Beauclerc and Chennestone
Learning Booklet

Successful Learners, Confident Individuals, Responsible Citizens

Learning Environment
Physical and Emotional

Feedback
Collaborative Improvement

Learning

Growth Mindset

4Rs
Resourcefulness
Resilience
Reflection
Reciprocity

Learning, Teaching Assessment Strategies Challenge
How are we enabling Challenge?

- High aspirations
- Subject knowledge and accurate pitch and expectations; knowledge of next steps
- Rich learning environments, risk taking encouraged, safe to make mistakes
- Motivational and creative approaches – learning is in context and open ended
- Contextual and learning narratives for curriculum planning
- Active and Visible Learning
- Growth Mindset
- Philosophy for Children
- Quality Dialogue – dialogic teaching, talk for learning
- Quality Questioning – different types of questions used, Blooms Taxonomy
- HOT – Higher Order Thinking
- No waiting to learn
- Feedback – using success criteria
- Adapting learning as a result of feedback
- Self- monitoring strategies eg collaborative improvement
- Application of learning in new and different contexts – using ‘Creating’ the highest order skill
- Learning Behaviours eg Resourcefulness, Resilience
- Emotional Well-being – intrinsic motivation
- Independent Learning
- Support and scaffolding, inclusive strategies,
- ‘Do, Review’ methodology
- Metacognition strategies* and reflection questions – using the language of learning
- Motivating ‘product outcomes’
What does Assessment look like at Beauclerc and Chennestone

- Assessment at Beauclerc and Chennestone is intrinsic to learning
- Assessment takes place in the lesson and involves the children
- Assessment enables the learning to be responsive to children’s needs
- Assessment enables the teacher to
  - adapt and refine,
  - explore misconceptions
  - increase the pace and pitch of learning
  - give feedback in the lesson
- Assessment and feedback enables the children to understand how to improve
- Assessment promotes pupil well-being and positive, can do attitudes to learning

Assessment features of the children’s learning experience

- Pupil whiteboards to promote ‘can-do’ attitudes, confidence and a willingness to experiment
- Visualisation techniques and equipment, eg Singapore Bar Model, Numicon, number fans,
  - Visualisers
  - iPads used to capture learning
- Oral, discursive and responsive feedback
- Use of success criteria
- Identification of success
- Identification of ways to improve
- Modelling improvement
- Time to respond to feedback
- Collaborative Improvement
- Mini plenaries
- Effective questioning
- Higher order thinking
- Reflection questions and time
- Learning partners
- Learning collaboratively
- Dialogue
- Opportunities to ‘Do and Review’
- Appropriate pitch and challenge
- Happens throughout the session
- ‘No hands up’ to promote engagement and dialogue
- Tasks to assess and evaluate learning
- Mediated support
- Trust in practitioner knowledge – more is assessed than recorded as in EYFS

Benefits of Assessment techniques at Beauclerc and Chennestone

- Allows the teacher to reshape and adapt the learning throughout the session
- Responds to children’s needs
- Actively involves the children
- Enables misconceptions to be addressed and used as valuable learning points
- Increases the
  - pace and rate of learning
  - quality and quantity of outcomes
- Creates ‘Can do attitudes’. Children will have a go, explore ideas and solutions – experiment
- Makes learning conditions safe to try out things and take risks
- Encourages
  - children to learn collaboratively
  - articulate their learning and develop quality dialogue
  - use of the language of learning
- Promotes
  - high levels of engagement throughout the session
  - excellent learning behaviours and attitudes to learning
  - promotes and builds resourcefulness, independence and resilience
- Provides immediate feedback so pupils can adjust their learning and apply improvements
- Enables achievement
- Promotes staff and pupil well-being and enthusiasm
### Physical Conditions for Learning

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and place is effective - time is maximised, every minute counts, no waiting to learn</td>
<td></td>
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<tr>
<td>Bright with lots of natural light – raise blinds when not needed</td>
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<tr>
<td>Water available to drink during lessons – using a system which does not distract from learning</td>
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<tr>
<td>Temperature and air quality is appropriate</td>
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<tr>
<td>Noise levels, internal and external, are not distracting – Soundfield Systems used where available</td>
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<tr>
<td>Furniture minimised and organised to create good lines and sense of space</td>
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<tr>
<td>Furniture organised to create a flexible, versatile teaching space and collaborative learning</td>
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<tr>
<td>Resources clearly labelled, accessible to children, enable independence, support learning</td>
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<tr>
<td>All areas of the room are uncluttered and tidy, labelled</td>
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<tr>
<td>Display uses colour, texture, layout etc. effectively, sets high standards</td>
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<tr>
<td>Display interests, stimulates and motivates pupils – interactive, changing, useful for learning</td>
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<tr>
<td>Display supports learning and how to be an effective learner– visual prompts / posters</td>
<td></td>
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<tr>
<td>Shared learning goals / learning narratives / pupil questions and ideas displayed</td>
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<tr>
<td>Language rich environment</td>
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<tr>
<td>Expectations are clearly displayed, charters, systems, routines etc</td>
<td></td>
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<tr>
<td>Attractive, motivating reading and writing areas</td>
<td></td>
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<tr>
<td>Time out space / quiet area - without negative associations</td>
<td></td>
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<tr>
<td>SEN support in place eg visual timetables, signage, personal spaces and resources</td>
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<tr>
<td>Support for learning resources easily accessible</td>
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<tr>
<td>Learning objectives, success criteria displayed other than on interactive whiteboard</td>
<td></td>
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<tr>
<td>Learning and self-evaluation prompts displayed</td>
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<tr>
<td>Reward / achievement charts, if used, are motivational / positive / promote ‘Growth Mindset’</td>
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<tr>
<td>Music is used for signage / mood</td>
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<tr>
<td>Opportunities for stillness / quiet / calm</td>
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<tr>
<td>Timetables, weekly planning displayed / easily accessible. Class Information folders up-to-date</td>
<td></td>
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<tr>
<td>Storage space is organised and maximised</td>
<td></td>
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<tr>
<td>ICT resources effectively organised, maintained and used to support learning</td>
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<tr>
<td>KS1 role play areas / experiences are well cared for and developing - KS2 role play areas encouraged</td>
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<tr>
<td>Environment shows learning is clearly a focus - the environment reinforces learning</td>
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<tr>
<td>Learning environment reflects school ethos, builds emotional well-being, children care for environment</td>
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### Emotional Conditions for Learning

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
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<tbody>
<tr>
<td>Everyone demonstrates respect for others and consistency is a feature of the environment</td>
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<tr>
<td>Teacher / pupil talk builds self-worth, pupil ideas are valued and used</td>
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<tr>
<td>Pupils are encouraged to speak confidently / there is a balance of teacher/ pupil talk</td>
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<tr>
<td>Teachers, other adults and children listen carefully to each other and share ideas</td>
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<tr>
<td>Thinking and response time is given, active listening skills are taught and developed</td>
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<tr>
<td>The focus is on positive behaviour, pupils who are behaving well / positive role models</td>
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<tr>
<td>‘Growth Mindset’ is promoted and intrinsic rewards valued</td>
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<tr>
<td>Rights Respecting language is modelled, RR charters are clear, used and displayed</td>
<td></td>
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<tr>
<td>Pupils are given responsibilities and encouraged to be independent</td>
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<tr>
<td>Active learning and the variety of activities enhance learning capability / capacity / success for all</td>
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<tr>
<td>Classroom organisation and the physical environment promotes emotional well- being</td>
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<tr>
<td>Pupils have their own space eg draw and peg - plus an available time out space</td>
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<tr>
<td>Praise and reward systems match school ethos and promote positive feelings for all children</td>
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<tr>
<td>Pupils work in a variety of groupings as appropriate for different activities</td>
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<tr>
<td>Opportunities are planned for group and collaborative work, collaborative skills are taught</td>
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<tr>
<td>Assessment for learning strategies are embedded</td>
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<tr>
<td>Collaborative evaluation and reflection are well established with learning agreements in place</td>
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<tr>
<td>Pupils have the confidence to make mistakes / view them as a learning experience</td>
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<tr>
<td>Pupils and staff have high expectations and there is challenge for all</td>
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<tr>
<td>Pupils supported and challenged by use of inclusive teaching strategies, not confined by activities</td>
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<tr>
<td>Activities take account of different learning needs, eg use Do, Review, Apply cycle</td>
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<tr>
<td>Lessons have a variety of outcomes eg a presentation, verbal feedback, The Arts</td>
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<tr>
<td>The 4Rs are used, displayed, understood - Resilience, Reciprocity, Resourcefulness, Reflection</td>
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<tr>
<td>Pupils have opportunities to be reflective about learning and themselves as learners</td>
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<tr>
<td>Time each week for class discussion, worry boxes in place, children know who they can talk to</td>
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<tr>
<td>TA provides pastoral support, all staff alert to key concern indicators, Care Team referral cards used</td>
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<tr>
<td>Opportunities created to make a positive contribution to the class, school and community</td>
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<tr>
<td>Class actively care for designated areas for Biodiversity, playground activities and equipment</td>
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<tr>
<td>Class activities develop a sense of belonging and pride, evident in pupil feedback</td>
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<tr>
<td>Pupils use “Restorative Approaches”* confidently and can describe thoughts and feelings well</td>
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All pupils feel valued and secure, engage, have high aspirations and experience success.
Pupil diversity is encouraged and pupils show respect for a wide range of skills and viewpoints
Pupils are confident, self-disciplined, enthusiastic, independent learners
Motivation is the most important factor in determining whether you succeed in the long run – not only the desire to achieve, but also the love of learning, the love of challenge and the ability to thrive on obstacles. These are the greatest gifts we can give our students. – Carol Dweck, 2006

Pupil’s motivation is determined by whether they see ability as:
- fixed (entity learner) or
- growth (incremental learner).

### Fixed Mindset Characteristics
- My intelligence is a fixed trait – I have a certain amount and that’s that.
- I feel clever when things are easy, where I put in little effort and I outperform my peers.
- I need easy successes to feel clever.
- I don’t want to have my inadequacies and errors revealed.
- Even if I’m doing well initially, I won’t be able to cope with a problem or obstacle.

### Growth Mindset Characteristics
- My intelligence is something I can increase through my own efforts.
- There are differences between people in how much they know and how quickly they master things.
- I love to learn something new.
- I am excited by challenge.
- I feel clever when ...
## The 4Rs: Resilience, Resourcefulness, Reflectiveness, Reciprocity

### Resilience: the emotional aspects of learning

<table>
<thead>
<tr>
<th>What it Means</th>
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<tbody>
<tr>
<td><strong>Absorption</strong></td>
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<tr>
<td><strong>Managing Distraction</strong></td>
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<tr>
<td><strong>Noticing</strong></td>
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<tr>
<td><strong>Perseverance</strong></td>
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### Resourcefulness: the cognitive (or thinking) aspects of learning

<table>
<thead>
<tr>
<th>What it Means</th>
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</thead>
<tbody>
<tr>
<td><strong>Questioning</strong></td>
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<tr>
<td><strong>Making Links</strong></td>
</tr>
<tr>
<td><strong>Imagining</strong></td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
</tr>
<tr>
<td><strong>Capitalising</strong></td>
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</tbody>
</table>

### Reflectiveness: the strategic aspects of learning.

<table>
<thead>
<tr>
<th>What it Means</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
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<tr>
<td><strong>Revising</strong></td>
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<tr>
<td><strong>Distilling</strong></td>
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<tr>
<td><strong>Meta-learning</strong></td>
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</tbody>
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### Reciprocity: the social aspects of learning.

<table>
<thead>
<tr>
<th>What it Means</th>
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<tbody>
<tr>
<td><strong>Interdependence</strong></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
</tr>
<tr>
<td><strong>Empathy and Listening</strong></td>
</tr>
<tr>
<td><strong>Imitation</strong></td>
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What good practice in learning and teaching will look like in the classroom

The focus will be on ‘What are we learning?’ rather than ‘What are we doing?’
Good practice is evaluated by impact on and outcomes for learners, learning within and across sessions.

Key features of good practice will include:

- High level of pupil interest, engagement and achievement
- High expectations and appropriate level of challenge
- Learning is visible and identifiable within a coherent learning narrative
- A positive climate and environment for learning
- Assessment for Learning and a range of formative assessment strategies
- Clearly defined learning objectives / outcomes not complicated by context (eg instructions not instructions for jelly)
- Contexts that are relevant, purposeful, linked to other areas of the curriculum / prior learning
- Children are clear about what they are learning and how to improve
- Success Criteria – key learning points / stepping stones to the learning goal – identified, shared, used and developed with the children
- Starting points which excite, motivate and inspire
- A balance of teacher / pupil talk including during the lesson introduction
- Questioning and dialogue promote learning - Talk for Learning –
- Quality dialogue - fewer but more discursive questions and the use of alternatives to questions
- Challenging, targeted questioning and opportunities for extended dialogue – higher order questions (HOT)
- The use of Learning / Talking Partners, ‘no hands up’, thinking and response time
- Modelling and scaffolding activities – pupils will be then be clear what is expected of them
- Opportunities to learn using the Do, Review, Learn, Apply process / cycle
- Active involvement of pupils from the moment they enter the lesson and including during the lesson introduction
- though the use of apparatus, white boards, fans, number lines etc, talking partners, collaborative evaluation, collaborative and practical activities, effective use of Teaching Assistants and varied outcomes
- Time is maximised, every minute counts, no waiting to learn – personnel and organisation ensures this
- The use of inclusive strategies including focused guided groups
- The use of resources and practical apparatus to support learning
- Opportunities to work collaboratively and develop skills of working as part of a group
- Practical activities, first hand enquiry and the use of the Arts, the Outdoor and the wider environment
- Opportunities to develop and apply communication, reading, writing and mathematical skills
- Outcomes which promote creativity and respond to different learners
- Teaching Assistants actively involved throughout the lesson. They have a clear role in the lesson and / or work with defined pupils on a focused objective
- Technology used to support learning where appropriate
- Opportunities for children to communicate their learning and develop quality and varied presentational skills
- Teachers respond to feedback during the lesson and adapt learning and teaching in the session
- Constructive feedback to pupils on learning throughout the lesson to move learning forward, clarify learning, ensure pupils know what they have to do to be successful and improve, how much time to do it etc.
- Pupils know what ‘quality’ looks like – analysis of comparative examples – use of visualisers
- Reflection and evaluation of learning is modeled, given time and in use by pupils – use of visualisers
- Throughout the lesson pupils have the opportunity to reflect on and evaluate:
  - themselves as learners
  - what they are learning and how successful they have been – progress within lesson
  - what they need to do next to improve
- Music, physical activity, pupil voice and variety used to promote learning and well being

Six key aspects to include in planning learning

Definition of Feedback

Information which is used as the basis for improvement
Dialogue that identifies success and development

Feedback on Learning

- Quality feedback takes place during the lesson, supports learning, informs teaching, enables teachers to adapt learning during sessions and communicates information to enable children to improve
- Time for reflection, evaluation, feedback, improvement and application is planned into sessions
- Feedback uses success criteria and focuses on clarifying and extending learning. It encourages children to be reflective
- It is not expected that the varied outcomes or written work will be ‘marked’ by the teacher. It will be more usual for teachers to give oral feedback in the lesson, individually or as a group / class, to directly impact on learning and that children will use ‘Collaborative Improvement’

The Feedback Ladder

1. Review
   How well success criteria met
   E.g. use success criteria, peer review, visualiser and adult feedback

2. Improve
   Decide specific improvement / next steps for improvement and the best way to do it / strategy to use.
   E.g. Collaborative improvement

3. Implement
   Make the improvement, check and review (repeat ladder), apply to new or other learning

Self-regulation Strategies
- monitor check
- reflect
- review
- visualise
- explain
- evaluate
- create

Be resourceful
- question
- imagine
- make links
- reason

Functions of the Feedback Ladder

- Provide visual reminder of feedback process and encourage a learning dialogue between learners and learners and adults
- Support collaborative improvement and enable self-regulation strategies
- Enable process of reflect and review, improve and implement – e.g. Austin’s Butterfly
- Promote a Growth Mindset attitude – learning from mistakes and encourage children to strive to improve

Collaborative Improvement - a key feature of feedback on learning in the classroom

- involves children in critique and feedback to identify success and improvement
- provides good opportunities to make and apply improvements
- develops the skills of editing and drafting
- supports children to recognise what they are doing well and how to improve
- creates reflective, self-aware and independent learners and writers
- raises children’s achievement
Disadvantaged Pupils

What we do well to enable Successful Learners, Confident Individuals, Responsible Citizens

Beauclerc and Chennestone Schools maintain a high profile for Disadvantage Pupils to ensure that they have excellent opportunities to achieve, participate and be successful.

The Schools are committed to raising achievement, reducing barriers and increasing opportunities.

We strive to challenge the achievement gap between Disadvantaged Pupils and Non-disadvantaged Pupils.

Disadvantaged Pupil Support is delivered through four key approaches

1. **Strategic overview**:
   - DP Champion: awareness raising and creating opportunities
   - DP Team and Care Team group
   - Tracking attainment and progress; participation in school; pupil and family support attendance
   - Networks and partnerships

2. **Raising Achievement**: Specific Learning Interventions, for example
   - Mathematics: small groups, online coaching
   - Reading Support through a variety of intervention schemes
   - Writing: activities to engage and inspire
   - Speech and Language support
   - Coaching for learning

3. **Reducing Barriers to learning**
   - HSLW child and family interventions
   - Improving attendance
   - Parenting Puzzle and Pyramid Club
   - Counselling and Pastoral support
   - Transition Groups

4. **Increasing opportunities**
   - Participation in school life
   - Extracurricular provision
   - Access to funding

What we do well examples:

- Greater awareness of DP and their individual needs
- Care team meetings, actions and monitoring
- Pastoral Provision, Coaching, Counselling, Family support, Safeguarding support
- Membership of local DP network and projects
- Effective TA support for learning, well-being and additional activities
- Year Group Action plans identify DP
- KS2 SATs DP above DP nationally – most DP achieve well
- DP performance information tracked and analysed – used to focus intervention
- Planned interventions for achievement and well-being, closely monitored for impact
- Effective use of expertise and available resources
- Speech and language expertise and intervention – Beauclerc
- The way we teach eg. collaboration, reflection, metacognition
- Well-being initiatives eg, Rights Respecting Schools, Mindsets, Fun Friends, Restorative approaches, positive behaviour culture, Pyramid Clubs, Parenting Puzzle, Resilience transition groups, Zippy
- Professional development eg. Attachment, Philosophy for Children, Communication difficulties
- New initiatives for year 6 planned and implemented; effective in raising confidence and achievement for individuals or groups eg Coaching for learning, Digi-Smart, Third Space
- Beanstalk - Reading intervention for KS2 and KS1
- Pupil Voice opportunities, Green team, Pupil Parliament, Surveys such as Mindsets
- Wider opportunities eg clubs, visits,
- Play provision at lunchtimes, peer mentor support
- LAC support, designated teacher, attendance at PEPs

Beauclerc funding used mainly for Speech and Language expertise, Home School Link Worker, counselling and coaching, additional TA support

What we are doing or could do to improve

- Ensure interventions are effective, through robust planning and organisation, accurate needs identification, specific objectives, tracking and evaluation
- Develop case studies further through involvement of all staff, time allocation, scaffolding Case Study formats, creating impact stories for specific children
What We Do Well Examples

The Way we Teach and Learn examples
- Learning environments
- How we assess – feedback, peer and self-assessment, Collaborative Improvement
- Growth Mindset, use of language, mistakes as learning opportunities
- The 4Rs – Resourcefulness, Resilience, Reflection and Reciprocity
- Collaborative learning – learning partners changed regularly / random
- Use of whiteboards, no hands up strategies
- Learning assemblies

Pastoral Care examples
- Pastoral Team and Care Team
- Coaching and Counselling, ELSA trained staff, trained Peer Mentors
- Class TAs – pastoral role
- Circle time, Worry boxes and Praise trees in class, 'What to do When Boxes', social stories
- Pyramid Clubs, Parenting Puzzle
- Zippy, Fun Friends, Kindness groups, transition groups
- Family Support, DP champion
- Attendance procedures
- Outside agencies engagement
- Safeguarding, E-safety, Safeguarding Team – 5 staff, robust Child Protection
- Curriculum: RSE, PHSE, Book Week, Arts Week, Extraordinary Days, Charity Days, Anti-bullying events

Positive Behaviour examples
- Positive Behaviour policy and practice
- Restorative approaches
- Positive language and interactions with children and other adults
- Intrinsic rewards / no rewards
- Gold Anti-bullying Award
- Play ethos, lunchtime activities including PlayPod

Rights Respecting School examples
- RRS Award level 1
- Global network programme – global projects eg. Yr6 Migration and Refugees
- Recent Projects – Pride and Belonging, Effort Effect, Heathy Lifestyles, Achievement Books
- Philosophy for children approaches
- Pupil Voice – Circle times and Pupil Parliament,
- Green Team – Green Flag Awards – nine areas of sustainability

Inclusion examples
- Provision maps and Interventions based on diagnostic information
- Sensory Room, additional adults
- Autism trained staff and classroom set up – eg visual timetables
- Engagement with outside agencies and specialist teachers
- Parental engagement: Workshops, PTA, HSLW, Forums, information systems

Staff – well-being examples
- Manageable systems – eg marking and SIT, streamlined paperwork
- Appraisal linked to CPD and key priorities and an annual collaborative coaching / research project
- Valued, empowered, good opportunities, flexible arrangements, professional development
- Collaboration and team work, time provided in Year teams, support systems, consultation eg on choice of year groups

Successful Learners, Confident Individuals, Responsible Citizens
### Top 20 Checklist for a High Quality Early Years Experience

**How well are we using these strategies for improving teaching and learning?**

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<tr>
<th>#</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Stimulating, thought provoking and challenging learning experiences / spaces are provided across the whole of the classroom (indoors and outdoors)</td>
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<tr>
<td>2</td>
<td>Resources are open – ended, intriguing, challenging, relevant and provide opportunity for possibilities in their use and application.</td>
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</tbody>
</table>
| 3  | Learning Experience Spaces provide:  
1) Space for children to expand and ‘spread out’; to work and explore in open and larger spaces  
2) Cross-curricular learning opportunities  
3) Cover many of the 7 aspects of learning, yet not in isolation  
4) Challenge, context and interest  
5) Link clearly to learning objectives identified by teacher |
| 4  | Topics (where used) are supported within the environment to ensure learning is relevant and meaningful. (However these do not lead the experiences and learning within the spaces, but offer a supportive theme for linking thinking, language and investigation.) |
| 5  | Experiences and spaces are enhanced and added to; directly building on the children’s thinking, planning and learning. Spaces change and offer new experiences at least every half term, as children move through their learning. (These can be modified or completely changed... as led by the children.) |
| 6  | Resources and children’s creations, experiments and designs have opportunity to be left (not tidied away) and returned to the following day; supporting children in valuing each step of their learning and play. |
| 7  | Each area is equipped with supportive materials to extend learning across the core subjects. (e.g. clipboards, books (fiction/ non-fiction ) that support that area of learning, pens, cameras, empty pre-made 'big books' for creating stories of the learning journey etc) |
| 8  | Each learning space within the classroom (indoors and outdoors) supports at least two key areas of learning. Your classroom does not need to provide '7 areas' to support the 7 areas for learning Your classroom must provide for learning across the 7 areas. Opportunities can be combined into a few well thought out, richly resourced, stimulating and inviting experience areas/ learning spaces that provide a rich context for learning. |
| 9  | Learning is the 'Language' across every experience within the classroom and adults value and support the play opportunities equally as a teaching method. This ethos leads the dispositions and attitudes of both children and adults. |
| 10 | Focused teaching is planned to take place within the play areas - at least 60% of "focussed teaching" Teachers and LSA’s / TA’s play and learn collaboratively with the children at least 80% of the teaching day. |
| 11 | Adults display a high level of Adult/Child Interaction skills which support thinking, cognition and language acquisition. Adults model speaking and listening skills throughout the learning day and plan to teach language and vocabulary at every opportunity. |
| 12 | Ample time is given for children to reach their conclusions. Adults model this in the time planned for children to explore and learn. |
| 13 | Adults refer back to learning objectives during play and exploration, supporting children to develop plan-do-review and purposeful learning skills. |
| 14 | Appropriate levels of evidence of children's learning during their play are gathered; which clearly outline children’s achievements and significant development steps that have been reached during play and exploration. |
| 15 | Routines ensure that no child is 'waiting to learn' at any point throughout the day. |
| 16 | Group or whole class activities provide high level interest and draw the children into their learning objectives for the day, ensuring sessions are multi-sensory, 1st hand, relevant, practical and sensory/ involving movement. |
| 17 | Talk for writing is modelled effectively; making clear links to purposeful writing, reading and research. |
| 18 | Adults model using academic skills (reading, writing and mathematics) during playful or exploration activities, to support children in using these skills purposefully. |
| 19 | Adults skillfully observe children's learning during their play and accurately identify skills, levels and understanding. This supports the further extension of the environment and opportunities presented for children to take their learning to the next stage. |
| 20 | Planning clearly supports the learning opportunities presented. |
Learning objectives are referred to, clearly stated and adults make clear links to how these are being explored through their play and explorations. Planning documents are 'working documents' and clearly show how children’s learning and developments enhance planned experiences.

### Pupil Focus - Top 20 Checklist for a High Quality Early Years Experience

<table>
<thead>
<tr>
<th></th>
<th><strong>How well are we providing a learning environment to enable children to learn and engage at the highest level?</strong></th>
<th><strong>Children ……..</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Purposefully engaged in opportunities and learning experiences to enable progress in thinking and learning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Access resources, spaces and experiences across the classroom independently and maintain focus on their chosen play and exploration for an appropriate amount of time.</td>
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<tr>
<td>3</td>
<td>Confidently make choices that will support them engaging in purposeful play and learning.</td>
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<tr>
<td>4</td>
<td>Able to plan – do – review their learning at each key step</td>
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<tr>
<td>5</td>
<td>Confidently generate, try out and practise new ideas and skills.</td>
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<tr>
<td>6</td>
<td>Persisting with a chosen task, even when challenges occur. Willing to ‘get it wrong’ and feel secure within their environment to actively learn, explore, analyse, define, create and evaluate.</td>
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<tr>
<td>7</td>
<td>Initiate ideas or activities and apply learning directly to their play, explorations and creative work.</td>
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<tr>
<td>8</td>
<td>Generate ideas and are confident to be inventive, creative, imaginative and resourceful.</td>
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<tr>
<td>9</td>
<td>Make choices and decisions independently; having the maturity and skill to be intentional, plan, persist, and have a clear focus.</td>
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<tr>
<td>10</td>
<td>Make predictions confidently; skilfully testing out their ideas, evaluating the outcome and planning the next steps.</td>
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<tr>
<td>11</td>
<td>Give reasons and explanations and will confidently describe their reasoning and talk about their thinking.</td>
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<tr>
<td>12</td>
<td>Showing satisfaction in meeting own goals.</td>
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<tr>
<td>13</td>
<td>A value and attitude that more effort or a different approach will increase learning and outcomes.</td>
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<tr>
<td>14</td>
<td>Use rich, expressive, technical language to describe their learning.</td>
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<tr>
<td>15</td>
<td>Make clear links from ‘adult led learning’ and modelling of new concepts or learning presented by adults or peers.</td>
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<tr>
<td>16</td>
<td>Skilfully link more academic skills and thinking to their playful and exploration learning. (Reading, Writing, Mathematics,)</td>
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<tr>
<td>17</td>
<td>Skilfully learn collaboratively with adults and peers. Responding to ideas, thinking and input of others to build on or enhance their learning and outcomes.</td>
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<tr>
<td>18</td>
<td>Skilfully ask and answer open-ended questions. Evaluate answers and analyse information.</td>
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<tr>
<td>19</td>
<td>Organise their time and use planned time purposefully to achieve goals set.</td>
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</tr>
<tr>
<td>20</td>
<td>Display happiness, contentment and satisfaction during their daily learning activities.</td>
<td></td>
</tr>
</tbody>
</table>

*Created by T Bagnulo Reviewed September 2017*

**Successful Learners, Confident Individuals, Responsible Citizens**