



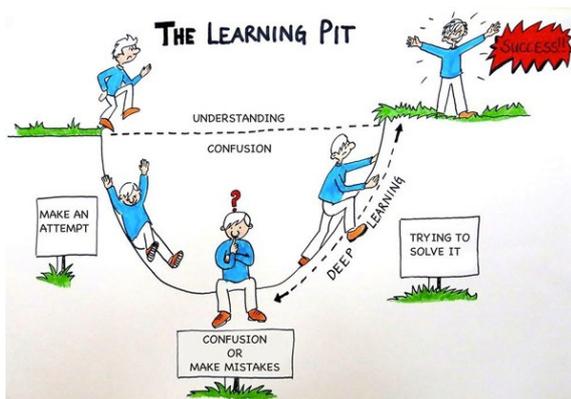
## Learning at Wendover CE Juniors

Over the last four years, we have been improving the way we learn at Wendover. We have learned much about the brain and its complex functions, and a little of what can happen if parts of the brain don't function as well as they could. We know that



to grow our brains we need to keep using them, constantly challenging ourselves to do different and more challenging activities. In recent months we have looked at the more primitive part of our brain, the Reptilian Brain, and learned how this can affect our choices.

Our work on growth mindset encourages everyone to step outside of their comfort zone, accepting that true learning takes place as we struggle to get out of the 'Learning Pit'. Children talk frequently about the pit and how they feel as they enter and leave it. Children use a range of strategies to help them to climb out of the pit, such as re-reading the task, checking the steps to success, using the working walls in the classroom and the resources the teacher has given them and discussing the challenge with their work partner. In this way they are becoming more independent in their learning.



We are keen to ensure that each child is challenged appropriately. Our practice was recognised as effective in our last Ofsted inspection and it continues to develop. We have a number of levels of challenge within lessons and children are encouraged to choose their initial level, supported by adults as needed. Children and adults then work together to assess the progress they are making before a decision is made about raising the level of

challenge or completing the remainder of the chosen level. If they have been too aspirational they may choose a lower level of challenge to consolidate their learning before moving up again.

So that children are able to make these informed choices, we have been working hard to improve the feedback they receive. Research has shown that quality feedback is the single most effective way to increase rates of progress. Our aim is that every child will receive feedback about their learning as soon as possible. This is no mean feat. We use a variety of strategies in order that children receive as much as possible during the lesson which they can then use this to improve their work.

Self and peer assessment is used so that each child can compare work to what is expected. They identify what is good about the work and what needs improving. This includes reviewing the S2S (Steps to Success) that they generate at the start of each lesson to make progress. By Year 6, many children are capable of generating their own steps to success and providing quality feedback for each other.

Adults provide verbal feedback throughout the lesson, which is often recorded in the child's exercise book and is a quick way to address misconceptions and reassure learners. Written feedback is also given and children are required to respond to this. In doing so, they enter into a learning conversation.

The ultimate level of challenge is for the pupil to become the teacher. We are encouraging children to lead aspects of learning, teaching their peers. Through having to simplify their explanations and modelling their methods, they consolidate their understanding and increase their confidence. Children who have been the teacher stated that they found it 'really hard' and that they 'understood things better now'.

