



TEACHING & LEARNING POLICY

1. Statement of Intent

Lewes New School is a human-centred and human-scale school that places relationships at the heart of its organisational structures and approach. The school defines itself as a dynamic learning community, which has far-reaching implications on the quality of the relationships between teachers and children, pedagogy and curriculum design.

We believe that children are competent, capable and naturally curious, creative and inventive. Our intention is to provide a learning environment that welcomes the unexpected and unpredictable, that values wonder and provides opportunities for all members of the community to discover, explore and experiment together.

The curriculum at Lewes New School is holistic in its understanding of both learning and the child. This requires a cultural shift in how we view the child and how learning takes place, with a focus on careful observation, reflection and evaluation rather than working towards pre-determined outcomes.

The relationship between the teacher and the child is characterised by dialogue, with the child taking greater responsibility for learning and teachers actively listening to and respecting the child's point of view.

This policy should be read in conjunction with the following school policies: **Assessment Policy, Wellbeing Policy, Communication Policy, Mathematics Policy, Creative Arts Policy, Projects Policy, Effective Learning Policy, Special Educational Needs & Inclusion Policy, Meeting Students' Needs ethos statement, Equalities Policy, E Safety and acceptable use of ICT Policy, Behaviour & Bullying Policy, Safeguarding Policy, Health and Safety Policy.**

2. Purpose of this Policy

The purpose of this policy is to:

1. set out the key principles of our approach to teaching, learning and assessment;
2. provide clarity to school staff about the purpose and practice of teaching, learning and assessment;
3. ensure assessment is fully integrated within teaching and learning and fosters continuous learning and growth;
4. ensure that teaching takes account of the response of the learner, so that Intervention and support can be put in place quickly and effectively;
5. evaluate the effectiveness of teaching and learning;
6. ensure that all members of the school community are aware of our approach to teaching and learning.

3. Roles and Responsibilities

The following section outlines the roles and responsibilities of individuals and groups within the school.

3.1 Governors

The role of Governors is to:

1. ensure effective policies and practices are in place to assess teaching, learning and assessment;
2. appoint a Teaching & Learning Governor to support the Headteacher and monitor the effectiveness of the policy;
3. receive regular monitoring reports
4. take account of monitoring and evaluation when planning for school development

3.2 Headteacher

The Headteacher has overall responsibility for teaching, learning and assessment at the school, including to:

1. construct and lead a collaborative learning culture within the school;
2. work with teaching staff to develop and implement an engaging and relevant co-created curriculum;
3. work with teaching staff to ensure high quality teaching strategies and learning experiences appropriate both to the needs of individual students and to the needs of the group;
4. work with teaching staff to ensure the continuity and consistency of teaching, learning and assessment throughout the school;
5. lead and model reflective teaching practice and provide support and professional development opportunities to all teaching staff;
6. meet regularly with teaching staff to discuss and monitor individual student progress and ensure the provision of appropriate support;
7. meet with the Teaching & Learning Governor to discuss current issues and develop best practice;
8. report regularly to Governors regarding the curriculum and the effectiveness of the Teaching, Learning and Assessment Policies;
9. communicate the school's approach to teaching, learning and assessment to parents and the wider community;
10. take into account feedback from students, parents, staff and the wider community when developing this policy;
11. engage with other schools and the wider community to build effective learning communities.

3.3 Teaching Staff

Day-to-day responsibility for teaching, learning and assessment is delegated to class teachers, who are required to:

1. take a lead role in co-creating, with students and other teaching staff, the development and provision of creative, relevant and appropriately challenging learning opportunities;
2. support each student's holistic development (as specified in the Learner Profile);
3. work with other teaching staff to ensure continuity and progression of learning across the school;
4. take responsibility for personal and professional development to ensure reflective and responsive teaching practice;
5. foster positive relationships and model effective communication and active participation within the school and wider community;
6. establish and develop a safe and purposeful learning environment;
7. maintain accurate records to monitor and report on student learning;
8. work closely with the Headteacher and Governors to develop teaching, learning and assessment policy and ensure best practice in accordance with this policy.

For more information see the **Staff Code of Practice** and **Teacher's Standards**.

3.4 Parents

We believe that teaching and learning are most effective when parents are active partners in their children's education. We encourage parents to:

1. Ensure their child/ren attend school regularly and arrive in school on time
2. Attend family consultations;
3. Support learning at home and in the classroom;
4. Let the class teacher/school know if there are any personal reasons that may impact on relationships and learning;
5. Communicate respectfully with all members of the learning community;
6. Be active members of the learning community.

4. Key Features of our Approach

4.1 Learning Through Relationship

We recognise learning as a complex, creative, dynamic and relational process.

Teaching and learning at Lewes New School is based on the notion that children actively construct *"the self and knowledge through social interactions and inter-dependencies"*¹ and create meaning through the process of sharing and dialogue together.

In this way, relationships are a *"springboard for learning"*², so this commitment to the primacy of relationships is the guiding principle at the heart of all organisational structures and practices within the school.

¹ Loris Malaguzzi and the Schools of Reggio Emilia: A selection of writings and speeches 1945-93; Routledge

² Wetz, J. (2010) Human Scale Education: Relationships as a Springboard for Learning, Occasional Paper, Human Scale Education and National College for Leadership of School's and Children's Services.

Learning through relationship is supported in the following ways.

Small classes

Small class sizes allow for a personal approach to teaching and learning and mean that children benefit from specific and tailored provision helping to maximise attainment.

Outcomes from small classes include:

- Increased individual attention for each student
- Specific needs and interests of the children can be taken into account
- Increased levels of participation
- Teachers are able to ensure provision is matched to the needs of all children in the class

Mixed age classes

Students work in mixed age classes of 2-3 year groups, allowing access to the curriculum at a developmentally appropriate level as well as providing opportunities for children both to act as role models and revisit and consolidate learning.

Where possible, children retain the same teacher for two years, providing security and stability and the opportunity for children to develop trust in their teacher and strengthen relationships. Parents and teachers also get to know each other well.

Teachers prioritise 'stage not age' when planning differentiated teacher-directed activities and ensure work is targeted to challenge and meet the needs of each student.

Outcomes from mixed-age classes include:

- Children develop close relationships with teachers
- Teacher-parent relationships are enhanced
- Children develop skills at a comfortable pace, without direct comparison or judgement from their peers
- Children are able to revisit and consolidate their learning, and develop responsibility and independence through supporting each other
- Authentic social interactions and friendships develop across age groups, strengthening the school community as a whole.

Effective communication

Lewes New School has adopted a model of Effective Communication, developed from the pioneering work of Dr. Thomas Gordon³ as a tool for aiding dialogue and supporting relationships within the community. This provides a shared vocabulary for promoting a culture of consideration and respect for self and others, which in turn fosters positive relationships and nurtures a sense of belonging.

³ Gordon, T. (1974) *Teacher Effectiveness Training*, New York: Three Rivers Press.

Training is provided for all staff, who pass on the skills to students through active encouragement and direct teaching. Parents are also encouraged to attend training.

The training provides a model for questioning and actively listening to children to challenge and extend their learning, promote independent thought and develop children's participation in their own learning. The aim is to give just enough support to clarify, explain or provide conceptual clues for children to be able to express their meanings. This 'scaffolding' supports children's curiosity and encourages them to ask questions.

Staff reflect on their practice, fine-tune their own responses and take into account the impact of their own assumptions and values on children's perceptions.

All members of the school community are supported to:

- Use respectful language, expression, body language and behaviour
- Be considerate listeners
- Learn to recognise when an apology is necessary and be able to make it, as well as how to accept an apology and forgive
- Show and receive appreciation of undertakings and efforts
- Be willing to try to solve problems together
- Confront honestly, without blame or judgement

4.2 Supporting Wellbeing

The role that schools ought to play in nurturing the wellbeing of the whole child and enhancing their capacity to lead a good life has been recognised by the UN Convention on the Rights of the Child. We believe it is the core purpose of education – the cultivation of learning grounded in the desire that all may flourish and share in life.

We recognise that there is a reciprocal relationship between the emotional wellbeing of young people and their academic achievement.

For more information see the ***Wellbeing Policy***.

Fostering Student Voice and Agency

The school actively supports children's wellbeing by promoting and encouraging the development of student voice and agency.

The school's commitment to **Effective Communication** (see above) promotes a 'listening' pedagogy that defines teaching practice across the school and supports a powerful learning environment. Children become skillful communicators, adept at managing relationships as they actively participate in and explore their environment.

By providing a practical alternative to the use of punishments, rewards and coercive power, children actively engage in dialogue and participate in decisions, retaining their agency and developing self-efficacy which supports their wellbeing.

Children are involved in the learning arrangements and organisation of the school in the following ways:

Children actively co-create their personal learning journey: children have greater responsibility for directing, assessing and reviewing their own learning.

Family Consultations: children participate in termly reviews of their progress and aspirations as learners with their teachers and parents.

Peer support: children listen to each others' voices through peer review, mentoring younger children in mixed age classes and peer mediation.

School / organisational development: children's views are taken into account through surveys, group and whole school consultation processes which inform teaching and learning, recruitment and governance.

Community engagement: children engage with their communities, both local and regional, national and international, by supporting charities and making links with other schools and community groups.

Outcomes from developing student voice and agency include:

- Children form considered opinions through their own inquiry and dialogue with others
- Children develop the knowledge and skills to communicate their views about matters that concern them and to promote action or change within the classroom, school and wider community
- Children develop self-belief and an understanding that their views and opinions matter to those around them
- Children develop a strong sense of personal identity, high self-awareness and self-compassion
- Children feel they 'belong' within their community

Valuing Play

A playful approach underpins academic achievement, creativity and problem solving and is at the heart of what we do.

Play is essential for cognitive, social and emotional development and wellbeing throughout life. We believe play supports and enhances formal learning, rather than precedes it.

Through play, children make sense of the world and develop a range of physical, social cognitive and emotional skills. Children:

- experience risk and develop resilience
- set themselves goals and challenges
- think critically and solve problems
- form and maintain friendships
- develop self-confidence and self-esteem
- express and reflect on their experiences, ideas and emotions
- explore and develop their creativity
- experience deep engagement
- build concentration and perseverance
- develop independence, resourcefulness and self-regulation
- understand other's perspectives

The adult role in supporting play is simply to provide, time, space and a range of resources with an emphasis on materials that are open and flexible and can be adapted and used in a variety of ways.

Supporting Transitions

We aim to ensure that learning is continuous and children can experience 'flow'. Timetables vary from class to class but are designed so that there are as few transitions as possible throughout the day so that deep learning can occur. If children are in flow they can, when appropriate, negotiate to continue what they are doing rather than moving onto another aspect of their learning.

Staff share information about students' learning and achievements on a regular basis, and in particular when students move from one class to another. Assessment documentation is discussed and shared with new class teacher.

When children transfer from another school, staff make every effort to get to know them and their families as quickly as possible. Requests are made to feeder schools to provide academic records during the admissions process.

Where it is considered appropriate, children new to school are offered access to a 'learning mentor'.

For more information see the **Wellbeing Policy** and **Admissions Policy**.

4.3 Fostering Deep Learning

Our school seeks to foster a culture of, and enthusiasm for, lifelong learning.

Deep learning is often 'slow learning', so we make time for learning experiences with real outcomes. We nurture curiosity, passion and reflection through dialogue and learning experiences and foster collaborative, democratic and supportive relationships for learning.

In deep learning children:

- relate ideas to previous knowledge and experience
- look for patterns and underlying principles
- examine logic and argument critically
- are actively interested in what they are learning

Outcomes for deep learning are that children:

- are motivated and challenged
- apply what they have learnt in one subject area to new situations
- draw on their knowledge to complete new tasks
- develop critical thinking and problem solving skills, developing their own solutions to complex problems
- are empowered to be active in developing as learners

Learning that is inquiry-based and experiential

Inquiry-based, experiential learning involves active exploration, making connections, problem solving and the application of knowledge:

Active exploration: Wherever possible, learning is practical and hands-on and children are encouraged to actively explore and develop their ideas.

Making connections: Children actively construct their knowledge of the world through their physical action upon it, making connections between their existing skills, knowledge and understanding and 'real' applications, problems and communities.

Problem solving: Children are encouraged to solve problems, relating to their learning or their social interactions, independently or in collaboration with their peers.

Application: Knowledge and skills are applied to authentic, real life situations. Wherever possible, topics relate to children's lives and experiences and work generated has purpose in the child's world.

Outcomes from inquiry based, experiential learning include:

- Children value their learning and are able to relate and apply learning to their lives, ensuring increased satisfaction and engagement.
- Increased emotional involvement in their learning ensures children are able to store information in their memory.
- Children develop confidence and competence to solve problems and create meaning through their own experiences.
- Children acquire communication skills for effective group work that promote academic achievement.
- Children develop the skills of critical thinking and of considering the effect of their actions on those around them.

The co-created curriculum

A unique feature of the curriculum at Lewes New School is that it is partly 'co-created' as teachers respond directly to children's interests.

This approach to learning has its roots in the approach to education pioneered by the schools of *Reggio Emilia*, and takes into account the innate curiosity of children and their desire to explore the world and actively participate in constructing meaning.

Teachers and children work together to co-create an interdisciplinary, open-ended curriculum that is inspired by the children's curiosity and imagination.

The curriculum is co-created by teachers and children using the following steps:

Observation and dialogue: the teacher observes and notes children's interests, questions and themes that arise during play or are offered through dialogue.

Facilitation: the teacher helps the children to find common themes that intrigue them – or ignite their curiosity – and that they would like, collectively or individually, to explore.

Modes of discovery: the teacher helps each child to identify how to interact with the theme, encouraging children to discover and explore new modalities as appropriate.

Sharing: the children share their discovery and processes, perhaps through an exhibition of their work, which may in itself fuel further, deeper exploration.

Reflection and Evaluation: Teachers and children reflect on and evaluate the process and outcomes of learning. Teachers use the national curriculum as a guide to ensure coverage of a broad and balanced range of subjects and age-appropriate levels of learning.

Outcomes from co-creating the curriculum include:

- Students are engaged and intrinsically motivated
- Students develop inquiry, questioning, analysis and critical thought
- Students set higher challenges
- Students approach subjects through a range of modalities both independently and collaboratively
- Students develop an understanding of the relationships between the different disciplines and subjects, and experience that learning is a process of continual exploration and discovery
- Students develop resilience, commitment and perseverance and become better problem solvers
- Students evaluate their own work

A flexible approach

A flexible timetable: Learning has its own rhythm and flow, so we ensure that learning directs the timetable, rather than the other way round. The timetable for each class is reviewed on a termly basis, but remains flexible enough to adapt to the nature of the work that the children are involved in.

As children develop they are offered increasing structure within a carefully constructed and monitored framework, to ensure broad and balanced coverage over day, week and term.

Autonomy and choice: Children have opportunities for 'choice' built in to the timetable. Supported to make choices around their own learning, children take responsibility for their personal learning journey, developing autonomy and independent thought.

Provision for whole class, small group & individual learning: Our approach provides opportunities for children to work independently and in collaboration with their peers, building on their own and other's ideas.

Balance of teacher-directed and child initiated activity: Teacher-directed activity is particularly relevant for introducing and developing core skills. During child-initiated activity the teacher's role is facilitator, mentor and guide. This time is useful for the practice and application of skills and developing new lines of enquiry and investigation. Ensuring a balance between these activities means children respond well to teacher-directed activities when this is appropriate.

Flexible learning environment: Classrooms are designed to promote collaboration and flexibility, e.g. with flexible seating arrangements. Classroom displays reflect the

learning process rather than the final outcome, except where students are preparing to share their work. Resources are well organised, and accessible to students to promote autonomy and independence. Communal responsibility for the learning environments is assumed through the collaborative writing of class codes of conduct.

The classrooms are recognised as a 'home base' for each group, but teachers actively seek opportunities to take learning outside the classroom, or to invite new experiences and opportunities into it. Students have regular opportunities to connect with nature and develop their appreciation of the natural world.

Outcomes from a flexible approach include:

- Shorter, focused blocks of time with high teacher: student ratios ensure successful acquisition of key skills for learning
- Opportunities for in-depth learning and exploration deepen children's knowledge
- Students experience greater satisfaction in their learning process through being able to experience 'flow'
- Autonomous learners are more effective, more likely to collaborate and more likely to be self-regulating
- Flexibility and variety enhances students' motivation

Developing skills for learning

At Lewes New School, learning is an object of attention, conversation and reflection. Children are encouraged to be conscious of the learning process, and are asked questions to enable them to consider and reflect on what they are doing and discover their own individual learning preferences.

Experimentation, innovation and mistakes are encouraged as essential aspects of the creative learning process.

The school teaches key skills for effective lifelong learning, including literacy and numeracy but also e.g creative thinking, strategic awareness and resilience. For more information see ***The Effective Learning Policy***.

ICT

ICT is a powerful medium for communicating and learning. We consider ICT to be a tool rather than a subject, which students use as an integral part of the learning process.

Children work with computers, laptops and handheld devices to enhance and enrich the learning process and link work in the classroom to the wider world.

Children are encouraged to reflect on the value and drawbacks of technologies and to develop an understanding of how to use them appropriately. See *Online Safety Policy* for more details.

4.4 Creating and Supporting a Dynamic Learning Community

Lewes New School aims to be a **dynamic learning community of students, staff**
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and parents and has adopted structures and processes to support this aim.

Circle Time

Circle Time at the start and end of each day provides a regular opportunity for children to reaffirm their connection with their class and with each other. This quiet time is a carefully held space where children learn to trust that it is safe to be open and honest with their peers and teachers

Facilitated by teachers, Circle Time provides an opportunity for children to:

- Practice mindfulness through meditation, visualisation or gentle movement
- Build class cohesion, relationships and a sense of belonging
- Share news with their peers
- Reflect on human values
- Think about and reflect on important or challenging events in their lives
- Discuss ideas for a project
- Be introduced to new ideas, concepts and activities
- Resolve conflict or social challenges that have arisen in class or in the playground

Circle Time provides a period of daily calm that develops self-awareness and self-expression, empathy, compassion and thinking, and can directly influence behaviour and learning.

Assembly

Assembly takes place at least weekly. It is an opportunity for the school community to come together to reaffirm our values and celebrate our achievements and to discuss issues of importance to the whole school. Classes also take turns to share work or lead on a topic of their choice.

Assembly provides an opportunity for children to:

- Develop a sense of community and belonging across the whole school
- Practice mindfulness through meditation or visualisation
- Learn about and take inspiration from work taking place in other classes
- Practice their presentation skills and public speaking
- Reflect on human values and important or challenging events affecting the community
- Participate in problem-solving issues arising in the school or playground
- Celebrate major achievements, transitions, and seasonal, cultural or religious festivals and events.

From time to time parents are invited to join an assembly.

Lunchtime and playtime

A great deal of social skill learning takes place during lunchtime and playtime, and children develop many of the skills and attitudes mentioned above in the section 'Play'. Children can explore relationships, physically challenge themselves, experience an element of freedom and create their own rules and boundaries.

Staff are on hand to facilitate and encourage play, to enable children to resolve difficulties and to intervene if children are endangering themselves or others.

Outdoor equipment is selected with an emphasis on materials that are open and flexible and can be adapted and used in a variety of ways.

Parent Participation

Parents are involved in decision-making and practice at every level. The school welcomes the skills and talents of parents and invites them to bring their own diverse passions and interests to the school: in the classroom, in community events, and on the governing body.

Effective information sharing between school and home is fostered through the development of meaningful relationships between staff and parents and through regular written and verbal communication about individual learning and class activities.

Outcomes from fostering parent participation:

- Student's experiences in the classroom are enriched
- Parents feel involved and show increased interest in their child's learning
- Parents model effective learning habits
- Enhanced teacher-parent communication ensures children's needs are met
- Children experience the diversity within the community and witness adults demonstrating their own love of learning and a passion and expertise in their chosen field
- Adults model valuing and maintaining an effective, inclusive community.

Consultants and advisors

The school is supported and enriched by a network of practitioners, who support teaching and learning through, e.g.:

1. INSET and professional development for staff
2. Advising leadership
3. Supporting and advising teaching practice
4. Providing diagnostic assessments
5. Directly teaching in class

5. THE CURRICULUM

We have developed a unique curriculum designed to support the holistic wellbeing of each child and strengthen relationships as a springboard for learning and educational achievement.

Our curriculum incorporates four key strands, detailed below:



5.1 Wellbeing

Physical health and wellbeing: Being well fed, rested, physically active and safe.

Emotional health and wellbeing: Being happy, resilient and emotionally secure.

Intellectual wellbeing: Gaining knowledge, understanding and competencies.

Spiritual wellbeing: Reflecting on meaning, purpose and connection.

Identity: Developing self awareness, self respect, confidence and self worth.

For more information see the **Wellbeing Policy**.

5.2 Effective Learning

Skills and attitudes: Acquiring and practicing the essential skills and dispositions of learning (as set out in our **Learner Profile**).

Processes: Understanding and applying the cycle of learning.

For more information see the **Effective Learning Policy**.

5.3 Communication

Student voice and dialogue: Developing and expressing a point of view, effective, respectful communication.

Literacies: Developing competency in reading, writing, oracy, foreign languages, ICT.

Mathematics: Using numbers, symbols, diagrams and data to describe concepts (eg measurement, quantification, comparison, patterns, shape and space), develop logic and mathematical understanding.

Creative self-expression: Using dance, movement, music, drama, art and design to express and convey thoughts, emotions, imaginings and ideas.

For more information see the appropriate **Communication Policies**.

5.4 Projects (Making Connections)

Culture and Community: Exploring and appreciating diversity, citizenship, human values, religion and enterprise.

Time and Place: Investigating our heritage, geography and the natural world and developing understanding in how the present has been shaped by the past.

Science and Technology: Discovering how the world works through investigation, experimentation, hypothesis, testing and evaluation.

Sustainability: Finding ways of living and working that support a high quality of life without compromising the future of generations to come.

For more information see the **Projects (Making Connections) Policy**.

6. Curriculum Enrichment

The curriculum is enriched by an extended programme of opportunities both within school and after school, in the form of regular workshops and after school clubs. These programmes evolve in response to the interests and needs of children and reflect the skills and talents of the parent body and the wider community.

Specialist teachers provide input in e.g. drama, dance, science or forest school from time to time in response to children's interests or teacher's perception of gaps in learning.

Further enrichment opportunities are on offer including musical instrument tuition in piano, violin and guitar.

7. Curriculum Planning and Monitoring

Teacher's planning takes the form of preparation rather than detailed planning. It is part of a continuous spiral of provocation, activity, observation, review and evaluation. Collaborative planning takes place with the class on a regular basis and teachers take time to work with individuals and small groups to plan.

Curriculum Coverage

On going curriculum planning and monitoring sheets: These help teachers to think in more detail about the planning and monitoring of individual curriculum areas. Reference to the National Curriculum helps teachers to plan with good attention to detail.

Ongoing curriculum pupil progress checklists: Teachers track how individual children acquire skills and knowledge in different curriculum areas.

Daily planning notes: Teachers keep personal notes with plans for each day. Plans include ideas about how the day will be organised and which resources will be needed.

Weekly timetables: Each week teachers plot the learning for their class on a timetable showing regular events such as PE and Assemblies as well as indicating one-off events such as visits and visitors.

Termly curriculum overview (Years 3-6): A broad outline of how the different curriculum areas extend over the term, completed as ideas develop week by week.

Long term curriculum monitoring sheets (Years 3-6): to ensure a broad and balanced curriculum is delivered to each group of children.

Teaching staff use the ***Characteristics of Effective Learning*** table (***Appendix A***) to monitor the impact of the environment and relationships on students' engagement, motivation and creative and critical thinking.

8. Assessment that Enhances Learning

Lewes New School has adopted an Assessment for Learning approach to actively and rigorously monitor children's progress and their overall development. This assessment approach is integral to all teaching and learning at the school.

For more information see the ***Assessment Policy***.

9. Policy Monitoring & Review

The Governing Body will receive a report on aspects of the implementation of this and related curriculum policies, according to current school development aims, on a termly basis via the Headteacher's report.

The effectiveness of this policy will be monitored through annual community surveys, internal assessment procedures, incident logs and records of professional development meetings.

This policy, and related curriculum policies, will be reviewed every three years or more regularly in the light of review feedback or significant information about best practice coming to light.

7. Publicising our Policies & Procedures

Lewes New School makes its policies and procedures available to all parents of children and of prospective children on the school's website and in the school office.

On completion or review, all policies and procedures are communicated to all staff (teaching and support staff) and are linked to the induction of all new staff.

A: Characteristics of Effective Learning at Lewes New School

	Engagement	Motivation	Creative and Critical Thinking
The Child in the Learning	<p>Children show:</p> <ol style="list-style-type: none"> 1. Curiosity about objects, events and people 2. Engage in open ended activity 3. Show particular interests 4. Represent thoughts experiences and ideas through a range of mediums 5. Initiate activities 6. Seek challenge 7. Show a 'can do' attitude 8. Take a risk, engaging in new experiences, and learning by trial and error 	<p>Children:</p> <ol style="list-style-type: none"> 1. Maintain focus on their activity for a period of time 2. Show high levels of energy and fascination 3. Are not easily distracted 4. Pay attention to details 5. Persist with activity when challenges occur 6. Show belief that more effort or a different approach will pay off 7. Bounce back after difficulties 8. Show satisfaction in meeting their own goals 9. Are able to talk about how they accomplished something – not just the end result 10. Enjoy meeting challenges for their own sake rather than external rewards/ praise 	<p>Children:</p> <ol style="list-style-type: none"> 1. Think of ideas 2. Find ways to solve problems 3. Find new ways to do things 4. Make connections- notice patterns in their experience 5. Make predictions 6. Test their ideas 7. Develop ideas of grouping, sequencing, cause and effect 8. Plan, making decisions about how to approach a task, solve a problem and reach a goal 9. Check how well their activities are going 10. Change strategy as needed 11. Review how well the approach worked
The Environment	<ol style="list-style-type: none"> 1. Stimulating, open ended resources can be used, moved and combined in a variety of ways 2. Resources are relevant to the children's interests 3. There are flexible indoor and outdoor spaces 4. Limited noise, and calm and orderly spaces, help children concentrate 5. There are experiences and challenges appropriate to the development of the children 6. Children have uninterrupted time and space to explore learning 	<ol style="list-style-type: none"> 1. New and unusual physical and non-physical things (ideas, concepts, knowledge) are provided for children to explore, linked to their interests, which help them to become deeply involved 2. Children have time and freedom to become involved in activities 3. Children reflect on previous activities to prompt discussion 4. Activities are not routinely tidied away 5. There is space and time for children to contribute 	<ol style="list-style-type: none"> 1. There are opportunities for children to represent and develop their own ideas 2. Children have opportunities to explore materials before using them in planned tasks 3. Warm supporting relationships and space, time, flexible resources, choice, control enable children to think creatively and flexibly 4. Recognisable and predictable routines are flexible 5. Planned experiences follow children's interests and thinking 6. Mind-maps are used to stimulate thinking
Relationships	<p>Practitioners:</p> <ol style="list-style-type: none"> 1. Are playful 2. Encourage children to explore and show their own interests in discovering new things 3. Help children as needed to do what they are trying to do, without taking over or directing 4. Are sensitive, fitting in with children's ideas 5. Encourage children to try new activities and take risks for themselves 6. Support children's confidence with words and body language 7. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment 8. Talk more about the process than the products 9. Talk about how people get better at things through effort and practice, and what we all can learn when things go wrong 	<p>Practitioners:</p> <ol style="list-style-type: none"> 1. Support children to choose their activities, what they want to do and how they will do it 2. Stimulate children's interest through shared attention, and calm over stimulated children 3. Help children to become aware of their own goals, make plans, and review their own progress and success. 4. Reflect on and encourage them to talk about their own processes and successes 5. Be specific when they praise, especially noting effort such as concentration, persistence, problem solving and having new ideas 6. Encourage children to learn together and share ideas 7. Encourage children to collaborate and reflect on the process 8. Give reasons and talk about learning, rather than directing 	<p>Practitioners:</p> <ol style="list-style-type: none"> 1. Use the language of thinking and learning (<i>think, know, remember, forget, idea, plan, make sense, learn, find out, confused, figure out, try</i>). 2. Model being a thinker, showing that they don't always know, are curious and sometimes puzzled, and can think and find out. 3. Encourage open ended thinking by not settling on the first ideas: <i>what else is possible?</i> 4. Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea 5. Talk aloud to help children to think and control what they do, modelling self- talk, describing actions etc. 6. Give children time to talk and think without rushing toward answers too quickly 7. Support children's interests, reminding them of previous approaches and encouraging them to make connections between their experiences 8. Model the creative process showing thinking about the many possible ways forward 9. Follow children's lead in conversation and think about things together (sustained shared thinking) 10. Encourage children to describe problems they encounter, and to suggest ways to solve the problem 11. Show and talk about strategies –how to do things- including problem solving, thinking and learning 12. Give feedback and help children to review their own progress and learning 13. Talk with children about what they are doing, how they are doing it, what worked well and what they would change next time 14. Model the plan-do-review process