teaching and learning policy is to set out the schools strategies for teaching. **We want to ensure that all children learn and achieve their best.** It is broader than simply what teachers teach – it encompasses every life skill and value that we place on the children and the young adults we inspire them to become. It is the core policy for the school and as such should be read in conjunction with every other school policy.

**Objectives**

In order to achieve our aim we will:

1. be enthusiastic, passionate and inspirational teachers
2. support children's active participation in their learning
3. structure and pace learning so that it is both enjoyable and challenging
4. know our children as individuals so that we can support all children in reaching for their potential
5. give status to all learning, skills and qualities, academic and personal, which contribute to becoming a well-rounded human being

**The Way Forward**

At the heart of 'Teaching and Learning' is the children – they are our core purpose and it is the duty and desire of every member of staff that children achieve their best academically, socially and emotionally. Embedded within this approach we use the 'Learning to Learn Skills' produced by Chris Quigley Associates which support the children in being reflective, having good relationships, being resilient, being resourceful and taking appropriate risks. These can be found in appendix (i)

The fundamental aim of every teacher is to consistently teach 'Excellent' lessons. Lessons that inspire and challenge the children and drive a thirst for more.

Teachers have drawn up a list of non-negotiables that have to be present in every lesson

- All children involved
- Talk/time for reflection/thinking time
- Pace
- Range of questions (open/closed)
- Different learning strategies (VAK)
- Support for SEN/G&T – independence/resources
- Purpose/Relevance
- Interest/excitement/enjoyment
- Confidence
- High expectations
- Effective use of LSAs
- Classroom management/praise
- Good relationships

The school uses a number of different systems to support and promote excellent Teaching and Learning:

The school has appointed a non teaching Assisstant Headteacher, who is responsible for Teaching and Learning.

- Lesson Dipping – The Assistant Headteacher spends time in the classroom and with the children. Feedback is given to the teachers on 'What's Going Well' and 'Even Better If' Each subsequent Lesson Dip starts with the 'Even Better If' from the previous Lesson Dip.
- Monitoring and Moderation are key elements in the teaching and learning process. Books are regulalrly monitored by subject leaders and as part of weekly phase meetings. The process of moideration is also built into staff meetings as well as phase meetings and the school also works closely with its Consortium Quad as part of the moderation process.

- Outstanding Teacher Programme – The schools deputy headteacher is trained as a facilitator. The school has a cycle for teaching staff to attend this training and further their own professional development.
- Visible Learning. The school is signed up to start the Visible Learning Programme from October 2016. Visible Learning is a professional development programme giving a coherent framework to upskill a whole school. It works by exploring how evidence can be used to create innovation in the learning environment. It draws from the work of Professor John Hattie, involving millions of students, and represents the largest ever evidencebased research into what actually works best in schools to improve learning. The programme has been developed by Cognition Education, who are a global education consultancy and training provider.

It is the expectation of the governors and SMT of the school that all teachers strive for 'Excellent' practise. Outstanding practise is refelected by looking at the teaching and learning in the class, the children's books and their attainment.

Performance management of teachers rigorously supports the above and teacher's targets are regularly monitored by the Senior Management Team.

**Achieving Excellence**

Staff development is absolutely key in striving for 'Excellence'. Staff Meetings focus on different aspects of Quality of Teaching and challenge teachers to look at ways they can improve their own teaching.

LSAs are encouraged to actively engage in staff meetings and all staff are included in INSET on our non pupil days. In addition, every half term LSAs receive specific INSET on different ways and strategies to support children in the school and classroom.

The school works closely with other local primary schools in embedding good practice and utilising the skills and resources that each school has to offer.

Fundamental to the 'Quality of Teaching' is effective planning, comprehensive coverage of the curriculum and ongoing assessment. We ensure this in a number of ways.

Curriculum Leaders have oversight of their curriculum areas and provide strategic direction in Teaching and Learning as well as monitoring and reviewing work in their subject areas.

***Planning***

- We have embedded a 'Skills Based Curriculum' to ensure that teachers are planning and delivering all the different aspects of the National Curriculum and the skills that children need in order to access it.
- Teachers are given release time each Assessment period to plan with each other in their phase groups the skills/knowledge/concepts they will be teaching the following Assessment period.
- Teachers will build in both local visits and visitors as well as visits that may require a coach trip to support and enrich the curriculum for the children.
- English and maths plans and children's books are monitored each Assessment Period by subject leaders and staff receive feedback on the quality and comprehensiveness of their planning and delivery.
- Foundation subjects and children's books are monitored each Assessment Period by subject leaders and as with English and Maths – staff receive feedback.
- Teachers monitor and tailor their plans as necessary to the social, educational and emotional needs of the children. They are not set in stone but rather are working documents.

- Teachers differentiate both their delivery and the work that they ask the children to do to reinforce learning, ensuring children can access it at their own level.
- Teachers are expected to be reflective in their practice – annotating their plans to both assess how well the children have learnt but also to consider the effectiveness of their own practice – what went well and what they could do differently next time.
- The school believes passionately that lessons should engage and inspire the children – and to do this teachers must encompass the three styles of learning – Visual, Auditory and Kinaesthetic in the lessons they teach.
- As part of the above processes we will talk to the children about their learning and ensure regular opportunities, known as Fix It Time, are built in to answer their questions and that opportunities are in place for the children to direct the learning.
- We will constantly reinforce positive messages through our displays, that embed growth mindset and core values – Carol Dweck – our children are incredible they never give up.

***Assessment***

- Assessment sits at the heart of Teaching and Learning providing evidence to guide teaching and learning and giving opportunities for the children to demonstrate and review their progress.
- Effective planning comes from effective assessment – knowing the children and knowing the next steps that the children need to make- *(you will read in this document about Assessment Period reports and targets – which are part of this process)* - Teachers are expected to continually use 'formative' assessment with their children. Summative assessment is built in to the curriculum regularly to support the teachers in the validations of their assessment judgements.
- Teachers produce Raising Achievemnet Plans' which are class based action plans to support the movement and accelerated progress of children in the class.
- The Heads' and SENCo meet with teachers in 'Pupil Progress Meetings' during each Assessment Period to monitor the progress of every child in the school and look at the levels of support and /or strategies that might be needed to further support the children.
- We will regularly monitor the different groups of children in the school (boys, girls, Free School Meals, Disadvantaged, Special Educational Needs, English as an Additional Language and Highly Able) to ensure that all groups of children achieve.
- Teachers are set targets for their children's attainment.
- Teachers are expected to mark the children's work regularly and provide the children with feedback. Marking challenges the children with their learning and supports them in their next steps *(please see schools marking policy).*
- Regular monitoring of marking across Writing and Maths ensures consistency throughout the school and identifies best practice in individual classes for school roll out. Teachers receive quick turnaround of monitoring for discussion and comment, and support is provided where necessary.
- 'Learning Pits' in every classroom. Children are encouraged to get 'stuck' and face 'challenges' as this is when and where we do our best learning.

***Assessing Beyond levels – 2015***

The current system of assessment with levels has been removed by the government and will not be replaced.

The revised National Curriculum (2014) sets out what should be taught by the end of each key stage and schools are free to develop a curriculum and assessment which is relevant to their pupils.

**A child is capable of anything dependent on how that information is presented to them and how they engage with that learning**

It is important that we remember that **assessment comes during good and high quality teaching and learning**, at St John's Green Primary School our approach will be as follows:

- The school year will be broken down into three assessment periods of approximately 13 weeks. This will include the equivalent of a week for assessment and review.
- Within each assessment period a complete cycle of learning and monitoring will take place, which is governed by a GANNT chart.

We will embrace the concept of deep learning/mastery for each year group in the school – **where mastery means that the children are ready for the next stage of their learning. The term 'Mastery' relates to an expectation that learning has been consolidated to such a degree that it is known, understood and embedded.**

We want all children to move forward on the learning journey together – **with teachers teaching a deeper level of understanding of the steps/stages of conceptual understanding.**

The stages for assessment for each year group will be broken down as follows – Developing, Embedding, Mastery. These stages will link directly to each Assessment Period, i.e. in AP1 children will be taught **the content** of the curriculum area at a **Developing** level. In AP2 the children will be **Embedding** that learning, in AP3 they will be becoming **Masters**. Children will not be moved on to the next year group of learning because they can further enhance and develop their knowledge through the teaching of concepts and their application which deepens their learning.

The fundamental premis is that **all children** go on the same learning journey together. Therefore at the end of each Assessment Period for each year group the expectation is as follows

AP1 – Developing (Beginning)
AP2 – Embedding (Working Within)
AP3 – Mastery (Secure)

In the first instance will use the Target Tracker to track the stages of development.

Using Target Tracker to show progress through the Year group expectations

| | Year Group | | | | | |
|---|---|---|---|---|---|---|
| | B | B+ | W | W+ | S | S+ |
| AP1 | ARE | ARE - Working at a Greater Depth | | | | |
| AP2 | | | ARE | ARE - Working at a Greater Depth | | |
| AP3 | | | | | ARE | ARE - Working at a Greater Depth |

For the end of the year group the expectation is that children will be at ARE, if they are at ARE then for a Year 4 class, the child would be 4S. However some children may have gone into the ARE at a greater depth, although they're still working within the band - these children will be the S+.

The + for each of B and W will sit within the same format. Child at B+ would be still not at W, but working at the B band at a more depth level.

Assessment and Planning in Maths

The starting point for maths planning is the schools Calculation Policy and this is supported by Hamilton maths. Teachers will use materials from a range of sources including NCETM to support this.

In years 2-6 we use:
Weekly multiplication test linked to expectations of NC

Kangaroo maths 'Build-a-mathematician' tests to assess key concepts . These will be given to the children towards end of the unit and stuck into children's maths books. The assessment will give a snapshot of an individual child's understanding and inform planning and practice time. (A link to the kangaroo units is available on the mathematics board of Trello) -
http://www.kangaroomaths.com/kenny3.php?page=KassessKS3

Summative tests will be given to the at the end of each AP linked to Hamilton Trust planning. (The tests are all available on the mathematics board on Trello).

The school uses STAR maths as an analysis tool in mathematics.

Assessment and Planning in writing

The starting point for all planning is the genre map which supports the comprehensive delivery of fiction and non fiction writing during the course of 1 year.

The starting point for writing planning is Hamilton planning.

Teachers will continually formatively assess children's work.

At both the mid point and end of the Assessment Period, teachers will formerly assess both a fiction and non fiction piece of work based on recent learning . In parallel classes the children will have the same task.

The school will use Ros Wilson, Big Writing, Standards for Writing Assessment to formerly track childrens assessment. Each child will have their own sheet of the Expectation Standard and these will be kept in aseparate ring binder.

The school will use Rising Stars 'Skill Builders' to support the planning of spelling, grammar and punctuation and Rising Stars 'Optional tests 'for Spelling, Punctuation and Grammar(SPAG) to support assessment.

Spellings will be linked directly to the National Curriculum. There is a real focus on the entymology of words, the teaching of graphemes, the ways that words morph and their history. It is a more thorough approach. We will also make it a more enjoyable approach with mind maps and dictionary and thesaurus use. In KS1 spelling teaching will be supported by Letters and Sounds teaching. In all classrooms the non negotiable spellings for year groups will be displayed so they are visible to the children.

The school will use Nelson's scheme for Hand Writing for Foundation – Year 6.

All writing work will be in the children's red themes books. Teachers may choose to use smaller books for grammar sessions.

Assessing and Planning in Reading

Reading is key to all learning and the school places a high focus on both reading in school and reading at home.

The starting point for reading planning is Hamilton planning.

The school uses STAR Reading scores to present a snapshot of achievement at a specific point in time.

There is an expectation that children will read at home with their parents at least 5 x a week.

The school has school libraries at both sites.

Each year group has been assigned a set of core books. These are books that the class teacher will share with their class over the course of the academic year.

Class teachers will ensure that there is a period of quiet reading for 20 minutes in class every day.

Every class will be expected to complete a comprehension exercise each week which develops their understanding of the English language and their reasoning skills.

Letters and Sounds is our phonic programme and will be taught at least daily in Foundation and KS1.

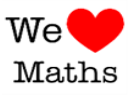
The school uses Oxford Reading Tree as its reading scheme and the expectation is that all children will progress through the scheme.

**A Common Language**

We are developing a common language at St John's Green, so that children, parents and staff are able to have conversations that are clearly understood by all.

**Growth Mindset**

'We Love Maths.' 'We are all Writers.' 'Reading is the Key.' 'We are Growing our Learning.'



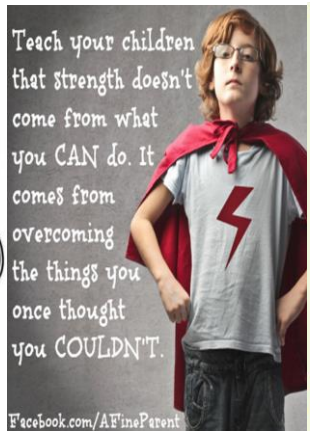







Children's desks to be clear in every classroom, only the necessities for the lesson.








**Visible Learning**

Along with five other consortium schools, St John's Green has bought into Visible Learning. Visible Learning is a professional development programme which provides a coherent framework to upskill a whole school. It works by exploring how evidence can be used to create innovation in the learning environment. It draws from the work of Professor John Hattie, involving millions of students, and represents the largest ever evidence based research into what actually works best in schools to improve learning. The programme has been developed by Cognition Education, are a global education consultancy and training provider.

***WALT: We Are Learning To*** The WALT is the learning objective for each lesson. It is clearly displayed in the children's books to ensure that children know what the main focus of the lesson is.

**Practise Time**

The school recognises that the best learning takes place when children are given opportunities to practise and embed their learning.

The curriculum enable children to deepen their learning (their mastery) of different concepts in English and maths.

To further support this, the school has lengthened it's school today to the current timings and on both sites, the final fifteen minutes of each day is 'Practise Time.' In these times teachers will give children opportunities to practise the skills that they have been taught.

**The school and classroom**

Children are learning wherever they are in school and use the building and environment to support that learning.

We believe that the classrooms should have key and uniform elements about them to aid the children in achieving their maximum potential.

All classrooms then will have the following:

- Clearly labelled drawers and resources so children know where to find things independently.
- Classroom walls support children's learning, with subject specific vocabulary and important information. Children refer to the learning walls to support their work.
- Classroom expectations agreed by each class at the beginning of the school year, that reinforce the Behaviour Policy.

Teachers are given autonomy in classroom design and layout in order to achieve a balance in the classroom.

The halls and corridors are used to support and embed the children's learning:

- A range of displays from different curriculum areas that are interactive and engage the children
- Pictures/posters that celebrate the successes of the children
- Key information and facts for all stakeholders.

The outside playground and environment is also vital in supporting both the children's learning and their interactions with each other:

- Playgrounds that allow the children to interact safely with their own age groups but which also allow them to interact with children from different year groups
- Foundation Stage have a learning garden which promotes learning in each part of the Foundation Stage curriculum. Children are given opportunities to explore and develop their physical and creative development, including Forest Schools, nature walks.
- Markings on the playground which promote play and which reinforce learning
- Playground posters to engage with different curriculum areas and promote learning
- Clear evidence that the children have contributed to its ethos through carvings and designs.

**Children also have a responsibility for their own learning**

Teachers mark the children's work regularly and leave comments for the children to respond to. These comments can be as simple as a question on understanding of the learning or ask for a more insightful response in which the child needs to clarify their thought process.

Children will be expected to 'practice' their learning at home daily. For example the school will not send home maths once a week and reading comprehension once a week. Instead on a daily basis children will be expected to read, practise a maths question, handwrite, spell. This approach, of constant practise and reinforcement develops and embeds the children's learning from school and leads to Mastery.

**Working Together**

As a school we recognise the importance of regular liaison with parents.

The teachers will always come onto the play ground first thing in the morning to collect their class and will actively engage with parents.

After school the class teachers will come out with their class and are again available to talk with parents about any aspect of school.

Teachers are expected to actively engage with parents at the school and present themselves in such a way that parents feel comfortable in talking with them.

Parents of children who have a Special Educational Need or Disability are invited regularly back into school to meet informally with the class teachers about their children's progress and ways in which the child's learning could be further supported.

The Headteacher, Deputy Head and Assistant Head Team are always available at the beginning and end of the school day to talk with parents.

The school will regularly consult with parents on different aspects of school life and seek parents' views in both 'What we are doing well?' and perhaps more importantly ways in, 'which the school can further improve'.

Each Assessment Period we encourage parents and carers to come and view their children learning through Open Mornings; to have a discussion with teachers about their child's progress in Open School and parent/child conferences.

Children invite their parents to parent/child conferences. Once they arrive the child takes charge of the conference. This format could include –

- Each child will write to their parents to explain that it's parents evening and explain the different things they want to show their parents.
- A crib sheet which the child follows to talk their parents through their work
- A video of them answering the following questions – This is what I've enjoyed at school and why, this is what I'm proud of at school and why, this is what I've found trickier, saying goodbye.
- Teacher has oversight but it is the child that leads the consultation.

**Parents have a responsibility to support their child's learning at home and at school**

'Practice' is an obvious way in which parents can support their childrens learning at home. We also encourage parents to read to their children at home, as well as sitting and listening to children read their reading book on a daily basis.

In addition the school sends home Assessment Period reports (covering approximately 13 week periods) which detail the progress of the children as well as giving advice on ways parents can further support their children. The school staff are committed to supporting parents in that role and are available on the school playground at the beginning and end of each school day to talk informally to parents.

The school sends home a weekly whole school newsletter as well as a weekly newsletter for the Lower Phase and Middle Phase – this newsletter gives details to parents about things that have been happening in school and ways in which they can support the school and their children's future learning.

Class teachers also send home curriculum letters each assessment period – these outline the different areas that children will be learning about in the forthcoming term. Parents are actively encouraged to support their children's learning at home and by bringing their own skills and expertise into school to share with the children.

Parents of Foundation Stage pupils are encouraged to view their child's online learning record through 'Earwig', which they can augment by uploading photos and comments from home. Earwig, tracks a child's learning through each year group up until when children leave the school.

From Year 1 onwards parents can access an online Maths homework programme in Abacus online, where teachers set appropriate Maths challenges for each pupil.

The weekly newsletters are available on the school website, together with details of the areas of study for each Assessment Period.

**Celebrating Success**

Embedded in all we do is celebrating the successes of the children. Every child achieves and every child experiences success and key to the life of the school is making sure that we celebrate those successes. This is a whole school approach and all staff are charged with praising and recommending children.

A Team system enables children to earn points for their Team, with the winners awarded a cup in Celebration Assembly each week. The Team Meetings allow children to meet in their Family Groups, where they spend time discussing solutions to a given scenario. Older children are encouraged to Chair the discussions and to be good role models. All staff are in a Team. We use the Team approach on Sports Day and for other events.

Our weekly 'Celebration' assembly is part of this process and this is supported by:

- WANTED posters displayed around the school
- The use of target achieved and well done stamps and stickers in children's books
- Children displaying stickers for achievement on their clothing
- A weekly newsletter to all parents which details and uses photographs to celebrate success
- Special Headteacher and Deputy Headteacher stickers to commend excellent work
- Large photographs of the children at work displayed through the school
- Photographs of the times the children have been in the local newspaper displayed in the school
- Special letters of thanks displayed in the school
- Whole class rewards
- Special assemblies – such as class and music assemblies.

This policy is neither exclusive nor exhaustive – rather it tries to give a flavour of the importance of Teaching and Learning and the responsibilities and duties of all the stakeholders of St John's Green.

This policy must be read in conjunction with the Child Protection Policy.

# LEARNING TO LEARN SKILLS EXPLAINED




PLANNING A SKILLS BASED CURRICULUM © Chris Quigley Education Ltd 2008 88

REFLECTIVE

| Bronze | Silver | Gold |
|---|---|---|
| • With help from a teacher, I review my own work and identify what I have done well.<br>• I help to set my own targets.<br>• I talk about how well I think I have done in lessons.<br>• I deal positively with praise, but sometimes get frustrated with setbacks and criticism.<br>• I tell someone when I have problems in doing my work.<br>• I am starting to know how I prefer to show people what I have learned. | • I review my own work and identify what I have done well.<br>• With help, what I can suggest how do to improve my work.<br>• I help to set my own targets<br>• I listen and act on advice about what I have to do to meet my targets.<br>• With help, I review my own progress in lessons.<br>• I listen to feedback and deal positively with praise, setbacks and criticism.<br>• I talk about my feelings when asked about my work.<br>• I communicate my learning in different ways when it is suggested. | • I review my own work and identify what I have done well and what I can do to improve it.<br>• I set my own targets and know what I have to do to meet them.<br>• I Review my own progress in lessons.<br>• I ask for feedback and deal positively with praise, setbacks and criticism.<br>• I talk about my feelings when I succeed or find problems in my work.<br>• I communicate my learning in different ways for different audiences. |

RELATIONSHIPS

| Bronze | Silver | Gold |
|---|---|---|
| • I work with teams when asked.<br>•I reach agreements.<br>•I am beginning to change my behaviour to suit different roles and situations.<br>•I try to be fair to others.<br>•I take responsibility for jobs I have been asked to do.<br>•I try to give constructive support to others.<br>•I recognise similarities between myself and other people.<br>•I listen to other people.<br>•I recognise feelings and behaviour of others.<br>•I know that some people think differently to me.<br>•I recognise the feelings of others.<br>•I can spot the causes of other people's feelings. | • I work with others towards goals that have been suggested.<br>•I reach agreements and I am beginning to manage discussions.<br>•When reminded, I change my behaviour to suit different roles and situations.<br>•I show fairness and consideration to others.<br>•I take responsibility and am becoming more confident.<br>•I give constructive support and feedback to others.<br>•I recognise similarities and differences between myself and other people.<br>•I take an interest in, watch and listen to other people.<br>•I recognise and am beginning to label the feelings and behaviour of others.<br>•I try to understand the point of view of another person.<br>•I recognise the thoughts and feelings of others.<br>•I can spot the causes of other people's emotions and actions. | • I team up with others to work towards goals we agree through discussion.<br>•I reach agreements and managing discussions.<br>•I adapt my behaviour to suit different roles and situations.<br>•I show fairness and consideration to others.<br>•I take responsibility, showing confidence in my own beliefs<br>•I give constructive support and feedback to others in a sensitive way.<br>•I recognise similarities and differences between myself and other people and use this to help me take part in teams.<br>•I take an interest in, watch and listen to other people.<br>•I recognise and describe the feelings and behaviour of others.<br>•I always try to understand the point of view of another person.<br>•I recognise and anticipate the thoughts and feelings of others.<br>•I can spot the causes of other people's emotions and actions, taking account of my knowledge of the person involved. |

RESILIENCE

| Bronze | Silver | Gold |
|---|---|---|
| •I work well for rewards.<br>•I carry out activities when asked.<br>•With help I recognise my achievements.<br>•I keep focused on a task that interests me.<br>•I use the resources I have been given to complete a task.<br>•I work well when given work that I enjoy<br>•I manage distractions when helped by a teacher | •I keep going with an activity for the pleasure it provides, sometimes also for reward.<br>•I carry out an activity to reach an outcome a teacher has helped me with.<br>•I carry out an activity for the satisfaction of having created or learned something.<br>•I recognise my achievements in some areas.<br>•I keep focused, and sustain my attention, sometimes getting slightly distracted.<br>•I use the resources I need to complete a task.<br>•I recognise when I am most motivated.<br>•I manage distractions at school and I am getting better at this whilst doing my homework. | •I keep going with an activity for the pleasure it provides, not for reward.<br>•I carry out an activity to reach an expected outcome.<br>•I plan, carry out and finish an activity for the satisfaction of having created or learned something.<br>•I set my own rewards.<br>•I recognise my achievements and celebrate them.<br>•I keep focused, and sustain my attention, resisting distractions.<br>•I organise the resources I need to complete a task.<br>•I recognise how different learning contexts affect my motivation.<br>•I manage distractions both at school and when doing my homework. |

RESOURCEFUL

| Bronze | Silver | Gold |
|---|---|---|
| •When asked to, I investigate objects and materials.<br>•I answer relevant questions about why things happen and how things work.<br>•I explore materials.<br>•I answer different types of questions.<br>•I organise information in ways suggested by the teacher.<br>•I follow the steps and strategies for an enquiry.<br>•I have some imaginative ideas.<br>•I discover some connections through play and experimentation.<br>•I explore and experiment with resources and materials.<br>•I ask 'why'?<br>•I try alternative or different approaches if they are suggested.<br>•I respond to ideas, tasks and problems.<br>•I make links between ideas. | • I investigate objects and materials by using the senses suggested by my teacher.<br>•I ask questions about why things happen and how things work.<br>•I explore materials to test others' ideas about cause and effect.<br>•I ask questions and decide how to find out the answers.<br>•I use techniques I am shown to collect and organise information (e.g, listing, grouping, ordering).<br>•I ask and answer different types of questions.<br>•I use a range of data-gathering techniques (e.g, surveys, questionnaires).<br>•I plan the steps for an enquiry.<br>•I draw conclusions.<br>•I respond to imaginative ideas.<br>•I make connections through play and experimentation.<br>•I explore and experiment with resources and materials.<br>•I ask 'why', 'how', 'what if' questions.<br>•I respond to alternative or different approaches.<br>•I respond to ideas, tasks and problems in appropriate, learnt ways.<br>•I respond to imaginative thinking to achieve an objective.<br>•I make connections and see relationships. | • I investigate objects and materials by using all my appropriate senses.<br>•I ask relevant questions about why things happen and how things work.<br>•I explore materials to test my ideas about cause and effect.<br>•I ask different types of questions and decide how to find out the answers.<br>•I choose techniques to collect and organise information (e.g, listing, grouping, ordering)<br>•I ask and answer questions, and select and record information.<br>•I choose a range of data-gathering techniques (e.g, surveys, questionnaires).<br>•I plan the steps and strategies for an enquiry.<br>•I draw conclusions and evaluate outcomes.<br>•I generate imaginative ideas.<br>•I discover and make connections through play and experimentation.<br>•I explore and experiment with resources and materials.<br>•I ask 'why', 'how', 'what if' or unusual questions.<br>•I try alternative or different approaches.<br>•I look at and think about things differently and from others point of view.<br>•I respond to ideas, tasks and problems in amusing ways.<br>•I apply imaginative thinking to achieve an objective.<br>•I make connections and see relationships.<br>•I reflect critically on ideas, actions and outcomes. |

RISK TAKING

| Bronze | Silver | Gold |
|---|---|---|
| •I prefer times when there is a clear solution.<br>•I like activities to be achievable in a short space of time.<br>•I prefer it if solutions are easily found.<br>•I think about risks and try to not let this put me off having a go.<br>•I know that it is not a bad thing to get an answer wrong.<br>•I am prepared to put forward my ideas or answers in a small group. | •I prefer clear solutions but I am becoming a better problem solver.<br>•I like short, achievable solutions but I am happy for certain activities to carry for a number of days if solution is not clear.<br>•I try to remain patient if solutions are not readily at hand.<br>•I think about risk s and, with help, make decisions on the amount of risk involved.<br>•I get a little upset if I am wrong about something, but I am beginning to understand that I can learn from it.<br>•I am prepared to put forward my ideas or answers, sometimes to a larger group.<br>•I sometimes try to think in unusual ways about things that I am interested in. | •I don't mind times when solutions are not always clear.<br>•I am happy for certain activities to carry for a number of days if solution is not clear.<br>•I do not get impatient if solutions are not readily at hand.<br>•I think about risk s and make decisions on the amount of risk involved.<br>•I know that if I am wrong about something, I can learn from it.<br>•I am prepared to put forward my ideas or answers, even if they are not the same ideas as others<br>•I try to think in unusual ways, knowing that I have to be careful because this might sometimes take me away from the point of the activity. |