

Irresistible, challenging and promotes choice***Empowers all to be the best they can be******Collaborative, encourages curiosity and self-discovery, and transforms lives*****Irresistible learning:**

- Visit from Lt Cdr Smith and CSgt Bacon as part of HMS Victory Learning Quest
- Shadows investigation: learners keen to commit to their investigation at lunchtime
- Group of learners inspired to write and draw on large paper, and keen to display it as a banner in the corridor
- Learning about real life events in Extreme Earth Learning Quest
- Great Fire of London Learning Quests
- Making a wooden frame in DT

Challenge for learners:

- Challenge stickers in maths encouraging learners to explain their answer (*e.g. prove it, odd one out*)
- Factor Venn Diagrams: challenge at their own level
- Writing from a different point of view

Learners genuine choice:

- 'My Time' during Learning Quest: choosing which question to investigate and how to present their findings
- Place Value and negative numbers problem solving: choosing their own level of challenge
- In Computing learners took photos of their choice around the playground then edited them
- Allowing YR learners to draw what they wished and providing a wide range of media for them to select from
- Chose which type of natural disaster to focus on for poems, newspaper reports, research and Home Learning
- Creating a poster to share learning

Empowering learners:**Being the best they can be:**

- Making more deliberate, informed choices to improve their non-chronological reports
- Timed spelling challenges

Collaboration:

- Space Learning Quest: painting Solar Systems and toilet roll models (*relative size and space*)
- Group of YR learners built a 'base'. Because it had to be tidied up for lunchtime, when they rebuilt it they also refined the design
- Working in groups to create word banks for the whole class to use

Follow / encourage curiosity:

- Learners tried to work out how a selection of pictures linked to the HMS Victory
- Creation of questions for Learning Quest
- Learners very keen to read books by Cottrell-Bryce (*following class reader*)
- Finding, and bringing in to share, a range of teeth linked to science

Self-discovery:

- During science learners searched the hall to find objects made of wood, metal and plastic
- 'My Time': researching answers / info for Space Learning Quest questions
- Water colouring painting. "I want to do this painting thing like Turner"

Transformation:

- Lily T is motivated and inspired through all her learning, therefore making excellent progress

Irresistible learning:

- Y3 learner couldn't resist a negative number challenge ('motivated and fizzing!')
- Well resourced story props, Y1 learners have been very keen to re-enact stories
- Y1 Great Fire of London Learning Quest
- Y3 English linked to "The day the Crayons quit"
- Y2 Healthy Eating learning
- Learning Quest hook: orienteering 'Pokemon Go' style
- Learners loved using Kodu Games Lab
- Y3 learners desperate to do the final write for "Tuesday"

Challenge for learners:

- Learning to play Star Wars together on the glockenspiel
- Creating a raft for the Billy Goats Gruff (floating and sinking)
- Independently editing photographs on iPad
- Using knowledge of events to predict characters reactions in drama
- Maths: boxes. Desperate to show TC
- Y3 learning 'fronted adverbials'. Real struggle but most learners got there

Learners genuine choice:

- Alfie V was choosing his own diagraph sounds
- Choosing to work / play where it is quieter or noisier (YR)
- Learners have been going above and beyond with inspiring Home Learning
- Creative table for open ended activities
- "Which character's perspective shall I consider this dilemma from?"
- Learners chose the multiplication resources and method they wanted to use
- Y3 learners chose the crayon / character to write from the perspective of

Empowering learners:

- Amazed and inspired by a piece of Y5 writing
- Giving learners time to reflect, improve and enhance
- Learners chose to write police reports at home

Being the best they can be:

- Ready Steady Grow stamps and certificates
- 'Shooting Stars' incentive
- Experimenting, sampling and improving their smoothies
- Singing performance of 'Mamma Mia'. Strived towards perfection

Collaboration:

- Group of learners using their individual strengths together to solve problem
- Learner could see I was busy with someone else, so they helped another learner who was stuck
- Pair of Y5 learners sharing a reading book: supporting each other with reading aloud
- Many Y3 learners keen to keep working together / discussing their learning at playtimes

Follow / encourage curiosity:

- A Y1 learner was motivated to write her numbers and the alphabet in Time Out
- Class was engaged and enchanted by the Great Fire of London Learning Quest
- Discussion about how the earth began (started by a learner during Guided Reading)
- Forest school: natural curiosity
- Conscience Alley: considering, agreeing, disagreeing: different points of view
- Loch Ness monster Guided Reading. Learners spent wet playtimes / lunchtimes following it up

Self-discovery:

- Guided research during Science. Each lesson learners contribute a question to explore during the next lesson
- "This smoothie tastes like summer in a cup"
- 'My Time' during Learning Quest

Transformation:

- Progression of Y1 learner's confidence in PE lessons
- Y5 learner, previously low in confidence, overheard saying "I'm going to challenge myself"
- Increased self-esteem
- Aoife H: an incredible change in approach to learning and great results

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Irresistible learning:

- Great Fire of London model for Learning Quest hook
- 2 YR learners choosing to create a puppet show of the story
- Learners talking very positively about the stimulus for activities

Challenge for learners:

- Phonics mats out to be used independently during writing
- Using and applying links during maths
- Adapting rhythm and notes during music
- Maths challenge: cracking a code (*linked to square, prime... numbers*)
- Some learners created their own challenges and completed it

Learners genuine choice:

- Creating different colours of 'Crayons' (*great language development*)
- Creating own criteria for Venn Diagrams
- Selecting from a range of 'fronted adverbials' that had been created as a class

Empowering learners:

- Learners very proud of their work and how much they had learnt over a couple of days

Being the best they can be:

- Quality of Y5 English reports (*compared to Pre-Unit assessments, and proactive use of Learning Wall*)

Collaboration:

Follow / encourage curiosity:

- Encouraging questions linked to Great Fire Of London
- Creating models / puppets to retell 3 Billy Goats Gruff story

Self-discovery:

- Making, spotting and using links in their learning

Transformation: