We will take a SPICE approach to teaching and Learning. It will underpin our Teaching and Learning Policy

Prompts for teaching and learning

Success	Pace	Involvement	Challenge	Excitement
• Celebrate effort and success at every opportunity • Aspirational work and targets up front-working wall • Promote a 'can do' culture • Use pupils work, attitudes and behaviour to model good practice • Promote a sense of pride • High quality displays which celebrate children's work	• There is s sense of where we are going- children understand the big picture • Clear learning objectives are shared • Time is used effectively and planned for- leading to appropriate mix of teacher pupil talk • Children are involved and not passive • Clear links to targets and clear understanding of outcomes/success criteria • Appropriate variety of learning experiences, activities and resources for use • Thinking time allowed • Prompts given- time targets • A variety of ways used to record and communicate ideas • A Plan-do-review- clear learning cycle established • Flexibility- change plans when necessary to meet the needs of the children. • Minimal time used for lesson 'management'	• ALL children involved in ALL aspects of their own learning- target setting, planning, recognising achievement and next steps • Children aware of success criteria and are involved in feedback -explicit reference to criteria- verbal and written feedback to impact on learning • Self- evaluation and peer assessment opportunities • Displays which are linked to learning • Time is given to consider and respond to marking • Differentiation linked to ability and linked to preferences and confidence levels • Pupils encouraged to research own ideas • Investigative/practical work during which the children find the answers and problem solve • Children begin to ask the questions and make choices and decisions • Learning is based on knowledge of individuals through Assessment for Learning	• Have high yet realistic expectations • Differentiated learning for ALL- by task-extension-investigation • Children review learning and challenge themselves to improve, linked to the success criteria • Children encouraged to explain/answer 'why?'- solve problems • Provide appropriate support- scaffolds for learning • Extend use of appropriate and challenging vocabulary • Model good practice • Teach a variety of ways to record information • Experiment with alternatives: How else might…? Think of five ways to.. List ten reasons… • Teach children to	• Make learning relevant, meaningful and purposeful • A variety of first hand activities and enhancement- Use of visits, theme days and visitors • Encourage children to be independent learners- open questioning • Adapt to the children's needs as a lesson develops. • VAK- appeal to individuals and their learning styles • Use of unusual resources/artefacts that stimulates curiosity • Exciting display, which is thought provoking and interactive • Staff are positive and energetic- motivational • Continuity –linking learning and identify next steps, so children are wanting more • Use of drama and speaking and listening activities- hot seating, role play • Pose problems to solve • Use Mind Mapping

	• Use brain breaks and brain gym • An orderly environment is created which encourages independence and opportunities for responsibility • Familiar routines and procedures established	• Learning through play • Appropriate and motivational resources used • A variety of individual, paired, small group and whole class activities- children take different roles • Learning is chunked and mini-plenaries are used to ensure understanding • Use of modelling and demonstration strategies by adults and children • A variety of recording and presentation methods used – including mind mapping, Power point, filming, photography, art, 3D work, audio recording etc • Display of positive affirmations and celebration of successes • Use of praise to motivate • Development of social and emotional aspects of learning	hypothesis and test • Opportunities to review, draft and improve their work • Involves early identification of what pupils already know followed by targeted and positive support which moves their learning forward	• Allow children to ask the questions and find the answers • Take risks • Imaginative use of ICT