

# Castilion Primary School

## LEARNER POWERED LEARNING

**“Give children teaching that is determined, energetic and engaging. Hold them to high standards. Expose them to as much as you can, especially the arts. Recognise the reality of race, poverty and social barriers, but make children understand that barriers don’t have to limit their lives. Above all, no matter where in the social structure children are coming from, act as if the possibilities are boundless” Charles Payne (So Much Reform)**

### Our Learner Powered Learning Dispositions and Capabilities impact upon:

#### Planning

Ensures assessment informs new learning, skills and high quality outcomes. Planning weaves across curriculum areas, ensuring learning contexts are rich and linked to moral purpose.

#### Learning Environment

Is the invisible teacher. It provides the reference for highest standards, promotes curiosity and charts the learning journey. Environments are always language rich.

#### Collaboration

Adults and pupils are equally responsible for learning. Learning is designed to be collaborative with peer and adult coaching supporting and enabling success.

#### Making Excellence Visible

Connected planning ensures all adults and pupils understand and can see the ‘learning journey’ including ‘what am I learning?’, ‘how?’ and ‘why?’.

#### Clear Learning Intentions and Success Criteria

These are specific, relevant to need and always shared. The S.C. are processes not outcomes and never limit learning.

#### Feedback

Feedback is continuous and ever present. Feedback is specific to next steps and provides clear pathways to success. Feedback is an actionable learning dialogue.

#### Modelling Excellence

Teaching identifies examples of excellence and deconstructs ‘what a good one looks like’. Models of quality outcomes are provided visually, broken down and continuously referred to.

#### Modelling Skills and Strategies

All lessons contain adult modelling and exemplify best practice and excellence from children. Modelling is visible.

#### Marking

Adults and pupils co-construct new learning through quality marking experiences. Marking is specific and provides next steps. Time is always made for marking responses.

#### Questioning

Promotes discussion, talk for learning, building emotional connections and interest: ‘What do you think?’ ‘What does this mean?’ ‘Why do you think that?’ ‘How does this link with?’

#### Challenge

Learning is challenging. Lessons provide opportunities to apply skills taught to new contexts and reference wider world. Challenge extends thinking beyond class.

#### Continuous Evaluation

Lessons contain multiple opportunities to evaluate and assess learning. Reflections on learning are language rich, collaborative and deepen metacognitive skills.

### Excellent learning and teaching is characterized by:

**1**

**Connected Planning**

**2**

**Modelling Excellence**

**3**

**Co-Construction**

**4**

**Challenge Expectations**

**5**

**Continuous Evaluation**

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**March 2015**



### Head's Learning Blog

Interested in learning? To find out more about the school's innovative and creative approach to developing children's learning, take a look at the **Head's Learning Blog** which can be found on the *Our Learning* page of the school website.



It was great to see a group of year 5 children working on Level 6 mathematics problems this week. Although many of our year 6 children are working on level 6 activities, this level of work is usually undertaken in secondary school. Well done to year 5!

### Football Squad

Awaiting content

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### Sports Coaches

Awaiting content

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### How Many Languages ?

We pride ourselves on and celebrate the amount of different cultures in our school. Can you guess how many different languages are spoken by children and their families in this school? Answer in the next edition of the Castilion Chronicle.



### Year 6 School Journey

Contact & pics to follow

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### Dates for your Diary

#### APRIL

- 02.03.15  
Miss Hines class assembly
- 02.03.15-06.03.15  
Year 6 School Journey