

We want LEARNERS to:

We want TEACHERS (and educators) to:

CAN-DO

- ✓ Make informed choices.
- ✓ Learn from mistakes but try again to get it right/improve.
- ✓ Solve problems.
- ✓ Apply previous learning in different real contexts.
- ✓ Show pride and celebrate.
- ✓ Practise and get better.

NURTURE

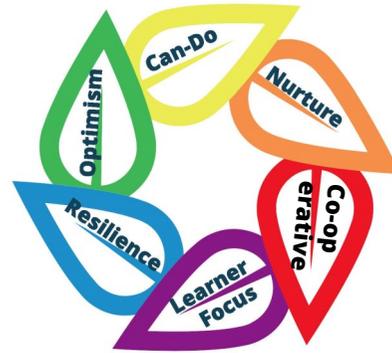
- ✓ Feel safe, supported and happy in the knowledge that theirs and other people's opinions will be listened to and respected.
- ✓ Develop and show positive relationships where mutual respect results in the confidence to challenge both themselves, and others, to improve.
- ✓ Learn to manage their behaviour by applying self-regulating strategies.

OPTIMISM

- ✓ Set their own learning challenges and work hard to achieve these.
- ✓ Recognise and reflect on the progress they make.
- ✓ Be able to demonstrate how they have used past successes and mistakes as a reason for trying harder.

RESILIENCE

- ✓ Adapt to and manage change.
- ✓ Identify and express how they feel in different situations.
- ✓ Learn in a variety of environments (including different social contexts).
- ✓ Use success to develop a stronger sense of self-worth.
- ✓ Use each other as a resource to share ideas and challenge thinking



**PARKWOOD HALL
CO-OPERATIVE
ACADEMY IS A
LEARNER-FOCUSED
SCHOOL WHERE WE
ALL STRIVE TO
ACHIEVE CONSTANT
IMPROVEMENT**

LEARNER-FOCUS

- Provide a variety of resources, experiences in a well-planned, organised environment which reflect the TEACCH principles.
- Set high expectations and challenge pupils and each other.
- Plan open ended and stimulating experiences
- Use assessments to inform planning and use real life contexts - making learning meaningful.
- Have clarity about success criteria and how this applies to different groups of individuals (differentiation).
- Revisit learning and move students towards medium term and long term learning goals.

- Know and understand the students strengths, areas for development, interests and personal circumstances so that they can ensure that every student's needs are being met.
- Ask open ended and supplementary questions to clarify thinking and subsequent actions (deepening learning).
- Have clarity about the outcomes and our different roles and responsibilities in achieving those (e.g. effective use of resources, including adults).
- Explicitly teach and model how to develop individual self-management tools and skills.

- Help learners to identify the progress they've made through constructive feedback and marking.
- Use assessment evidence to know where a learner is on their learning journey.
- Recognise the aspirations of the learners in their group and encourage learners to build on past successes by planning lessons that deepen learning.

- Prepare and plan for foreseeable change.
- Model appropriate responses to unexpected change
- Be flexible with planning in order to maximise opportunities for learning.
- Value and encourage the expression of feelings and teach strategies to help deal with these.
- Plan meaningful learning to include a range of real life environments and contexts.
- Use BEAM system analysis and update the targets in order to better reflect the school's values through student behaviour
- Be open to suggestions/feedback and willing to learn from others
- Plan opportunities for collaborative learning