Learning Statement

Last reviewed September 2023

The following is an agreed set of indicators of excellent learning taking place. These were developed by teachers in February 2019 and reviewed regularly since.

• Evidence of our Vision:

We live and work in harmony with love for one another, so we can achieve our potential within a community of life-long learners

- Excellent learning is evident through the **behaviours of the children**. This may be observed as:
 - Children talking about their learning;
 - Children are actively engaged in a learning activity;
 - Children are actively listening or engaging in a stimulus;
 - A buzz of excitement linked to the learning;
 - Children can articulate the skills they are practising and developing, as well as their next steps;
 - Children can access and make use of the resources they need;
 - o Children demonstrate the Shelford Star Values and/or characteristics of effective learners;
 - Smiling!
- Excellent learning is evident through the **relationships and atmosphere built** in the room. This may be observed as:
 - Careful observation of and listening to the contributions of pupils;
 - Discussion with the whole class, groups or individuals around their learning;
 - Questioning pupils in order to move them on to the next step in their learning;
 - Interactions that promote higher order thinking;
 - o Actions that demonstrate the use of Assessment for Learning
 - Modelling correct use of language, concepts and technical terms.
 - Enthusiasm and passion that inspires pupils.
 - Upholding and working within the policies of the school to promote the best outcomes for all.
- Excellent learning is well-planned into the learning opportunities. This may be observed as:
 - The Learning Objective is clearly-phrased and shared with pupils at an appropriate point in the lesson;
 - \circ $\;$ Success Criteria are shared at an appropriate point in the lesson;
 - The learning activity clearly matches the Learning Objective and is linked to those in the National Curriculum and supporting materials from Target Tracker;
 - Pupils are given the individual liberty to be responsible for their learning, for example choosing their own challenge or directing aspects of their own learning;
 - The challenges are differentiated by depth (by cognitive demand);
 - Appropriate use of different resources and stimuli;
 - Systematically revisiting identified concepts and strategies to make learning memorable.
 - Excellent learning takes place in a **purposeful learning environment**. This may be observed as:
 - Whole school approaches on display vision; Shelford Star Values; Characteristics of Effective Learners; Science CEP; Timeline; Whole School Rules;
 - Prayer Space, with current liturgical colours
 - Up-to-date learning walls, which support key skills and the current topic; share reference material and questions; showcase pupils' work;
 - Interactive elements of displays (activities, challenges, responses and questioning)
 - Resources available for pupils to source independently;
 - The learning walls evolve and are continually added to, telling a journey of learning, evidencing progress through the topic or area of learning;
 - \circ $\;$ Adaptation of the learning environment to meet the needs of the class;
 - A well-resourced and attractive reading area in each classroom;
 - \circ $\;$ The current class text on display on the door.