

TEACHING & LEARNING



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Our Curriculum

Our enquiry-based curriculum raises the aspirations of all children and provides opportunities for them to develop positive, lifelong attitudes to learning.

We know learning is maximised when children are enthused and engaged, so we have carefully designed an ambitious curriculum to ignite curiosity, provide meaningful experiences and allow active engagement with our communities. We want children to understand ‘the why’ why learning is important - and help children make links between previous and subsequent learning and instil ambitions for their futures.

The Victoria Primary School Curriculum lays out the age-related learning expected to be covered in all year groups in the academic year. For Key Stages 1 and 2, the Curriculum provides the coverage overview in half termly Topic Units. For EYFS, the Curriculum provides the coverage overview in

termly blocks. [For further details please refer to full documentation on the Curriculum section of our school website.](#)



Our Teaching & Learning principles

CHALLENGE

Children have the highest expectations of what they can achieve.

We build challenges into every lesson which all children can access once they demonstrate clear understanding. Teachers “Pitch It Up” to encourage all children to aspire to challenge and understand making mistakes is part of the learning process.

EXPLANATION

Children acquire new knowledge and skills to embed into the long-term memory.

We focus on the main objectives in small steps - always seeking to build on previous learning where possible. Our carefully planned curriculum revisits content and relates learning to concepts that are familiar to our children. We use real life examples and refer to the concrete. We know stories aid new learning and have designed our reading spines to complement wider teaching in the curriculum.

MODELLING

Children see before doing to reduce the ambiguity around an outcome.

We show children what our high expectations are from the very first day of school. Behaviours, routines, tasks and transition are all opportunities for modelling. Children follow our lead as our teacher breaks down these opportunities into step-by-step stages to allow children to imitate them. We are aware that models must be removed, particularly during creative work to ensure our children's imagination is not stifled.

PRACTICE

Children transfer new knowledge into the long-term memory through regular practice.

We revisit what has been taught on many occasions to ensure children grasp an idea. We use the 'transfer of responsibility' model so teachers can ensure our explanation and modelling of new learning is passed to the children through their independent practice. Our lesson structures follow 'I do, we do, you do'. I do - the teacher demonstrating the learning. We do - children work with guidance from the teacher. You do - children work independently to demonstrate their understanding independently.

FEEDBACK

Children are motivated to continue to work hard and learn.

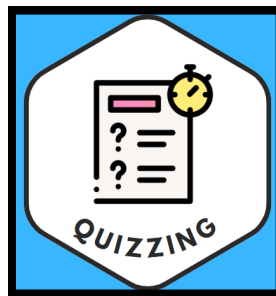
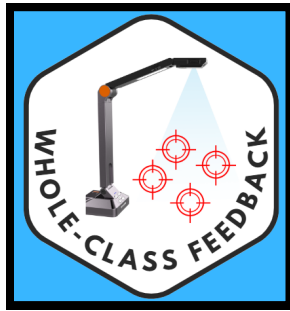
We use feedback usefully for children and teachers. Our feedback must be 'specific, accurate and clear' (EEF). We know feedback is most useful when it is immediate and verbal. Our teachers know the learning journeys and 'bigger picture'. They are acutely aware of the feedback given to ensure it is focused on specific skills throughout the year. Written feedback is only given when useful and impactful on children's learning.

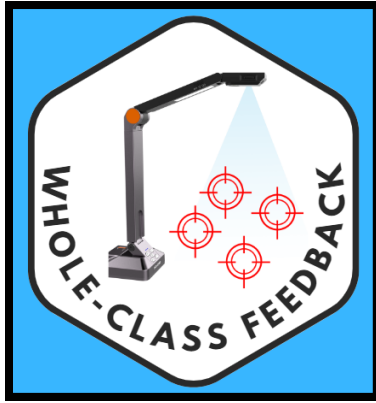
QUESTIONING

Children are questioned to deepen their understanding and enhance their curiosity.

We use questioning to enhance explanation and modelling, check basic recall of facts as well as deepen, challenge and develop understanding. Our questions stimulate thought, discussion and debate and in turn, encourage children to ask more of their own questions in return. We ask a range of questions - procedural questions that evaluate whether pupils are prepared or have completed tasks, inspiring questions that interest children to motivate or get involved and probing questions to develop critical thinking skills and enquiring attitudes.

Our Teaching & Learning approaches





Our comprehensive **Whole-Class Feedback** system delivers timely and detailed formative feedback to our children, effectively reducing the workload on teachers. This approach is an integral component of our feedback strategy, incorporating instant verbal feedback to individual learners. It serves as a substitute for individual comments in pupils' books, enabling teachers to delve into the specifics and contribute to a concise, efficient feedback and improvement cycle.

We aim for our students to grasp the significance of posing inquiries that prompt them to explore their existing knowledge framework. We promote the use of **Probing Questions** to establish connections between ideas, reinforce explanations for enhanced long-term retention, bridge the gap between abstract and concrete examples, and pinpoint any gaps or misconceptions in their understanding. Each of our curriculum units is structured around four probing questions for every topic, comprising three to stimulate substantive knowledge and one demonstrate disciplinary knowledge.



With **Say It Again Better** we accept the initial responses from children in the classroom but set high expectations for them to develop their responses each time. The purpose of this technique is to set a standard for the depth of verbal responses we expect from the children at Victoria Primary School and promote oracy. We don't accept short, shallow responses without further development, it sets low expectations and children will assume half-formed answers are the norm.



Throughout a learning sequence, there are multiple opportunities for our children to partake in structured discussions and **Think, Pair, Share**. Pairings represent the most effective method to ensure the active involvement of all learners in practicing and exchanging ideas, seamlessly integrated into the dynamic of responsive teaching. When utilized skillfully, in tandem with the Say It Again Better technique, teachers can offer additional chances for our children to cultivate genuine depth in their verbal responses.



This method effectively serves the dual objectives of questioning: prompting thoughtful engagement from all students and offering valuable insights to our teachers regarding the effectiveness of the lesson. To gauge the comprehension levels of learners, it is crucial to engage the entire class in active thinking and strategically sample responses. The conventional "hands up" approach relies on volunteers, while **Cold Calling** enables teachers to select respondents, ensuring the participation of the entire class and providing more comprehensive information for planning responsive next steps.

Positive Relationships contribute to meeting the needs and rights of everyone in the classroom, ensuring a sense of safety, respect, and value, fostering a strong sense of belonging at Victoria Primary School. Additionally, positive relationships serve as the foundation for establishing conditions that allow both students and teachers to concentrate on learning, devoid of distractions or emotional threat. Furthermore, these positive connections that combine assertiveness with warmth, play a crucial role in providing trustworthy feedback that our children will act upon.

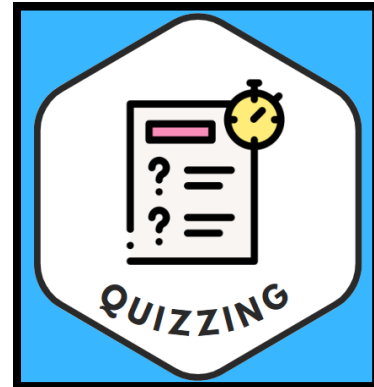


We encourage our children to **Use A Knowledge Organiser**. Each unit knowledge organiser provides learners with accessible guidance on the essential knowledge to study, facilitating the construction of a robust mental framework with enhanced recall

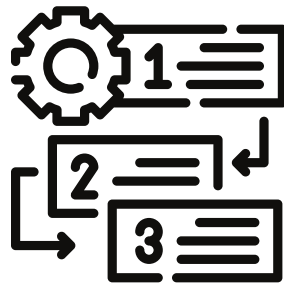


capabilities. These organisers serve as concise summaries of key knowledge for each curriculum unit, emphasizing the critical information necessary for long-term retention. This foundational knowledge acts as a base, enabling subsequent information to connect and expand. The incorporation of knowledge organizers is tied to retrieval techniques, including low-stakes quizzing.

Conducting a simple knowledge quiz serves as a means to verify that children have grasped the targeted material. The **Quizzing** process offers insights to both learners and teachers regarding the acquired knowledge and identifies any remaining gaps. Furthermore, undergoing low-stakes quizzing enhances the retrieval strength of the material, making it more readily memorable in the future. Through thoughtfully designed quizzes, incorporating a balanced mix of intensity and spaced practice over time, our children can achieve a more fluent and enduring retention of the information within their long-term memories.



In addition to behavioral expectations, maintaining high standards for the academic achievements of our learners is crucial at Victoria Primary School. Without setting challenging expectations, children may not strive to reach their full potential. To ensure we have the most fitting expectations for our students, we promote the necessity to "**Pitch It Up.**" This involves actively seeking challenging opportunities and removing less demanding tasks that do not sufficiently propel our learners forward. In our curriculum design process, we aim to strike a balance by promoting challenge with the necessary elements of accessible practice and consolidation.



Our Planning for Teaching

Short Term Planning - All subjects

Short term preparation is completed on the given planning format or using notes within the PowerPoint files at each year group team's discretion. This will detail how to teach the planned learning. It will clearly demonstrate for you, your partner teachers and additional adults working within your year group or phase:

- Inspiring and motivating lessons and approaches.
- Technical, accurate subject knowledge and language.
- Well-structured tasks and activities which enable the desired learning.
- The expected good pace of learning.
- Names and expectations of LAC, PP, EAL and SEND pupils.
- Key questions for eliciting and developing knowledge and understanding of pupils.
- Modelling of the expected achievement of pupils.
- How additional adults will be deployed to maximise learning at all times.
- The resources to be used to support learning.
- Clear outcomes for all groups of pupils at each stage.
- Adaptation to reflect emerging strengths and needs of all pupils as a result of accurate assessment.

Rapid Adaption of Plans

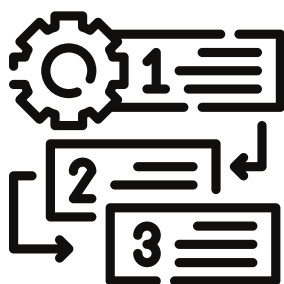
Short term preparation should be subject to regular adaptation as a result of careful formative assessment during and after individual lessons. This ensures that short term preparation always responds to the learning needs of pupils in real time; without losing the aims and goals of the medium

term progression overview. In turn, this generates greater achievement due to personalised updating of the planned teaching and learning.

Timetabling KS1 and KS2

The weekly timetable *MUST* include:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• 5x 1 hour of Mathematics• 5x 30 – 40 minutes English (to include Punctuation fluency)• 5x 15 - 20 minutes Phonics (streamed across all classes)• 5x 15 – 20 minutes Handwriting• 5 x 20 minutes Guided Reading• 2x 1 hour of PE	<ul style="list-style-type: none">• 5x 1 hour of Mathematics to include the daily Fluency• 5x 1 hour of English (to include the application of the writing skills)• 5x 20 mins of Reading Skills (including Prosody)• 5x ¼ hours of Spelling, Handwriting and Grammar and Punctuation fluency (combined)• 2x 1 hour of PE



Our Planning for Learning

Long Term Planning

Knowledge Progression - Our curriculum has been carefully designed to build knowledge and understanding from Nursery to Y6 through half-termly topics for each curriculum area. This progression allows us to embed a deeper understanding (both substantive and disciplinary knowledge) within each subject to know more and remember more.

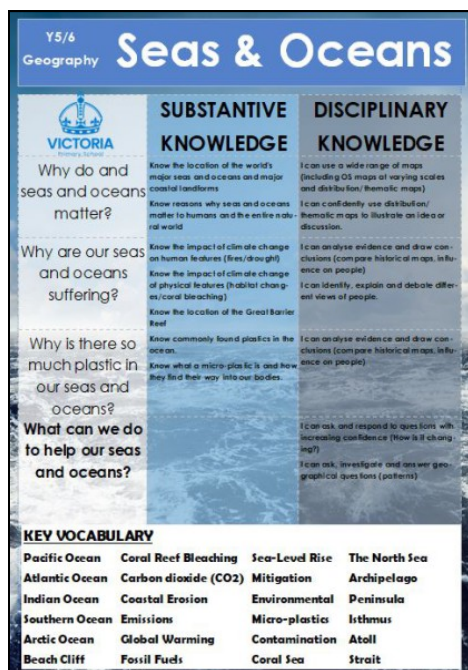
Why this, why now? - We have created a curriculum that serves the needs of our pupils and is relevant to our community. Subject leaders can justify choices made to determine our curriculum and are able to clarify – why this, why now?

The Victoria Primary School Curriculum Overviews & Knowledge Progression documents lay out the long-term age-related learning expected to be covered in each subject for all year groups.

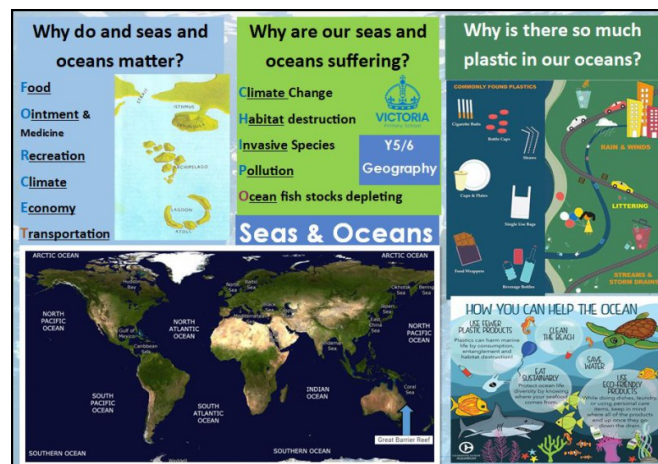
[For full details please refer to documentation on the Curriculum section of our school website.](#)

Medium Term Planning

In each year group, a unit **Enquiry Page** is planned to detail the substantive knowledge (key facts) and disciplinary knowledge (subject skills) to be learned across a unit. This is accompanied by a corresponding **Knowledge Organiser** to use for retrieval purposes and to ensure the substantive knowledge is retained in the long term memory - to build upon subsequent learning as well as preparing the foundations for future learning. We also list the key vocabulary for each unit. Both of these documents can be found in the Curriculum Book for each class and are referred to with the children to make clear their learning journey



Enquiry Page



Knowledge Organiser

Medium Term Planning - Maths and English

In English and Mathematics, teachers use their knowledge of pupils' starting points to plan a learning journey over a number of days. This journey has a clear starting point that carefully reflects where each pupil is at the point of planning. It also has a clear goal for achievement based on age related expectation. Differentiated Success Criteria are detailed at this point to ensure that the specific needs of all pupils in the class are met.

This overview will demonstrate:

- Knowledge of pupil starting points based on accurate assessment
- Knowledge of next steps in learning for all groups of pupils
- High expectations for good curriculum progress
- Challenge for all groups of pupils
- A clear overview of expected progress (journey towards defined outcomes)
- For specific subject pedagogy please see Maths @ VPS, Reading @ VPS and Writing @ VPS handbooks



Our Book Presentation

At the start of each piece of work within an English book

Reception, Year 1, earlier in Year 2

- A printed sticker detailing:
- Date
- W.T.P.
- Success Criteria
- Contextual Information about the activity where appropriate

Later in Year 2, Years 3 to 6

Handwritten and underlined with a ruler:

Date (Day – Digit – Month – Year) or in Mathematics (dd/mm/yy) *additionally in roman numerals* W.T.P.

Stationery

Pupils work with a sharp pencil of an adequate length. Errors may be erased or ruled out.

Rulers are used for underlining and drawing all straight lines.

All feedback marks made by an adult will be in blue handwriting pen.

Any written feedback that requires editing of the work is written at the end of the piece and the pupil edits as appropriate in green biro.

For pupils in Years 4 – 6 who write in a neat, fluent and joined style, a black Edding handwriting pen is awarded by the class teacher. Pen is not used in Mathematics or for diagrams, sketches and drawing.

Handwriting

We teach the 'Achieving Excellence in Handwriting Scheme', applying the age-related expectations of the National Curriculum for each year group.

Left Handed Writers

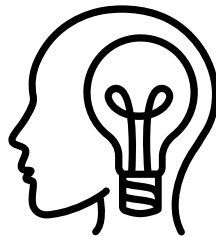
Teaching handwriting to left-handed pupils is NOT the same as teaching right-handed pupils. Detailed information can be found in the Curriculum document.

- If a left-handed and right-handed child are seated together, make sure the left-hander is on the left so their elbows do not bump.
- Encourage left-handed children to tilt their page or book clockwise so they do not need to 'hook' their hand to see what they are writing. This will reduce the child twisting their back or having an awkward wrist or shoulder position thus influencing their writing style.
- Be aware that left-handers may smudge what they have just written if using ink and allow them more choice over the type of pen they use.

Mathematics

One digit or symbol per square is expected. This enables pupils to accurately approach calculation in regular columns and rows. Written explanations in Mathematics books should be fluent and not limited to the 'one digit per square' rule.

We do not use worksheets unless the sheet specifically enhances the learning in a way that would not occur if the worksheet were omitted.



Our Assessment

Dylan William (2016) defines Assessment as “those activities undertaken by teachers... that provide information to be used as feedback to modify teaching and learning activities”

Formative Assessment

Dylan William also states, “Assessment becomes Formative Assessment when the evidence is actually used to adapt the teaching to meet student needs”.

This means that Formative assessment is the cornerstone of Good and Outstanding Teaching. The information gained by the adult through feedback (see Our Feedback) dictates the next steps in learning for each pupil.

Summative Assessment

Victoria Primary School and the Nova Education Trust collects and analyses Summative Teacher Assessment data on pupil achievement three to four times per year. This is to ensure that pupils are always performing to their highest standard and that no learner is falling behind. Data is entered and stored on EAZMAG.

For Nursery, the Development Matters Characteristics of Effective Learning is used with Leuven Scales to further understand the development of each child.

For Reception, KS1 and KS2, the “language” of EAZMAG relates to how “On Track” a pupil is against age related expectations.

A pupil who is, for example, in Year 5 and keeping up with curriculum is entered as “Secure”. Pupils who demonstrate Greater Depth are entered as “Secure+”. Class teachers assess EAL pupils against the statements on the Bell Foundation and enter data accordingly. Pupils with high level needs are assessed using B-Squared and next step targets recorded on Provision Mapper. **See SEND Handbook for further details.**

Recording a Triangulated Judgement

Data on EAZMAG is based on Teacher Assessment judgement. School and Trust Analysis is completed from this data set too. The data on EAZMAG is triangulated – meaning that the teacher has reached and recorded judgements for each pupil by drawing upon the many pieces of information available to them. This includes knowledge from formative assessment, from Moderation activities and Test results. Moderation is a professional exercise which ensures that teacher judgements are consistent across year group teams, Key Stages and the Trust. It is how we ensure that data is reasonable and within proper limits against nationally recognised expectations for each year group. Although all test data is also recorded on EAZMAG, this information is part of the triangulation and is not analysed separately.

Pupil Self Assessment

Self Assessment by the end of the English and Mathematics lesson Metacognition (self-awareness of learning) is proven to improve pupil achievement. Pupils are encouraged to reflect on how well they are achieving both for this reason and to enable the teacher to assess how fully the pupil has understood their learning EYFS and Year 1 Encouraged to engage with WTP and / or Success Criteria to identify and celebrate achievement as appropriate. Years 2 and 3 Review Success Criteria with teacher as a whole class. Tick the margin at the start of the WTP to indicate that they have achieved the expected level. Years 4 to 6 Review Success Criteria with teacher as a whole class. Indicate to what level they have achieved the “What’s the Point” (Objectives). If they have achieved the first (lowest) SC, tick the margin at the start of the LO and put one tick on some good examples of this achievement. If they have achieved the second SC, give two ticks... If they have achieved the third SC, give three ticks... etc

Collaborative Peer Assessment

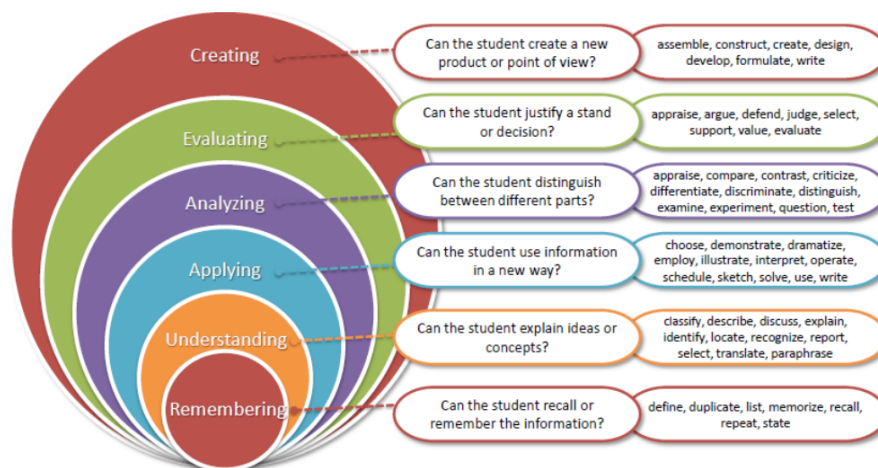
Pupils are regularly expected to read and discuss the work of others in order to facilitate a deeper understanding of success criteria at their own level of understanding. Both peers should jointly read and discuss one piece of work against given success criteria. Together they identify good examples and also identify points for improvement. The owner of the book has complete control over what is recorded in their book. Children do not write in each other’s books. They must always then go through the same process with their partner’s book. The teacher should always review peer assessments to ensure that incorrect or inappropriate editing has not taken place.

Mastery: All Pupils

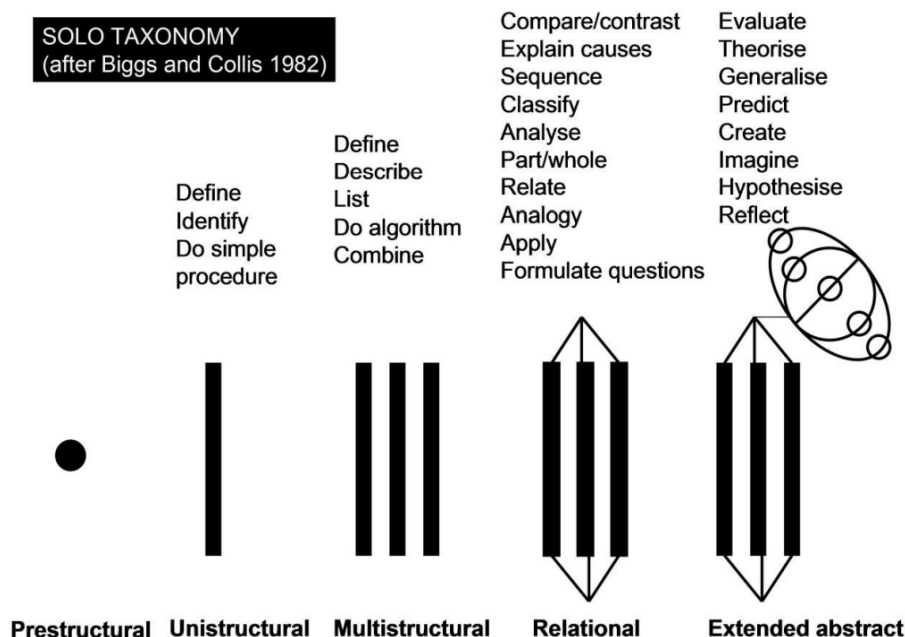
Having Mastery is defined as having command, secure grasp or expert recall. Any pupil at any attainment level can and should develop Mastery of their learning. This is because Mastery learning is deep learning that sticks, meaning that it can be recalled over time. The Education Endowment Foundation (May 2017) states that mastery learning requires the breaking of subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. A high level of success, at least 80%, should be required before pupils move on. Setting clear “What’s the Point” (Objectives) and providing feedback from a variety of sources so that learners understand their progress appear to be key features of using mastery learning effectively. Incorporating group and team approaches where pupils take responsibility for helping each other within mastery learning appears to be effective.

Greater Depth at the Expected Standard: The More Able

Whilst any pupil can be taught to “Master” their own learning, the more able should take that mastered learning and operate with it at a greater depth. The Bloom’s Updated Taxonomy is central to pupils using and applying their age-related learning. It can be used to challenge pupils through “What’s The Point” (Learning Objectives), Success Criteria or Feedback.



The **Structure of Observed Learning Outcomes Taxonomy** is central to pupils working towards both Mastery of their learning and to them utilising that learning at a greater depth. Differentiating learning based on one core objective can lead to both Mastery and Greater Depth using this model.



Our Learning Objectives and Goals

We focus on the main objectives in small steps - always seeking to build on previous learning where possible. Our carefully planned curriculum revisits content and relates learning to concepts that are familiar to our children. We use real life examples and refer to the concrete. We know stories aid new learning and have designed our reading spines to complement wider teaching in the curriculum.

Research by Hattie (2012) highlights five “essential components” which teachers aim to meet in setting LOs and SCs:

- Invoke appropriate challenges that engage the individual learners’ commitment to invest in learning
- Capitalise on and further build learners’ confidence
- Have high expectations of outcomes
- Lead learners towards mastering the objective
- Be explicit about what will make the learner successful “What’s the Point” Learning Objectives Learning Objectives are presented to children as “What’s The Point?” statements.

This language is used to make the purpose of completing the task clear. WTP statements are at Age Related Expectation in all lessons. All learning objectives begin with the words “W.T.P. To...” Research by Hattie (2012) shows that “effective teachers plan effectively by deciding on appropriately

challenging goals and then structuring situations so that students can reach these goals". As a result "learning intentions describe what it is that we want students to learn". It is important that teachers recognise that the learning is more important than the task to be completed. In order to secure higher order thinking and provide opportunities for learning at "Mastery Standard", Bloom's Taxonomy and the Solo Taxonomy can be used when formulating learning objectives. "Goals" Success Criteria - Content Presented W.T.P. statements are ordinarily followed by goals (Success Criteria) that make clear the components that will lead to successful completion of the planned learning. To avoid cognitive overload, success criteria are presented as single words or short phrases.

Introducing Learning to Pupils The What's The Point statement and Goals are always presented to pupils before they commence their independent or guided activities. They may be made clear at the very start of taught input, or may be revealed as they become clear in the taught input.

Goals may be either are expectations for learners of different attainment levels linked to learning skills to enhance metacognition within classrooms.



Our Feedback

We use feedback usefully for children and teachers. Our feedback must be 'specific, accurate and clear' (EEF). We know feedback is most useful when it is immediate and verbal. Our teachers know the learning journeys and 'bigger picture'. They are accutely aware of the feedback given to ensure it is focused on specific knowledge and skills throughout the year. Verbal feedback alongside whole-class feedback (e.g. addressing misconceptions as a collective) and written feedback (given when useful and impactful on children's learning) are our 3 main approaches to feedback at Victoria Primary School.

This section is written in reference to:

- Teachers' Standards (July 2011)
- Eliminating unnecessary workload around marking (Report of the Independent Teacher Workload Review Group, March 2016)
- A marked improvement? A review of the evidence on written marking (Oxford University, Department of Education & Education Endowment Foundation, April 2016)
- Marking and Evidence Guidance for Primary Mathematics Teaching (NCETM, April 2016)
- Ofsted Inspections: Myths (Ofsted, August 2016)
- Teaching and Learning Toolkit: Feedback (Education Endowment Foundation, May 2017)

We believe feedback should consist of:

The 3 'M's: Meaningful, manageable and motivating *Feedback should produce positive effort and achievement from the pupil - but not at the expense of the adult's work-life balance.*

Impact over action *Effective feedback is not an equally balanced dialogue; it is a professionally designed, skilfully crafted interaction, purposefully designed to instigate more progress.*

Immediacy over isolation *The closer to the point of learning that the feedback is received; the higher the impact.*

Quality over quantity *Receiving perceptive, high-value feedback for learning has more impact on learning than receiving a lot of low-value marking (Good job / well done / you met the success criteria / etc).*

Standards over systems *Feedback is consistent because it consistently leads to ever-higher standards of work, page by page, not because it looks the same in all classes.*

Four Types of Feedback

Addressing careless mistakes

The professional knows that the pupil can already correctly... (spell that word / use that punctuation / construct that grammatical phrase / frame that number fact / construct that calculation / etc).

The professional highlights that an error has been made and expects the pupil to apply effort to identify and correct the error. In written work, a SPaG symbol (see next page) in the margin on the line containing the error would be an appropriate guide as to the location of the error. In mathematical work, a circle around the question number would be an appropriate guide as to the location of the error.

Addressing a misunderstanding

The professional knows that the pupil has attempted to apply new learning but has misunderstood resulting in an error being made.

The professional asks perceptive questions to illicit the pupils' understanding and provides hints and clues, developing the pupil's understanding until the pupil makes the correction for their self.

Bloom's Taxonomy (Page 5) provides high-order interrogative words that are known to deepen pupil thinking.

Directing to next steps in learning

The professional identifies that the pupil is showing success in the given task.

The professional highlights the current success and leads the pupil to improvements that could be made or a next step that would challenge the pupil to move on and make greater progress.

Responding to self-regulation of learning behaviours

The professional identifies that the pupil is - or is not - demonstrating effective learning skills.

The professional highlights the learning behaviour that is generating positive achievement and praises the pupil.

OR

The professional highlights the learning behaviour that is standing in the way of positive achievement and corrects this.



Expectations of Staff

All feedback marks made by an adult will be in Blue Handwriting Pen.

During the lesson

Teachers and their assistants should aim to provide the vast majority of their feedback to pupils during the lesson whole school feedback.

When giving verbal feedback during a written task, the marks that the adult makes on the pupil's work is evidence that verbal feedback has been given. These marks may be a modelled example, an indicated error or success point, a signal of where to make an insert, the use of a SPaG symbol (see below), indication of where / when to move on to a more challenging next step etc. The pupil's immediate response is evidence of the impact of the verbal feedback.

After the lesson

Feedback given after the lesson is less effective in securing progress than feedback provided at the point of learning. Where verbal feedback has been given during a lesson, no further marking needs to be undertaken unless the professional can identify appropriate further quality opportunity to secure further good progress. Where no further feedback is to be given, a tick at the end of the piece acknowledges that the piece has been checked.

When giving written feedback (in blue handwriting pen), the four types of feedback on should be adhered to. Any written feedback that requires editing of the work is written at the end of the piece and the pupil edits as appropriate in green biro. Any written feedback giving instruction for the next piece of work is written at the top of the next page ready for the next lesson.

Marking Symbols

Not for Extended (Independent) Writing As the vast majority of feedback is verbal, marking symbols are unnecessary. However, to quickly identify SPaG errors for correction, the following letters may be written in the margin on the line containing the error:

S = Spelling **P** = Punctuation **G** = Grammar **C** = Capitalisation

Good and Outstanding Teaching Point: Feedback as Formative Assessment

Giving feedback gives knowledge to the professional about learning needs for individuals, groups and classes. This knowledge should be purposefully used to drive the next steps in teaching and learning, If feedback has repeatedly addressed a lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention; for a large number of pupils, the teacher may amend their short term planning so that the error is addressed in the next lesson. If feedback has directed an individual pupil or group of pupils to move to a next step in learning sooner than expected, again the teacher will amend their short term planning so that the next lesson reflects the need to deepen these pupils’ learning or move it forward at an accelerated pace.



Our Values Work Hard, Be Kind

Our culture of excellence ensures the highest quality of teaching, learning and support in a healthy, vibrant and progressive ethos where children and adults successfully learn together. Our scholars achieve this through our “Work Hard” and “Be Kind” values.

Work Hard	Be Kind
Collaborate	Be respectful
Don't give up	Be thoughtful
Question	Be responsible
Know more, remember more	Be honest
Strategise	Be safe
Be a leader	Self regulate



Work Hard

Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. The Education Endowment Foundation tells us that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.

The school has six consistently used skills with matching characters to focus children's metacognitive or "Work Hard" skills:



Our "Work Hard" values are on six printed cards at the front of each classroom and should be referred to regularly. Teachers should make clear the learning skills that are required to successfully complete each task. A more detailed overview of effective metacognition practice can be read at: https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf



Be Kind

Our” Be Kind” values are on six printed cards at the front of each classroom and should be referred to regularly. They are promoted across school and encourage children to consider their kindness to others, to themselves and in our community.

<p>Be Kind</p> <h2>BE RESPECTFUL</h2> <table border="1"> <thead> <tr> <th>TO OTHERS</th> <th>TO MYSELF</th> <th>IN THE COMMUNITY</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Respect differences in beliefs and opinions Think before you speak </td> <td> <ul style="list-style-type: none"> Stay true to who you are Follow your heart and dreams </td> <td> <ul style="list-style-type: none"> Lend a helping hand Be polite </td> </tr> </tbody> </table> <p>VICTORIA Primary School</p>	TO OTHERS	TO MYSELF	IN THE COMMUNITY	<ul style="list-style-type: none"> Respect differences in beliefs and opinions Think before you speak 	<ul style="list-style-type: none"> Stay true to who you are Follow your heart and dreams 	<ul style="list-style-type: none"> Lend a helping hand Be polite 	<p>Be Kind</p> <h2>BE THOUGHTFUL</h2> <table border="1"> <thead> <tr> <th>TO OTHERS</th> <th>TO MYSELF</th> <th>IN OUR COMMUNITY</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Acknowledge those around you Ask permission when your actions involve others </td> <td> <ul style="list-style-type: none"> Make healthy choices Believe in yourself </td> <td> <ul style="list-style-type: none"> Participate in activities Use the library </td> </tr> </tbody> </table> <p>VICTORIA Primary School</p>	TO OTHERS	TO MYSELF	IN OUR COMMUNITY	<ul style="list-style-type: none"> Acknowledge those around you Ask permission when your actions involve others 	<ul style="list-style-type: none"> Make healthy choices Believe in yourself 	<ul style="list-style-type: none"> Participate in activities Use the library
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