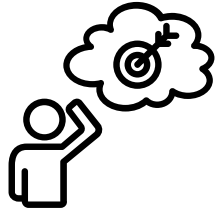




All Saints CPS

What it means to be an enabling adult at All Saints...



High Expectations



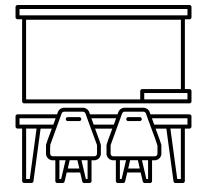
Independence



Assessment for Learning



Clarity



Learning Environment

Engaging Experiences



Learning

Relationships

Faith



All Saints CPS

# Five Questions for Clarity



What are  
you  
learning?

Why?

Learning  
intention.

What do  
you need  
to  
succeed?

Success  
criteria.

How do  
you  
know?

Feedback.

How can  
you  
improve?

Ownership of  
learning, effective  
environment,  
engaging  
experiences,  
enabling adult,  
independence.

Where  
do you  
go for  
help?

Independence,  
environment,  
displays, peers,  
and enabling  
adults.



# Clarity

## Non-Negotiables

- All enabling adults are clear on what the long term learning intention is.
- All enabling adults are clear on the short term learning intentions e.g. a series of lessons.
- Success criteria are co-constructed with children.
- Continuous referral to 'What it means to be an enabling adult at All Saints?'
- Continuous referral to the Five Questions for Clarity for all stakeholders.
- Replace NOD with LI.
- Welsh date to be used in Welsh lessons only.
- Children must be given thinking time before answering a question.
- Welsh language on boards linked to what the children understand and can use.





# Clarity Continued...

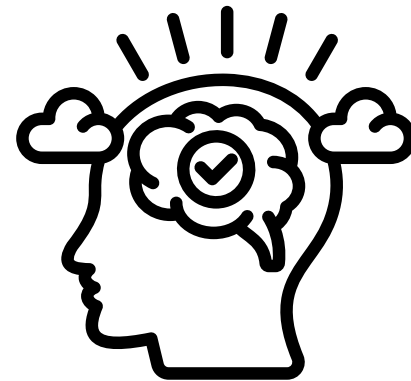
## Questions:

- Are all adults clear on what the LI is?
- Are all adults clear on why?
- Can children articulate what the success criteria is?
- How do you co-construct success criteria effectively?



## Support:

- Professional learning.
- Books/Videos/Podcasts.
- Links.
- Photos to exemplify excellent standards.





# High Expectations:

## Non Negotiables:

- Prevent putting a ceiling on the children's learning.
- Bump it up walls.
- Presentation/standards.
- Nelson handwriting font.
- Know your children interest/learning styles.
- Effective modelling/good subject knowledge.
- Continuous referral to 'What it means to be an Enabling Adult at All Saints'.
- Continuous referral to 'Five Questions for Clarity' with all stakeholders.
- Make sure all children understand the words used in the LI.

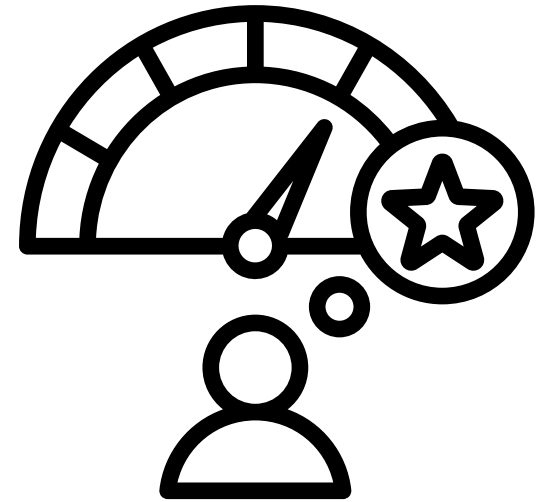




# High Expectations Continued...

## Questions:

- Are the children clear on what the LI is?
- Do the children know how to improve their work?
- Do the children know where to go to improve?



## Support:

- Professional learning.
- Collaborate with colleagues.
- Visits to other schools.
- Moderation for improvement not judgement.





# Independence

## Non Negotiables:

- Children being involved in how/what they learn.
- Environments and resources are well organised.
- Observations feed into planning.
- Knowing who to go to for help.
- Knowing where the support is to improve (e.g. Bump It Up walls), which should be updated regularly.
- Ensure children understand the expectations through having a clear, skills-focused LI.
- Ensure skills can be easily transferred across all areas of learning.





# Independence Continued...

## Non Negotiables:

- Success Criteria should be co-constructed with children and ensure they understand the LI to achieve this.
- No copying from the board.
- Use of Toolkits for writing.
- LI to be broken down into manageable chunks for individual or series of lessons.
- Minimal use of worksheets except for White Rose when essential.
- Teach children to care for their learning environments and develop responsibility.
- Teach children how to use resources to support themselves.





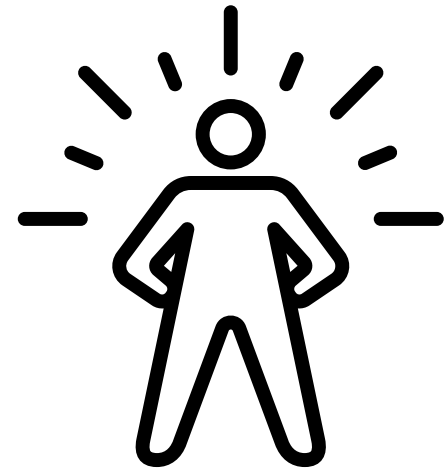
# Independence Continued...

## Questions:

- How are we involving the children in deciding how and what they learn?
- Are the resources easily accessible for the children?
- How are my observations informing my planning?
- Where can children go for help?

## Support:

- Supporting our school website (EAS).
- Professional Learning activities.
- Collaborating with other staff.
- Observing good practice in the school.





# Assessment for Learning

## Non Negotiables:

- Bump it up walls allow the children to see how they can improve.
- Observations - Enabling adults observing all parts of the day.
- Peer and self-assessments.
- Clear expectations.
- Questioning.
- Stepping in and out.
- Marking policy to be followed.
- Grammar and punctuation check lists.
- CPA boards for numeracy.





# Assessment for Learning Continued...

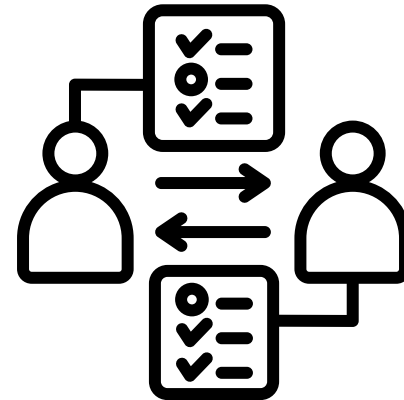
## Questions:

- Are the children aware of the steps needed to achieve?
- Have I planned for observations to take place?
- What am I observing?
- What questions am I asking when I step in?
- Have I got clear expectations?
- What does good questioning look like?



## Support:

- Training.
- Observation training.
- Knowledge of child development.





# Learning Environment/Engaging Experiences

## Non Negotiables for Learning Environments:

- 'The standard you walk past is the standard you expect'.
- Clean, organised and tidy classrooms.
- Is it beautiful?
- Invitations to learn.
- Resource ready classrooms e.g. pencils sharpened, pens that work.
- Teach the children how to tidy the classroom.
- Teach the children how to use resources effectively.





# Learning Environment/Engaging Experiences

## Non Negotiables for Learning Environments:

- Opportunities for reading/writing in all areas (not just writing areas).
- Background music should be classical/relaxing e.g. Mozart.
- Continuous Referral to 'What it means to be an enabling adult at All Saints'.
- Rooted in real life authentic contexts.
- Skills and knowledge need equal status.
- Informed by observations (child led).
- Learning environment must create an emotionally safe, cosy, calm, home from home for the children.





# Learning Environment/Engaging Experiences

## Non Negotiables for Displays

- A3 photographs in colour mounted on black - one photo only on A3 page.
- Rationale for photographs with relevant research/curriculum information alongside.
- Nelson handwriting font.
- Bump it Up walls to be used for every half term writing task (LLC).
- CPA board for Maths.
- Class charters in all classes: Caring, Sharing and Loving.
- Being 'Ready, Respectful and Safe' in school.
- All work to be mounted on black paper.
- RE - refer to agreed school documents/policies.
- Aspiration boards should be ambitious, authentic and realistic.





# Learning Environment/Engaging Experiences

## Continued...

### Questions:

- Are my areas of provision inviting?
- Does the lighting create a calming and emotionally safe environment?
- Are the resources available and accessible to the children?
- Are the experiences I am creating authentic?
- What is the purpose of the experience?
- What skill are we developing?



### Support:

- Professional learning.
- AOLE leads.
- Collaboration.
- Colleagues.
- Consortia (EAS).
- Cluster and wider schools.





# Our Vision for learning at All Saints Caring, Sharing and Loving

At All Saints we have a vision to implement purposeful actions that will raise standards through authentic, spiritual and contextual activities, with deep learning being crucial for our new curriculum.

We aim for our children to make progress by developing a more sophisticated understanding of concepts, with the four purposes guiding everything we do as they move through the school. Our teaching at All Saints must ensure the children are able to make links between all AOLES, through autonomy, mastery and purpose, so they become motivated lifelong learners through knowing how to learn.

Self-Evaluation Support will be for improvement and not judgement with an expectation for all staff to engage regularly with The New Professional Standards.





# Our Vision for learning at All Saints Caring, Sharing and Loving

We will embed systems for collecting and exchanging information, learning and knowledge to create a learning environment where every child achieves.



A trauma informed, nurturing environment with a recognition that all children need to first, be ready to learn by applying empathy and not sympathy, will form the foundation for everything we do in pursuit of the four purposes. Every member of staff at All Saints will be aware of all children's dispositions and aspirations as well as their baselines of knowledge and skills, independence and resilience. Staff will understand the need for these areas to be part of our assessment arrangements with children's input. We will create a sense of belonging amongst staff, pupils and the community.





# Our Vision for learning at All Saints Caring, Sharing and Loving

Professional learning and Professional Enquiry will become embedded and be recognised as being essential for improving pedagogy. We will plan around the 12 pedagogical principles to create a broad curriculum for all children, driven by pupil, parent and community discussions. This will enable our children to make meaningful progress by teaching the children what matters, that helps us in good ways to move children forward to prepare them for their futures.





All Saints CPS

# All Saints Catholic Primary School

## Mission Statement

### Caring Sharing and Loving



All Saints Catholic Primary School is just like a family, where everyone is welcomed, respected and cared for. Love is at the heart of everything we do, learning and living by Jesus' example in the Gospels. We believe that everyone is a child of God. We respect, value and appreciate all members of our community. We recognise that all of our pupils are unique and precious and so we strive to meet their needs and develop their individual gifts. We aim to instil in each child a positive attitude to learning and an ability to face challenge with enjoyment. We will nurture an attitude of respect towards all people and celebrate the uniqueness of the individual. We are committed to high standards, encouraging individual excellence by supporting each child to achieve the best of which he or she is capable.

