



Aims and Objectives

This policy aims to explain how children learn in school, how we teach them and how we expect to achieve high outcomes for all.

Who is this policy for?

Staff, Parents, Carers and children (see appendices)

Summary of the policy

The summary of this policy can be seen in the appendices. There are different versions for different audiences and you should choose the version that best fits your role or area of interest.

The policy should be read alongside the ‘Teaching with a Growth Mindset’ policy.

Introduction

Children do not learn by magic and it is widely argued that children are not born with a specific set of talentsⁱ; they learn through experience. If we wish them to achieve well in life and become successful, we must shape that experience accordingly.

Recent developments in neuroscience have demonstrated that the brain is ‘elastic’ and that different parts can be grown through practice or shrunk through neglect. The philosophy that underpins our approach to teaching at Chyngton is explained in the separate ‘Growth Mindset’ policy, which should be read alongside this one.

Learning something new is often hard work. As individuals we sometimes think that learning is hard for ourselves but easy for others – somehow other people seem to be naturally gifted or talented learners. Evidence suggests that this is not the case, and that even the greatest artists, scientists, sportsmen and women, entrepreneurs, actors, musicians and innovators have usually striven to be the best through determination, hard work, dedicated learning and focused application in their fields. “1% inspiration, 99% perspiration” as the saying goes.

Because learning is difficult, we all need to be strongly motivated in order to continue to challenge ourselves to improve our learning. Otherwise we just give up and disengage. As adults we may decide to learn a new language or try out a new hobby,

we might go to the shop and buy all the latest equipment and then give up as soon as the initial motivation has worn off and the learning becomes too difficult.

Yet as adults we tend to be self-motivating. For children this is often not the case. So how do we motivate a five-year-old to learn to write? Or a ten-year-old to read Shakespeare? Or anybody to be able to find the percentage of a number? Furthermore, how do we sustain that motivation once the initial novelty has worn off?

This is where the teacher comes in. The teacher has to be prime motivator, facilitator and shaper of all the children's learning within their care. The teacher needs to know exactly what steps each and every child needs to take in their learning across a range of subjects. And the teacher needs to know whether each child's learning has been successfully embedded.

Rationale

What is teaching?

The teacher's role is to regularly repeat this teaching cycle:

- **Assess**
- **Motivate**
- **Facilitate & Shape (model/ demonstrate/ introduce new learning & skills)**
- **Apply (the learning)**
- **Assess**

This cycle is what we broadly call 'teaching' –the assessing, the motivating, the shaping of content, introducing new skills and concepts, modelling and demonstrating, setting high expectations and then giving children the opportunity to apply their learning in a range of contexts so that it becomes embedded.

What Is Good Teaching?

Good teachers attempt to regularly repeat the cycle as further developed below:

The Teaching Cycle

1. Assess what each child needs to learn
2. Motivate and engage their interest(s)
3. Shape content, introduce (or 'teach') new skills and concepts
4. Demonstrate and model what successful learning looks like
5. Set targets and expectations
6. Provide a stimulating opportunity to apply the learning
7. Support children and enable them to reach high outcomes
8. Provide feedback to improve outcomes
9. Assess to find out if learning is embedded

It is relatively easy to successfully achieve the above on a one-to-one basis, provided a teacher knows their subject well. However, it is extremely difficult to consistently achieve it with a group of 30 children, all with differing needs.

However difficult it is, all good teachers will strive to achieve the teaching cycle for all of their children every day, during every lesson. Most teachers, being self-aware, self-critical and often perfectionists will admit to some form of failure because they do not successfully achieve this for each individual every day. Some children may not perform as expected and that is always the teacher's fault. As teachers, we fail on a daily basis.ⁱⁱ

First
Attempt
Is
Learning

What Is Outstanding Teaching?

Outstanding teachers are those that do manage to consistently meet the learning needs of **all** the children within their group and ensure that they all make progress on a regular basis.

In other words they are able to successfully deliver the teaching cycle above to meet all the learners' needs and use any failures to inform future planning.

The outstanding teacher tends to have set up exemplary systems and structures that allow all children to take ownership of their learning and continually challenge themselves to reach greater heights.

A lot of outstanding teaching is evident in an approach (pedagogy) that is widely adopted by all the learners and embedded into daily a practice that places much responsibility upon children to guide them to becoming independent learners. Key to this is feedbackⁱⁱⁱ – ensuring that the child gets the right kind of feedback at the right time to correct a mis-conception or steer them towards ultimate success.

What can children do independently?

Once they are given responsibility, children can take responsibility for much of the 'teaching cycle' themselves:

1. Assessing what he or she needs to learn
2. Motivating themselves
3. Shaping content to meet their interests
4. Finding out what success should look like
5. Setting targets and expectations
6. Creating a stimulating framework to apply the learning

The final three need external input, though this does not have to come from an adult

7. Supporting children and enabling them to reach high outcomes
8. Providing feedback to improve outcomes

9. Assess to find out if learning is embedded

How does a good teacher become outstanding?

The good teacher does much of the work themselves, shaping and re-shaping the children’s learning for them. The outstanding teacher manages to hand much of this over to the children, so that they are constantly challenging themselves. This way the outstanding teacher knows that **all** the children’s learning needs are being met on a continuing basis.

Handing over the keys of the kingdom of learning to a six or ten-year-old child is not easy because the child has no idea what doors to open, which key will fit which door and whether they are really interested in opening the doors at all. So the outstanding teacher spends much of their time teaching children to learn *how* to learn; teaching them to learn how to think, to learn how to ask questions and to learn to be endlessly inquisitive to find out what’s behind each door.

The outstanding teacher teaches the learner ‘meta-cognition’ - to learn to learn. This is where the ‘Learning Powers’ come in. They are designed to help us to hand over the keys.

The implementation of The Learning Powers Policy should also lead to greater ‘flow’^{iv}, whereby children are learning through doing what they want to do, not what they are made to do. This happens when

- Tasks are appropriately challenging
- Teacher input is minimal
- Children have the necessary learning skills
- Goals are clear and immediate
- Feedback is immediate
- Tasks are intrinsically motivating

The Learning Powers Policy

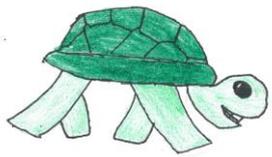
The Learning Powers policy is built around the characteristics of invented characters (all friends of CASPAR – see behaviour policy)

Learning Power	Teaching function
Be Resilient Terry the tortoise	2. Motivating learners
Have A Go Haden the hare	2. Motivating learners 6. Creating a framework to apply learning
Keep Improving Izzy the insect	1. Assessing needs 4. Finding out what success looks like 5. Setting targets and expectations 7. Supporting learners to reach high outcomes 8. Providing feedback to improve outcomes
Be Co-operative Bella the bee	1. Assessing needs 3. Shaping content to meet interests 4. Finding out what success looks like 5. Setting targets and expectations

	6. Creating a framework to apply learning
Concentrate Chester the Chimpanzee	2. Motivating learners 5. Setting targets and expectations 6. Creating a framework to apply learning
Be Curious Orla the owl	1. Assessing needs 2. Motivating learners 3. Shaping content to meet interests 4. Finding out what success looks like 5. Setting targets and expectations 6. Creating a framework to apply learning
Enjoy Learning Elliot the elephant	2. Motivating learners 3. Shaping content to meet interests 4. Finding out what success looks like 5. Setting targets and expectations 6. Creating a framework to apply learning

The Learning Powers policy itself consists of all the characteristics arranged next to each character. The associated stories that have been written by children for children to illustrate that learning power in action can be found within the ‘Learning Powers’ document.

Learning Power		Qualities
Be Curious Orla the owl		*Keep asking questions, ‘What if...?’ *Look for patterns and connections *Think of possible reasons *Try to find out even more
Co-operate Bella the bee		*Listen to others *Explain your thinking clearly *Be kind when you disagree *Respect other views and opinions
Have A Go Haden the hare		*Learn from your mistakes *Be excited about trying new things *Don't worry if it's wrong *Remember, ‘I can't do it... yet!’
Concentrate		*Manage and ignore distractions *Plan ahead and think a task through *Use diagrams, pictures and notes to help you think

 <p>Chester the Chimpanzee</p>	
 <p>Keep Improving Izzy the insect</p>	<ul style="list-style-type: none"> * Respond to your feedback * Don't compare yourself to others * Try to be better than last time * Know your targets
<p>Be Resilient</p> <p>Terry the tortoise</p> 	<ul style="list-style-type: none"> * Work hard * Keep going * Try new things * Practise lots * Use the 4 Bs * Start again 
<p>Enjoy Learning</p> <p>Elliot the elephant</p> 	<ul style="list-style-type: none"> * Feel proud of your achievements * Feel your neurons connecting * Let yourself be creative * Believe in yourself * Apply what you have learned

Expectations

It is expected that all teachers at Chyngton commit to implementing the teaching cycle as effectively as they can with a view to continually improving their practice and developing the techniques that foster greater independence amongst the children. This policy is designed to support that process and is also very relevant to support staff working with children.

Teacher Requirements

This section explains each requirement for school staff more fully together with the rationale behind the statements.

Be Curious

- **Involve children in planning work**
- **Set up real life activities**
- **Encourage children to ask questions**
- **Ask challenging open-ended questions**
- **Don't give away the answers**
- **Play devil's advocate and probe understanding**

The national curriculum and our top level planning tells us what objectives we need to teach but does not dictate the actual activities. Research has shown that children will be far more engaged in activities if they have helped to plan them. In addition to this the activities are more likely to reflect 'real life' situations and as a consequence be more challenging than artificial activities suggested by teacher planning. The more engaged children are, the more likely they are to be in 'the zone' for longer periods of time and the better the outcomes are likely to be.

Effective questioning is a key teaching skill that probes children's understanding, corrects misconceptions, inspires thought and engages children's learning. Teachers are encouraged to use a range of questioning techniques (see appendix – 'A range of different questioning techniques') in order to promote children's learning.

At Chyngton, teachers generally do not expect children to put their hands up in order to answer questions and instead use the lolly lotto technique. This is a system whereby children have their names on lolly sticks which can be selected at random by the teacher. The randomisation of asking named children to contribute answers is proven to be very beneficial because children do not know whose name will come out the pot, they are far more likely to be thinking about the answer in case they are selected. In addition to this teachers are not encouraged to ask children who have their hands up the answer. This is important because it is the children who have their hands up who know the answer and the children who don't often do not have the answer and need the input.

Some children will struggle to reach an answer when selected randomly. It is important to give these children thinking time and also the opportunity to ask for support e.g. "phone a friend".

Whilst there is always a place for closed questions (especially for a quickfire capture of who understand something) it is the open-ended questions that promote greater depth of thought, probe children's understanding, and identify misconceptions. This is why the follow-up question is very important especially when a child is given an incorrect answer. If a child is incorrect about something the teacher needs to find out why and correct that misconception.

As teachers we are always short of time, and so there is often the temptation not to do this and also to get to the correct answer quickly. This temptation needs to be resisted. Better to correct a misconception that a child holds than to get the correct answer. Resist the temptation to give clues to the answer because children end up just trying to guess what is in the teacher's head.

Think about your body language and your facial expression when asking questions and receiving answers. Teachers unwittingly give away the fact that an answer is right with a facial expression. Better to ask another child if they think it's the right answer (but not by using a tone of voice clearly indicates it isn't!)

Co-operate

- **Promote mixed ability teaching through learning buddies**
- **Ensure children know how to be good buddies**

- **Model & expect loud, clear sentences**
- **Model & expect precise answers with reasons**
- **Provide low threshold high ceiling activities**
- **Enable children to self-select their work**

Chyngton school has moved away from teaching children in ability groups within the classroom. Occasionally it can be effective (e.g. in the latter stages of phonics) but in the main, evidence shows that ability grouping limits expectations, damages children's self-esteem, and inhibits their learning.

For one thing, we do not talk in terms of 'ability' because we do not believe child's ability to be fixed. Having a growth mindset means we believe in children's capacity to achieve anything, regardless of their starting point, through hard work and effort. Instead we talk about children's current level of 'achievement.'

At Chyngton we have developed a system of randomly selected pairings called learning buddies that are changed each week. Children are given success criteria to be a good buddy, which encourages them to be effective learning partners. The system is designed to build in a layer of support to children's learning. Because the pairing is random there will sometimes be a mismatch between children's current ability levels. This mismatch actually supports both partners' learning because the lower achiever is supported by the higher achiever explaining things to them and the higher achiever achieves greater depth of learning by teaching somebody else (see the learning pyramid, which can be found [here](#))

'Talk' and speaking and listening are essential learning skills that are often overlooked. As a matter of course all children should be able to speak in class with a confident, loud and clear voice and be able to speak in sentences. They may not always be inclined to do this but it is another area where a clear expectation from the teacher is matched with results. Do not accept answers that are not loud, clear and in sentences and children will soon be used to using their 'speaking' voice. It's an essential life skill, so we must not let children down by accepting anything less. Similarly, children need to be trained to develop their reasoning by extending their answers to always provide a reason for that answer. This helps greatly with comprehension and allows teachers to understand children's thought processes. They may be incorrect but if so, we need to know what misconception they hold, in order to be able to correct it. It is better to use the follow-up question 'why?' too frequently than not at all.

Teachers will often provide activities are suitable for a wide range of children. It is important that all activities are differentiated so that the lowest achievers are able to access activities in a meaningful way and higher achievers are able to reach greater depth of learning. This can often be achieved within the same activity if that activity has been designed to have a 'low threshold' so that it can be accessed by lower achievers and a 'high ceiling' so that there is sufficient room for higher achievers to use and apply their knowledge to new contexts.

At other times differentiation may be achieved by providing a range of slightly different activities and asking the learning buddies to choose the activity that they feel is appropriate for their pairing. Often these are graded by their level of challenge

e.g. 'mild,' 'spicy,' or 'hot' but sometimes the language used will not make it obvious which activity is which level of challenge e.g. 'super,' 'fabulous,' 'amazing.' This latter approach means that children have to actually look at the work in order to determine the level of challenge.

Have a go

- **Remember at Chyngton 'I can'**
- **Have high expectations**
- **Ensure there is sufficient challenge in activities**
- **Ensure there is scope greater depth of learning**
- **Support children to be able to access activities**
- **Encourage children to get started quickly**

As mentioned earlier, activities need to be engaging, practical, have a clear purpose, associated success criteria and most importantly support children's learning of planned objectives.

The curriculum is challenging so there is no excuse for not having high expectations and ensuring that activities are suitably challenging. Children who have the potential to be high achievers must be given opportunities to achieve greater depth of learning not just by explaining concepts to their buddies but also by using and applying their knowledge to new and unknown contexts.

Some children may struggle to reach high expectations but it is better to support these children to reach those expectations independently than to lower your expectations.

Concentrate

- **Set clear learning objectives**
- **Ensure activities are engaging and have a purpose**
- **Ensure activities have success criteria**
- **Allow sufficient time for child's activity**

In order for children to be engaged in activity, that activity needs to be meaningful, relevant and purposeful. Children need to know the point of what they are doing and why they are doing it. (Occasionally a teacher may strategically choose to reveal objectives later on in lessons but usually this information is presented up front).

Children also need to know how to be successful in their activity and this usually involves breaking the activity down into a series of manageable steps. These steps are called success criteria or "steps to success". It is important not to gloss over these key ingredients to lessons and one way of ensuring that children are fully engaged in their success criteria is to discuss them together and develop them together. The latter is known as co-constructed success criteria. Teachers may provide some of the criteria and ask children to provide some others.

Many teachers provide children with rubrics with the success criteria written on so that a children are able to focus upon the criteria as they are working and be children

can then use the rubric to assess how successful they have been. (See feedback and marking policy).

Time is precious, and one of the components of a lesson that can be compromised by lack of time is the activity section of the lesson. This needs to be resisted. Children need to be given time to get into an activity and succeed at it. Time that children spend engaged in activity is a golden opportunity for teachers to support individuals and groups with their learning.

Keep improving

- **Remember First Attempt Is Learning**
- **Ensure that work in books shows progress**
- **Ensure children do not continue to make the same mistakes**
- **Provide effective feedback**
- **Set SMART^v targets**

The Austin's butterfly video <https://www.youtube.com/watch?v=hqh1MRWZjms> demonstrates beautifully to children the value in improving our work. There are many effective techniques for providing feedback to children and marking their work, which are described within the 'feedback and marking' policy. Marking does not have to be an onerous activity but it is really important to be familiar with the work in children's books and how this demonstrates that children are making enough progress.

It is really important for teachers to occasionally look at a series of pieces of work in children's books and ask themselves if the work is showing sufficient progress. Ask the following questions; are there obvious mistakes that are repeated in each piece of work? Is any written feedback being acted upon? Are specific skills such as phonics, spelling, handwriting, multiplication tables being transferred into children's everyday work? Are children working at a sufficiently high level? Are children making enough effort in their work?

This does not need to be an additional activity for teachers to undertake, it can be achieved whilst marking a piece of work in books and just flicking back through the other recent pieces to check those questions above.

Be resilient

- **There is no such thing as I can't – instead it is I can't yet..**
- **Encourage children to stick with tasks (stickability)**
- **Encourage a culture of 'marvellous mistakes'**
- **Persevere. Keep trying and never give up**
- **Encourage independence**
- **Bounce back from every setback**
- **Teach RUCSAC & 'stuck is good'**

The Chyngton motto is 'At Chyngton I can...' And to counterbalance this anyone who says 'I can't' should instead say 'I can't... yet.' Having a growth mindset is essential to building resilience (see 'Teaching with a Growth Mindset' policy). We have a culture 'marvellous mistakes' so that children do not feel uncomfortable if they have made a mistake and are able to share their thoughts and work without fear.

Children can be prone to give up if they do not succeed immediately but the Austin's butterfly video shows us how successful we can be if we persevere.

Children must be supported to become independent, particularly if they are vulnerable. It is a natural instinct to want to help children who struggle by doing things for them but this is not the right thing to do. Children must learn to become independent and do things for themselves, which is a cornerstone to becoming resilient. Therefore, when children struggle they need tasks broken down into manageable chunks so that they are enabled eventually to do the whole task. Support that is provided should never be seen as an end in itself but rather support towards becoming independent and as such any support provided should always be done so with a view towards a gradual withdrawal of that support.

Greater independence will usually enhance children's ability to bounce back from setbacks. It is natural to be upset by the setbacks one encounters in life and we should never suggest that it is wrong to be upset. However we do need to give children strategies to manage their feelings and lend them support with the positive choices that they can make to improve their situations and outcomes.

RUCSAC is a specific mnemonic to support answering maths problems. There are variations on what each letter stands for but generally it is^{vi}:

Read the question carefully

Understand what you need to do (Underline key words can be unhelpful)

Choose the method(s) of calculation

Solve the calculation

Answer the problem

Check your answer

'Stuck is good' is a powerful phrase with which to encourage children to persevere with their efforts to solve a problem or complete a task. Often children will say 'I'm stuck' because they think that this phrase is a ticket to getting somebody else to do the work for them, which should be avoided at all costs. Using the phrase 'stuck is good' will reinforce the notion that it is overcoming these barriers that are the most powerful moments of learning.

Help to overcome 'stuck' moments by asking questions such as 'what could you do when you are stuck on that'^{vii} to build children's resilience.

Enjoy learning!

- **Ensure lessons engage & stimulate**
- **value children's work and contributions**
- **Develop children's pride in their learning**
- **Reduce teacher talk, increase pupil activity**
- **Promote creativity**

Learning should be fun! If it is not exactly fun, then it should at least provide a sense of progress and achievement that makes children feel proud. If learning does not do this for us as adults then we quickly give up. Why would it be any different for children who often do not have such a strongly developed sense of self-discipline?

For every learner the most important voice in their learning is their own. This is the voice that we use to shape our learning, express our ideas, reveal our misconceptions, and communicate our 'light-bulb' moment in. The teacher's voice helps to set us on our way, explain new learning, question our understanding and provide us with feedback. If we are teaching an individual on a one-to-one basis we might expect to hear each voice for 50% of the time (50/50). In a class of around 30 learners we would expect to hear more from the learners expressing themselves than the teacher. We should aim for around 70% learners and 30% teacher.

Practically, this is rarely the case but we should nevertheless aspire to it. Record your lesson. Listen to ten minutes. What is the balance of teacher/ pupil talk? Too much teacher talk disengages learning. It is boring to listen to, it is too didactic and can constrain learning to narrow outcomes.

We are working at a time when the national curriculum has become more and more focused upon technical knowledge and skills. To overly focus on such things can come at the expense of creativity if we allow it to. To stifle a child's creativity would be unacceptable and we must therefore avoid any tendency to do that and instead promote all opportunities to allow children to be creative.

Appendices

- 1. A range of questioning techniques**
- 2. Learning Powers Policy for Children**
- 3. Learning Powers Policy Summary for school staff**

Further Reading

Much of this policy owes a debt to Shirley Clarke's work, the latest publication of which is entitled 'Outstanding Formative Assessment'. Do not be misled by the title – it is much more about effective teaching, learning and the growth mindset.

Policy Review

This policy should be reviewed annually by staff and governors.

R Tollyfield, September 2016

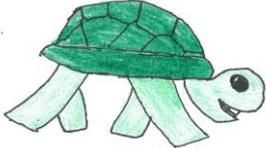
Appendix 1 – A Range of Questioning Techniques

- Quick-fire questioning varies the pace
- Encourage Paired Discussion of a question for 2 mins before taking responses – particularly effective for challenging material
- Repeat the same question to a range of children- to see how much of the class are secure with a concept
- Use whiteboards - so that all children have to commit to an answer
- Use Chains of questions to really probe understanding
- Extend the wait time – to give children the opportunity to really think things through
- Play devil's advocate to increase engagement and depth of discussion
- Use silent questioning to reduce teacher talk and increase pupil discussion
- Use ABCD cards to assess widespread understanding across a topic
- Use lolly sticks to randomise children who answer
- Choose those without hands up to ask those who don't know
- Use the follow-up question to evaluate security & depth of understanding
- Ask to present an answer to group to elicit a detailed explanation of something
- Plan a hinge question ('Killer Question') to inform a mini-plenary
- Use ABCD cards to assess widespread understanding across a topic

- Try not to give away the validity of an answer with body language or facial expression

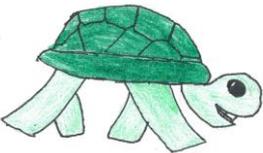
See the full presentation [here](#).

Appendix 2 – Children’s Learning Powers Policy

Learning Power	Qualities
<p>Be Curious Orla the owl</p> 	<ul style="list-style-type: none"> *Keep asking questions, ‘What if...?’ *Look for patterns and connections *Think of possible reasons *Try to find out even more
<p>Co-operate Bella the bee</p> 	<ul style="list-style-type: none"> *Listen to others *Explain your thinking clearly *Be kind when you disagree *Respect other views and opinions
<p>Have A Go Haden the hare</p> 	<ul style="list-style-type: none"> *Learn from your mistakes *Be excited about trying new things *Don’t worry if it’s wrong *Remember, ‘I can’t do it... yet!’
<p>Concentrate Chester the Chimpanzee</p> 	<ul style="list-style-type: none"> *Manage and ignore distractions *Plan ahead and think a task through *Use diagrams, pictures and notes to help you think
<p>Keep Improving Izzy the insect</p> 	<ul style="list-style-type: none"> *Respond to your feedback *Don’t compare yourself to others *Try to be better than last time *Know your targets
<p>Be Resilient Terry the tortoise</p> 	<ul style="list-style-type: none"> *Work hard *Keep going *Try new things *Practise lots *Use the 4 Bs *Start again 

<p>Enjoy Learning Elliot the elephant</p>		<ul style="list-style-type: none"> *Feel proud of your achievements *Feel your neurons connecting *Let yourself be creative *Believe in yourself *Apply what you have learned
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Appendix 3 – Learning Powers Policy Summary for School Staff

Learning Power	School staff should...
<p>Be Curious Orla the owl</p> 	<ul style="list-style-type: none"> • Involve children in planning work • Set up real life activities • Encourage children to ask questions • Ask challenging open-ended questions • Don't give away the answers • Play devil's advocate and probe understanding
<p>Co-operate Bella the bee</p> 	<ul style="list-style-type: none"> • Promote mixed ability teaching through learning buddies • Ensure children know how to be good buddies • Model & expect loud, clear sentences • Model & expect precise answers with reasons • Provide low threshold high ceiling activities • Enable children to self-select their work
<p>Have A Go Haden the hare</p> 	<ul style="list-style-type: none"> • Remember at Chyngton 'I can' • Have high expectations • Ensure there is sufficient challenge in activities • Ensure there is scope greater depth of learning • Support children to be able to access activities • Encourage children to get started quickly
<p>Concentrate Chester the Chimpanzee</p> 	<ul style="list-style-type: none"> • Set clear learning objectives • Ensure activities are engaging and have a purpose • Ensure activities have success criteria • Allow sufficient time for child's activity
<p>Keep Improving Izzy the insect</p> 	<ul style="list-style-type: none"> • Remember First Attempt Is Learning • Ensure that work in books shows progress • Ensure children do not continue to make the same mistakes • Provide effective feedback • Set SMART targets
<p>Be Resilient Terry the tortoise</p> 	<ul style="list-style-type: none"> • There is no 'I can't' – instead it is 'I can't yet..' • Encourage pupils to stick at tasks (stickability) • Encourage a culture of 'marvellous mistakes' • Persevere. Keep trying and never give up • Encourage independence

	<ul style="list-style-type: none"> • Bounce back from every setback • Teach RUCSAC & ‘stuck is good’
<p>Enjoy Learning Elliot the elephant</p> 	<ul style="list-style-type: none"> • Ensure lessons engage & stimulate • value children’s work and contributions • Develop children’s pride in their learning • Reduce teacher talk, increase pupil activity • Promote creativity

References

ⁱ Matthew Syed ‘Bounce.’ In this evidence-based book Matthew Syed sets out to prove that there is no such thing as ‘natural talent’ – all achievement is down to hard work.

ⁱⁱ Dylan Wiliam “Our daily experience as a teacher is a failure” – various publications/ presentations. This does not mean that we are all personally failures, it is just that the task is so difficult, there is almost inevitably a degree of failure. We must accept responsibility rather than push it back to the child. Then we have to learn to live with it, then try to reduce the level of daily failure. It is those teachers who believe they have got it all right who are most likely to be the most deluded in this respect.

ⁱⁱⁱ Shirley Clarke, Paul Black, Dylan Wiliam – principles of assessment for learning. These three led the research that established that teachers were spending many hours marking books and it was having virtually no impact upon learning.

^{iv} Andy Griffith & Mark Burns: Outstanding Teaching - Engaging Learners. Well worth a read. The subsequent bullet points are taken straight out of it.

^v The acronym SMART has several slightly different variations, which can be used to provide a more comprehensive definition of goal setting:

S - specific, significant, stretching

M - measurable, meaningful, motivational

A - agreed upon, attainable, achievable, acceptable, action-oriented

R - realistic, relevant, reasonable, rewarding, results-oriented

T - time-based, time-bound, timely, tangible, trackable

^{vi} There is a set of posters in staff files, which can be accessed [here](#).

^{vii} Guy Claxton ‘The Learning Powered School – Pioneering 21st Century Education’