Core

Ofsted Outstanding 2007|2008

Aspiration

NE&NSS

Respecting

Values

Contribution

Creativeness

SHIPHAY SCHOOL

Core Values

Effective Pedagogy : September 2010

...e truth is abundantly clear to us all; it is not the 'what' but the 'how' that makes the difference. Their thinking around this important and extensive piece of developmental work is that there are intrinsic pedagogical absolutes that must guide how they approach everything they do if they are to achieve the ethos they propound.

They acknowledge that whilst there are absolutes they may not have got them quite right and so this will always be a piece of work in progress. Here is the sum of their thinking so far

Teachers will:	In order that learners:
Teach the tools in the Toolkits	Can learn to use them effectively
Ask open ended questions and encourage children to ask questions not just answer them.	Are encouraged to engage, think and ask questions themselves.
Be enthusiastic about their teaching and choose activities that are engaging.	Become enthused themselves
Involve the children in deciding what they need to learn and what engages them and then respect those decisions	They see a purpose to their learning and become even more enthused and engaged
They will understand, and share with learners, the next steps and the progress they should both expect.	Are clear about how to move forward in their learning. They can then engage in appropriate self-evaluation.
Plan links between the subjects and make clear the learning that needs to take place and how it builds on previous experiences.	Are provided with a range of experiences that enable them to build upon their skills and understanding.
Intervene promptly where misconceptions exist	Do not waste time and opportunities
Provide challenge for all.	Maximise their experiences and view challenge as a positive and desirable thing
They will celebrate excellence and effort and recognise personal successes and when obstacles have been overcome.	Raise self esteem and underline the importance of effort, resilience and achievement in its widest sense
Provide opportunities for children to work in a range of groupings.	Gain the advantages offered by collaborative learning
Provide positive encouragement to all.	Be motivated and feel valued
Take risks in their teaching and encourage risk taking in the learning of others	Will be encouraged to be entrepreneurial and innovative.
Hand children real choices and responsibilities.	Have real ownership of their learning and environment.
Model and teach effective life skills.	Enjoy the benefits in a range of contexts
Create an environment, with the learners, through which they can be emersed in all their Core Values	Can share in the creation and exemplification of their Core Values so that they can be supported to apply them
Recognise the range of intelligences and learning styles and give learners opportunities to explore them at a personal level.	Know how they best learn and use that information to be most effective.
Research and trial new models of teaching, learning, and assessment.	Can experience new strategies and evaluate their effectiveness.

The Really Important Bits cont.

Effective Pedagogy

Teachers will:	In order that learners:
👍 Provide opportunities and a space for learners to develop original ideas, explore issues, solve problems and make connections.	👍 Can explore the world through their imagination
👍 Encourage independence of thought and approach	👍 Can independently tackle challenges and problems successful
👍 Create and adapt pedagogies	👍 Create and adapt pedagogies
👍 Provide stimulating and varied resources	👍 Have the widest experiences
👍 Be perceptive and intuitive	👍 Will have their emotional needs met
👍 Develop new processes to overcome barriers in learning.	👍 Benefit from maximising opportunities?
👍 Develop an environment where learners feel safe to have a go and make mistakes.	👍 Learn because that is how you do it.
👍 Use the environment as the third teacher.	👍 Use the environment to stimulate their learning.
👍 Provide opportunities for children to find out what it is they can do.	👍 Can discover new things about themselves.
👍 Find new models of teaching and assessment which develops and feeds the needs of all children.	👍 Can have their needs addressed regardless of their ability or needs
👍 Encourage independence of thought and approach	👍 Will become confident to take the next steps with confidence
👍 Guide, support and challenge	👍 Feel safe and encouraged in their learning
👍 Create and adapt pedagogies	👍 Find new ways to learn
👍 Cater for all types of learners	👍 All learn
👍 Provide stimulating and varied resources to immerse themselves in	👍 Can use them engagingly and seek new ways to think, perceive and understand
👍 Provide opportunities for children to raise their own questions and find answers independently	👍 Can become independent learners; curious, motivated and innovative.

It is not enough for teachers and other professionals to commit to a set of pedagogies and approaches, they must also commit as a school.
These are the principles, agreed by all teaching and para-professional staff and endorsed by their Governing Body, by which they shall facilitate the entire process and philosophy.

Their School Will:

- Encourage and support innovation
- Have a relentless focus on achievement and attainment for all
- Have the highest expectations
- Maintain a corporate approach
- Provide opportunities to shine
- Develop talent
- Pay attention to detail

Becoming Aspiring Learners

We want everyone to have ambition and strive to not only achieve their best but continually seek ways of improving beyond that.

Aspiration
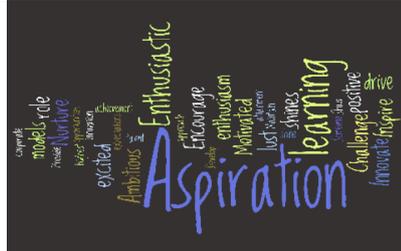
Aspiration is about being:

- **Ambitious**
- **Motivated**
- **Open to Challenge**
- **Resilient**
- **Fulfilled**

We shall recognise Aspiring Learners because they will:

- Be able to communicate their aspirations with appropriate support
- Improve their work and performance by reflecting on what they have learnt and thinking about what they need to do next.
- Explain why and/or how they are learning something.
- Suggest ways to improve their own and others' learning.
- Develop a success criteria.
- Talk about whether a success criteria has been met.
- Recognising how success is achieved
- Make confident judgments about the value of their work and the work of others, explaining their opinions and preferences.
- Talk about what they can do now that they could not do in the past.
- Concentrate and complete activities because it feels good to persist.
- Understand that getting something wrong or being confused is an opportunity for learning.
- Predict what might happen and change their minds if they think of another solution.
- Know when a problem has been solved, or if not, to still know they have learnt new things.
- Explain what they have done and why and what they now think.
- Challenge ideas and reasoning when they think it does not have good evidence.

Becoming Contributing Learners

We want everyone to have a sense of belonging and to show active commitment to their communities and to their own personal development.

Contribution
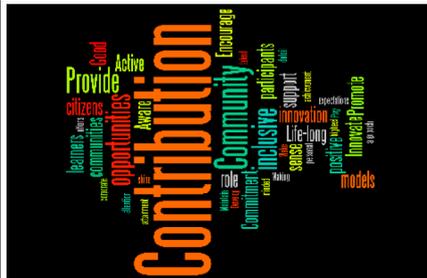
Contributing is about being:

- **Committed**
- **Proactive**
- **Efficient**
- **Self-Aware**
- **Goal Orientated**

We shall recognise Contributing Learners because they will:

- See themselves as partners in their own learning.
- Speak effectively for different purposes and to different people.
- Grasp the importance of utilizing the strengths and talents of all to achieve a common goal.
- Recognize what the common goal is.
- Recognize their own strengths and talents and how they can play a part.
- Play an active role in high quality group learning including planning, organizing, conflict resolution.
- Explain reasons and opinions based on clear evidence.
- Tell others what helps us to learn and what makes it difficult.
- Lead others and follow the leadership of others.
- Defend their own views and needs even when these are different to everyone else.
- Recognize and feel a part of the communities to which they belong.
- Want to make a difference in their communities, make suggestions as to how this might be achieved and play an active part.
- See themselves as Global Citizens able to influence the future.

Becoming Creative Learners

We want everyone to generate and extend ideas, explore possibilities, make connections, solve problems and turn imagination into reality.

Creativeness

Creativeness is about being:

- Open minded
- Reflective
- Resourceful
- Divergent
- Inquisitive

We shall recognise Creative Learners because they will:

- Use imagination to think of new ideas.
- Make connections through playing, noticing and experimenting and see how they fit together.
- Explore and experiment with resources, materials and ideas.
- Ask unusual questions and be open minded.
- Talk about the different ways to do something.
- Look at things from a different point of view.
- Surprise others with their ideas for problem solving or getting tasks done.
- Take risks in their learning.
- Get themselves 'unstuck' when they feel stuck in their learning.
- Communicate through many different ways e.g drawing, writing, dance, music, movement, role play
- Investigate objects or materials by using all their senses
- Ask different types of questions and decide how they will find out the answers.
- Use different ways to find out how, why, what, when, where, how much.
- Recognise, create and explain a problem.
- Ask questions such as 'what if?'
- Try solutions out and if it does not solve the problem try another idea.

Becoming Respecting Learners

We want everyone to value and celebrate diversity and difference in their learning, relationships and interactions.
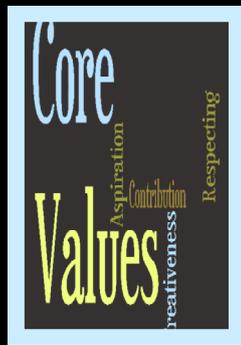
Respecting

Respecting is about being:

- 👍 Considerate
- 👍 Empathic
- 👍 Evaluative
- 👍 Inclusive
- 👍 Informed

We shall recognise Respecting Learners because they will:

- 👍 Listen, understand and respond appropriately to others.
- 👍 Explore and talk about what causes something to happen and the effect it might have.
- 👍 Talk about their actions and the consequences from real experiences and activities.
- 👍 Learn cooperatively, sharing roles, responsibilities and tasks.
- 👍 Take an interest in other people and recognise how they might be feeling.
- 👍 Recognise when there is a conflict and suggest possible resolutions in a group.
- 👍 Stop and think before acting and identify what influences their thinking, learning or behaviour for the better.
- 👍 Respond appropriately to the needs, views, feelings and beliefs of others.
- 👍 Respect the responsibilities and rights of other people.
- 👍 Appreciate the importance of acquiring knowledge before forming opinions
- 👍 Be prepared to challenge disrespectful behaviour
- 👍 Be prepared to hold differing views from those close to them if they so choose
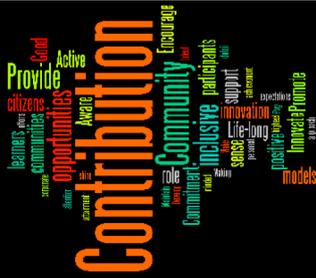
Upper School pupils define the Strands for children

Core Values
Aspiration Contribution Respecting Creativeness

Aspiration

Aspiration is about being:

- **Ambitious**
- **Motivated**
- **Open to Challenge**
- **Resilient**
- **Fulfilled**

Ambitious: setting yourself a goal which is challenging or difficult. It takes hard work to achieve it.

Fulfilled: feeling proud of your achievement. It makes you feel "warm inside", satisfied and pleased with your effort.

Motivated: really wanting to achieve a goal. You have to stay focused to make this possible.

Open to challenge: being willing to take risks or try something that's new to you or difficult. This means you have to be courageous.

Resilient: keep trying, even when you find something difficult to do. In other words, don't give up when things get tough.

Contribution

Contributing is about being:

- **Committed**
- **Proactive**
- **Efficient**
- **Self-Aware**
- **Goal Orientated**

Committed: taking part in something 100%.

Proactive: a boost or action to make it easier for yourself.

Efficient: working together in the best possible way and being organised.

Goal orientated: sticking to a goal like challenge and setting your standards high.

Self aware : knowing your strengths and weaknesses.

Creativeness

Creativeness is about being:

- **Open minded**
- **Reflective**
- **Resourceful**
- **Divergent**
- **Inquisitive**

Open minded: be open to new ideas. Think of and try "crazy" ideas to see if they will work. Never say NO to an idea until you have tried it.

Reflective: always looking back at what you have done so that you can make it better. Think about what went well and why it worked and whether there is anything you could do better next time.

Resourceful: use your resources and skills in the best way possible. Think about new and unusual ways to use the things around you.

Divergent: let your imagination go wild. Think "outside the box", play with lots of different ideas and explore lots of different ways of looking at the challenge.

Inquisitive: ask lots of questions and look for the answers. Make sure you fully understand what you need to do so that you can get the job done.

Respecting

Respecting is about being:

- **Considerate**
- **Empathic**
- **Evaluative**
- **Inclusive**
- **Informed**

Considerate: being thoughtful and caring towards others. Listening and understanding each other.

Empathic: put yourself in other's shoes. Understand what others are feeling.

Evaluative: Consider everyone's ideas and opinions. Think about what makes something happen and the effect it might have.

Inclusive: everyone should be included no mater what their differences, leave nobody out.

Informed: find out about things before you say them. Research information and facts.

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Some ways to enable pupils to develop these attributes are:

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RESPECTING

OTHERS EMOTIONALLY CO-OPERATIVE TO INTELLIGENT INCLUSIVE CONSIDERATE SELF THOUGHTFUL CARING SYMPATHETIC SENSITIVE RESPONSIBLE RESPECTFUL POLITE UNDERSTANDING EMPATHETIC AWARE

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