

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:

Science Week: all year groups. Learners developing their own investigations and sharing ideas at the after school Science Fair.

YR: English: Learners finding tricky words hidden in the Copse and then trying to write them.

Y1: Toys Learning Quest. Bringing in their favourite toys: painting pictures, writing toy adverts, toy animations.

Y1: English: encouraging one learner to read some poetry. The learner then read more at home and used the knowledge / skills to write some of her own poetry.

Y2: Science: Journey on a stick in the Copse (Science Week)

Y3: Learning Quest: Fishbourne Roman Palace trip and Roman dress up day.

Y3: English: Dragonslayer. AV cannot resist sharing his own books about dragons.

Y5: English: writing Evacuee letters: learners were desperate to write in role.

Y5: DT: making cushions, learners so pleased with the results.

Y6: Learning Quest: the topic box and jigsaw as part of our Tudor hook made the children excited about learning the Tudors.

Challenge for learners:

Y1: English: 1 one particular learner was really challenged to create his own 'Traction Man' story.

Y2: Science: thinking outside the box. Using their imaginations to decide what they could put on their stick (Journey on a stick).

Y3: DT: Designing and making pizza boxes. Enabled them to link this challenge to their maths learning (length / measure).

Y3: RE: Putting themselves in Jesus' mum's position during Holy Week and considering how this affected her.

Y3: Music: playing glockenspiels in groups, and trying to keep time with each other.

Y5: Maths: decimal spirals to compare and order. One HA learner said "I had to really think."

Y6: Having a SATS practice week challenged the learners and helped to understand the process.

Y6: Dictionary challenge: find the word, give a definition, who can find it first. Remembering definitions from the previous days.

Y6: Giving learners SATS questions with the question remove to identify what could be the question, what do we already know.

Learners genuine choice:

Y1: English: Learners choosing characters and plots for their own adventure story.

Y1: DT: Designing and creating their own puppets following reading.

Y1: Intervention group: being enthusiastic and asking to go and read more.

Y3: Maths: Choosing level of challenge.

Y5: DT: choice in the design criteria of their cushion

Y5: Maths: Choosing level of challenge.

Y6: Learning Quest: Class worked as a team to decide how they wanted to celebrate their Learning Quest.

Y6: Learning Quest (Tudor Expo). Choosing their roles / focus.

Y6: English: children chose the viewpoint that they were writing from.

Empowering learners:

YR: Reading: a particular child asking to read – seeing his confidence grow and a genuine love for reading emerge.

YR: Writing: a particular child (SEND) wanted an adult to write for him. The adult encouraged him to have a go but he was very hesitant. After a few different strategies, they found writing on the whiteboard outside worked. His confidence grew and he wrote two words completely independently. He was very pleased with himself.

Y1: Encouraging greater independence of thought and task in learning.

Y2: Reading: giving learners reading strategies to improve their reading, and allowing them time to practice and improve these strategies / skills.

Y3: Science Fair. Learners who didn't produce something for Science Fair, still sharing home science with class.

Y5: English: choice of persona. Confidence to write as a character from a story or as themselves in letters / diaries.

Y6: In group work, choosing who has the 'lightbulb moment' and allowing them to become the 'teacher'.

Being the best they can be:

Rock Challenge: learners working hard and in a focused way on rehearsing and refining their performance for the Regional Finals.

Y1: Writing: Independently editing and improving their work with purple polishing pens.

Y2: Learning Quest: standing up to present their ideas to the rest of the class.

Y3: PE: Challenging themselves in PE: trying to beat their own best score.

Y5: Tag Rugby: Learners making progress across the unit and wanting to play more.

Y5: History newspaper reports: application of knowledge.

Y6: Learners showed a positive attitude and carefully worked through SATS practice.

Y6: When working together to give peer feedback, learners have thought about what they can do to improve their work.

Collaboration:

Y1: IT animations: designing, planning and filming in groups of 3.

Y2: Learning Quest: discussing books linked to LQ and generating questions.

Y3: Science Week: investigation into planes and air resistance.

Y3: Door creation for World Book Day.

Y5: Maths: collaboration of pair with NRICH challenges.

Y5: DT: Collaboration practically with making the cushions: helping each other when needed.

Y6: Learning Quest: groups of children have collaborated to produce and put together a Tudor celebration.

Follow / encourage curiosity:

Y1: Home Learning: asking families about their toys when they were children.

Y1: Learning Quest: laminated versions of 'Traction Man' were played with, in and outside classroom, which encouraged imagination / ideas for story writing.

Y3: Science Fair.

Y3: Learning Quest Art: learners using their knowledge from Fishbourne Roman Palace trip to create and produce their own tile mosaics.

Y5: Learning Quest hook: World War 2 suitcase: all the learners wanted to know who the character was.

Y5: Learning Quest visit to Fort Nelson.

Y6: Science: researching further as part of our computing learning to find out even more about the circulatory system.

Y6: English: Adult mentioned Shakespeare spent time at Titchfield Abbey: learners chose to research further about this for themselves.

Self-discovery:

ELSA: Friendship groups: enabling learners to develop self-esteem, understanding friendship, build relationships and enhance their resilience and self-reflection skills.

Y3: Science: magnets: exploring how they work and explaining using the key ideas.

Y5: DT: stitching practice – lots of trial and error.

Y5: Science: plant dissecting. Learners discovered which parts link to life cycles.

Y6: Learning Quest: in preparation for Tudor celebration, children researched and put together a Tudor dance.

Y6: SATs: realising that the test questions is the same learning they do in class.

Transformation:

YR: Writing: a particular child's progress in phonics and how they are applying this in their writing.

Y1: Reading: a particular child's progress due to regular 1 to 1 reading support / practice.

Y2: Writing: Learners having more independent ideas for writing, and being proud of how much neater their handwriting is.

Y5: Change in attitude of LA learner: improved attitude towards writing and learning in general.

Y6: Change in attitude and understanding that goals can be achieved with hard work.