



Chestnut Lane School - Contingency Plan for Remote Learning

January 2021

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| <p>Introduction</p> | <p>The Government have placed the expectation on schools that for individuals or groups of self-isolating pupils, remote education plans should be in place. This contingency plan sets out our offer.</p> <p>Due to the young age of the children at Chestnut Lane School, adult support will be required in order for the children to access the activities set for them. We also recognise that some pupils with Special Educational Needs and/or Disabilities (SEND) may not be able to access remote education without adult support. In this instance, we will endeavour to work with families to deliver a broad and ambitious curriculum.</p> <p>If we should face a local or national lockdown, where children are required to learn from home, our remote learning offer will ensure we:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum |
| <p>Our Vision, Values and Approach to Remote Learning</p> | <p>Our school vision is 'To provide an excellent educational foundation that inspires curiosity, creativity, confidence and a love of learning'.</p> <p>At Chestnut Lane School, we believe that an active approach to learning is best for our young learners. Where possible, we provide practical activities for the children, allowing them to build their independence and have hands-on experiences. We encourage the children to take ownership of their learning, including the use of open-ended tasks that challenge and inspire all levels of attainment. This vision is extended through our remote learning offer and will therefore be reflected in the activities set.</p> <p>We understand the challenges that supporting your child’s education at home presents for everyone. As a school we are providing ideas to support you to help to continue their education at home but we are aware that it is not possible, for you or for us, to completely replicate a school day! However, more time at home with family will provide some amazing opportunities for children to have experiences that will have a significant impact on their development and will lay excellent foundations for future academic learning. These are the things that will help support your child and can be built into their structured or free time at home:</p> |

1. **Talking and Listening.** Language is the most important tool for learning. Encourage your children to talk and explain their thoughts and ideas. Remember to actively listen to them when they are doing this. Stop what you are doing and give them your full attention. Asking open questions will help to develop their language and thoughts. Why do you think...? Can you tell me more about...?
2. **Extending Vocabulary.** Developing children's vocabulary provides them with an essential tool for all present and future learning. This will have a positive impact on their writing and understanding of mathematics and science. You can help support this through reading to your child at a level beyond their own reading level. Talk about and explain words they do not understand but merely hearing them in context will help them to remember and use new words.
3. **First Hand Experience.** Children learn by actually doing things. Children need to experience things first hand if at all possible. Actually doing, seeing, feeling, hearing, smelling will support them to use all their senses to learn. Think about learning through all their senses when they are learning something new. The more real and concrete their learning, the more they will remember it e.g. measuring in millilitres with real containers and liquid will be much more powerful than completing a diagram of the same activity.
4. **Exploring and Experimenting.** When children are playing they will be exploring and experimenting. They will be trying out new ideas, hypothesising, imagining and problem solving. These experiences are vital for cognitive development and will develop skills that they will use throughout their life.
5. **Keep Active.** Moving and exercising are vitally important to keep children healthy but also to keep their sensory system well regulated so that they can concentrate. Keep having regular activity breaks throughout the day, and during learning sessions, to keep children well regulated so that their concentration is optimised.

When the children return to the school environment the experiences that they have had at home will form a firm foundation for them to continue with their education.

Both at school and through our remote education offer, we continue to focus on the emotional health and wellbeing of the children. Activities which will promote their emotional development will be set and they will be encouraged to partake in a range of physical and outdoor activities. Resources will be given to the parents to support them when their children are learning from home and regular contact will be available with the class teachers and SENCo where needed. We would encourage parents to:

- Listen to the children and acknowledge their concerns
- Provide clear, age-appropriate information about the situation
- Be aware of your own reactions
- Support safe ways to connect the children with others
- Create a new routine to give safety and structure
- Limit the children's exposure to the media surrounding the situation

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

Further support for families can be found in our 'Parent's Wellbeing Activity Guide' - See Appendix A.

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| <p>Chestnut Lane’s Characteristics of Effective Learning</p> | <p>The Characteristics of Effective Learning are used across Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) at Chestnut Lane School. Staff, parents and children are all used to using these. The learning behaviours cover: Playing and Exploring, Engagement, Active Learning, Motivation and Creative and Critical Thinking.</p> <p>In the EYFS, we characterise these through the use of the Mr Men characters and in KS1 we encourage the children to build their vocabulary further by linking these characteristics to words such as challenge, resilience, pride, ownership and reflection. See Appendix D.</p> <p>In lessons, these characteristics are widely talked about by the staff and children, and praise for them can be seen throughout our marking and feedback. Our remote learning offer will also encourage the children to build on these learning behaviours at home and comments from parents regarding these characteristics will be valuable.</p> | |
| <p>What Remote Learning will look like...</p> | <p><u>When individuals or households are isolating:</u></p> <p>Parents will be emailed a home learning pack covering 10 school days that will be built on the current topics for each half term. The activities given will be based on the year group’s curriculum, and will include scaffolding and challenges. Where required, teachers will provide online links to videos and activities and will show methods (such as written maths methods) clearly.</p> <p>Children in Nursery are provided with Phase 1 listening games. Children in Reception, Year 1 and Year 2 are given personalised speed reads to practise each week. These will be based on the phonics sounds that child would be learning at school during that week.</p> <p>Children with SEND will receive a set of activities that will be based on the objectives in their SEN Support plans/Education, Health and Care plans. Parents will be encouraged to contact the school to speak to the class teacher or specialist support assistant should they need any further clarification or support with their child’s learning tasks.</p> <p><i>Nursery & Reception - EYFS</i></p> <p>Parents are given a range of suggested activities based on the Early Years Statutory Framework under an overarching</p> | <p><u>When a class ‘bubble’ is isolating or during whole school closure:</u></p> <p>Parents will still be emailed a home learning pack covering 10 school days to work from. To accompany this, class teachers will hold an a daily live ‘Show and Tell’ session (using MS Teams) to meet with the children and share what they have done that day. During this time, teachers can provide verbal feedback to the children and address any misconceptions they’ve had. Due to the age of the children, the parents will still be required to support them during this session, however the sessions are for children and school staff only.</p> <p>Using the MS Teams platform, teachers and other members of staff will provide story time sessions which will be pre-recorded and sent to parents. For children in the EYFS, a daily video will also be uploaded, modelling a phonics activity or one of the suggested tasks. For children in KS1, a daily video will be uploaded, modelling either the maths, English or foundation subject task.</p> <p>Parents will be provided with example timetables that are age appropriate for the children to enable them to create a new home learning structure. See Appendix B & C.</p> <p>Parents will be encouraged to send the work their children have completed twice a week, via MS Teams. Teachers will provide feedback on this and parents will be expected to encourage their children to build on the next steps provided.</p> |

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| | <p>theme. It is important to remember that EYFS follows a child led, play-based curriculum. All children should still have time to play imaginatively with toys, build with lego, dress up, act out stories, and play games with their family throughout the day. Teachers recommend that the parents choose 1 task a day to focus on with their child. See Appendix B.</p> <p><i>Year 1 & 2 – KS1</i> In KS1, the children’s home learning will be based on what they would be learning in school during the current half term. Parents will be given a range of cross-curricular activities. Each day, children are encouraged to complete a maths or an English activity, along with a topic based activity, which covers the foundation subjects. Activities will follow on from one another and the children are encouraged to record their work in some form. See Appendix C.</p> <p>Activities completed during individual or household isolation should be brought into school on the child’s return. If the isolation period is for longer than a week the child’s class teacher will make contact with them.</p> | <p>Regular contact will be available with the class teacher and SENCo where needed, and this can be requested via the school office, or in response to your child’s feedback on MS Teams.</p> |
| <p>Our staff are responsible for:</p> | <p>Teaching staff will be responsible for:</p> <ul style="list-style-type: none"> • Providing a timetable showing a suggested weekly routine that is appropriate for the age of the child • Providing remote learning as outlined above, including all necessary resources • Recording demonstration videos to model tasks • Communicating with individual pupils/parents, providing feedback that follows the school’s feedback and marking policy • Offering individual telephone calls to support children or parents where necessary • Responding to specific questions from children and parents • Providing wellbeing support as required, signposting parents to relevant resources and agencies <p>Specialist support assistants will be responsible for:</p> <ul style="list-style-type: none"> • Providing activities in line with pupils’ Educational Health Care plans • Communicating with individual pupils, providing feedback and support | |
| <p>Our pupils and parents are responsible for:</p> | <p><u>When individuals or households are isolating:</u> If the child is isolating but not unwell, we expect them to be encouraged to engage with the home learning materials sent to them. We would encourage all parents to:</p> | <p><u>When a class ‘bubble’ is isolating or during whole school closure:</u> We would encourage all parents to:</p> <ul style="list-style-type: none"> • Stick to a clear daily routine • Complete some of the suggested activities in EYFS |

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| | <ul style="list-style-type: none"> • Stick to a clear daily routine • Complete many or all of the suggested activities • Carry out daily phonics/reading tasks • Bring learning to school after isolation period • If isolation is extended, submit work to school • Facilitate interaction between child and class teacher, if isolation is for longer than one week • Seek support from class teachers where necessary • Promote the Characteristics of Effective Learning throughout all activities | <ul style="list-style-type: none"> • Complete all of the activities in KS1 • Carry out daily phonics/reading tasks • Submit learning via home learning email address twice a week • Respond to teacher’s feedback/next steps • Link into MS Teams for the daily live session • Watch the pre-recorded videos and follow the methods/strategies modelled by the class teachers • Promote the Characteristics of Effective Learning throughout all activities |
| <p>Keeping Safe Online</p> | <p>At Chestnut Lane School, each year group covers e-safety every half term. Children are taught to:</p> <ul style="list-style-type: none"> • Understand what personal information is and what is safe to share with others • Understand how to use the internet safely and kindly • Know how to recognise anything unexpected online and understand the importance of telling an adult • Recognise that not everyone is a ‘friend’ or who they say they are online <p>When using any form of online platform, it is important to remember how to keep children safe online. Due to the age of our children, parents would be required to supervise the use of MS Teams, Vimeo, search engines and any other online use with their children.</p> <p>More information and resources about online safety can be found here: https://chestnutlane.bucks.sch.uk/parents/resources-for-parents</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online</p> | |
| <p>Resources</p> | <p>There are many resources available online to support parents and children when learning at home through the remainder of this pandemic. The Government website (www.gov.uk) holds a lot of information but particular attention should be paid to this guidance: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</p> <p>No one expects parents to act as teachers, or to provide the activities and feedback that a school or nursery would. We are aware that home learning will not represent a normal school day. Parents and carers should do their best to help children and support their learning while dealing with other demands.</p> <p>Our school website also has further resources that will support parents in their delivery of the home learning activities. There are many useful phonics, handwriting and maths resources and parents are encouraged to use these. https://chestnutlane.bucks.sch.uk/parents/resources-for-parents</p> | |

Appendix A: Parent's Wellbeing Activity Guide

Activity Guide to Support Children's Wellbeing

This guide provides a small selection of mindful activities for parents to use at home to support their child's wellbeing. There are many different activities and resources, which we have included a few links for but please liaise with the class teacher if you require any further support or would like activities for a specific area. Please refer to 'Parent's Guide to Children's Mental Health – Primary School'

(<https://www.mentalhealth.org.uk/sites/default/files/mental-health-schools-make-it-count-parents-carers-guide.pdf>) for more information about Mental Health and Wellbeing.

What is Mindfulness?

We explain to children that mindfulness means paying attention, with kindness and patience, to what's going on inside as well as outside of you right now. The term "monkey mind" means feeling restless, agitated and distracted. A goal of mindfulness activities is to calm the constant chatter of the mind.

How do children become mindful?

Children can become mindful by noticing their breathing, focusing their attention, expanding their awareness and by being patient even when things are hard. Help children build empathy, manage everyday emotions and have fun with mindfulness activities.

There are different reasons to require mindful activities. It may be because of high anxiety, feeling frustrated, overwhelmed or struggling to concentrate so the example activities are split into 4 main areas; **Start your day (stay grounded)**, **Find Calm**, **Focus (strengthen your mind)**, **Rest and Relax**.

Example activities:

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| <p><u>Jungle Movement</u> Tighten and relax the muscles in your toes, ankles and legs. Lift one foot and feel your muscles working. Imagine you are an animal in a jungle. Being walking silently through the jungle without making a sound. Feel your toes helping you balance. Feel your weight in your heels. Move your arms in a slow sway. Cross the room 2 times paying attention to how you move.</p> | <p><u>Mindful Mood</u> Sit with your spine straight and body relaxed. Take 3 soft, slow breaths and notice your mood. Choose a marker or crayon to draw your mood. Blue could mean one mood. Red or green could mean another. Later you might be in a different mood so create a new drawing.</p> | <p><u>Rooted like a tree</u> Stand with your feet together and arms by your side. Image tree roots growing from the bottom of your feet down into the earth. Slowly lift one foot and press it against your other ankle. Clasp your hands together with just your pointer finger extended. Lift your clasp hands above your head. Balance, relax into the position and feel rooted like a tree. Lower your arms and try the other foot.</p> |
| <p><u>Shake out</u> Stand still like a statue, breath in and hold your breath. Breathe out and shake out your arms, shake them high and shake them low. On your next out breath shake out your legs. Then shake your body until it's loose. Shake out the worries and see them fly off you like water drops. Finally flop down onto the floor and let out the last 'ahhhhhh'. Take 3 breaths; fill your nose, lung, tummy.</p> | <p><u>Tummy Ride</u> Lie down and place a small soft toy on your tummy. Let your arms rest loosely by your side. Breathe normally and watch your toy rise up and down on your tummy pretending its riding and ocean wave. Count as you "breathe in – two three" "Breathe out – two – three" Does your breathing feel like a rolling wave?</p> | <p><u>Fist Squeeze</u> Take 3 mindful breaths and pay attention to what you are feeling. Imagine those thoughts and feelings are gathering like energy balls in your hands. Breathe in and squeeze your fists as tightly as you can. Breathe out slowly and open your hands, soft and loose. Imagine the energy balls flying away like sparks. Breathe in and squeeze your fists again, let the energy build. Breathe out and slowly opening your hands letting the energy go.</p> |

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| <p><u>Mental Snapshot</u> Sit with a partner and have a small selection of objects in front of you. Take time to focus on each object. Close your eyes and your partner can take an object away. Can you remember what it is? Swap roles.</p> | <p><u>Open Ears</u> Sit with a partner, close your eyes and take mindful breaths. Your partner will ring a bell (or other object). Pay close attention to the sound. Notice how it fills the room. Raise your hand when the sound has gone. Put your hand down and focus your attention on all other sounds you can hear close by or far away.</p> | <p><u>Mind Castle</u> Sit mindfully (straight spine and body relaxed). Close your eyes and take three soft, slow breaths. Draw a castle in your mind. What does it look like on the outside? Does it have towers or a drawbridge? Now go inside, what do you see? Imagine wandering through the rooms and notice the shapes, smells and sounds of each room.</p> |
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| <p><u>Safe Keeping</u> Write/draw a worry down on a piece of paper. Fold it up as small as you can and put it in a safe place such as a special box or drawer. You don't need your worry when you play, eat or sleep. You can throw your worry away when you don't need it anymore.</p> | <p><u>Mindful Colouring</u> Before you start colouring, take 3 deep breaths. You can find a detailed colouring page or you can create your own detailed drawing. Take your time to think about each section of your picture and tune out all your mind chatter.</p> | <p><u>Nature Walk.</u> Go on a mindful walk outside. While you are walking, take time to engage each sense and actively think about what you can hear, smell, feel, touch. Take time to tune into each sense. If you are not able to go outside choose a picture from a book or online (forest, sea, mountains) and imagine you are there. What can you feel? What can you see? Where are you? What can you smell?</p> |
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Yoga

Yoga is great for wellbeing. Short sessions are great to refocus, calm or just be active. There are different child friendly videos for yoga, we recommend 'Cosmic Kids Yoga' (available on youtube or <https://cosmickids.com>) which tells a story through yoga stretches and engages children's minds as well as physically.

Stories

Children re-reading familiar stories, looking through picture books independently or having stories read to them is another great way to feel calm.

Stories are also a great way for you, as parents/guardians, to address any emotion, which your child may be feeling. There are many books available to cover a range of different emotions at an age appropriate level. Here are a few suggestions of books we regularly use in school. For more information see the 'Books Trust' website or ask your class teacher who will be happy to recommend books for a specific concern:

- 'The Colour Monster' by Anna Llenas
- 'The Huge Bag of Worries' by Virginia Ironside
- 'Ruby's Worry' by Tom Percival
- 'Ravi's Roar' by Tom Percival
- 'The Worrysaurus' by Rachel Bright
- 'The Lion Inside' by Rachel Bright

Further Information and Activity Guides:

<https://www.place2be.org.uk/our-services/parents-and-carers/coronavirus-wellbeing-activity-ideas-for-families/>

<https://youngminds.org.uk/find-help/for-parents/>

<https://mindedforfamilies.org.uk/young-people>

<https://www.bbc.co.uk/bitesize/articles/zkyr47h>

Appendix B: Example EYs Timetable to structure day

Early Years Suggested Timetable for Home Learning

Please find below a suggested structure for your day during your home learning time. We have also included a suggested time frame for the activities. We appreciate that this will not work for everybody but hopefully it gives some guidance which can be easily adapted to suit you and your child’s needs.

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| Morning | Physical activity - Start the day with physical gross motor activity / PE to get moving. | Approx. 20 minutes. |
| | Phonics – refer to weekly plan for new sound of the week. | 20 minutes |
| | Themed challenge from weekly plan. Choose 1 area of learning – C&L, PSED, Lit, Maths, UW, EAD * | 30 minutes |
| | Shared reading – adult to read a story and together discuss the characters / key events. Encourage children to join in with refrains. | 10 minutes |
| Lunch | Enjoy lunch followed by a walk, scoot or bike ride in the fresh air if well enough and restrictions allow. What do they notice about the world around them today? | |
| Afternoon | Fine Motor Activity - Start the afternoon with a fine motor activity (see suggestion list) to develop finger muscles. | 10 minutes |
| | Themed challenge from weekly plan. Choose 1 area of learning – C&L, PSED, Lit, Maths, UW, EAD * | 30 minutes |
| | Shared reading – adult to read a story and together discuss the characters / key events. Encourage children to join in with refrains. Or independent reading using books/sentences based on phonic knowledge using https://home.oxfordowl.co.uk/reading/free-ebooks/ | 10 minutes |

It is important to remember that Early Years follows a child led, play-based curriculum. All children should still have time to play imaginatively with toys, build with lego, dress up and act out stories and play games with their family throughout the day. We suggest that the ‘focused tasks’ are scattered throughout rather than in a solid block.

*A suggested structure for the themed challenges may look as follows:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Morning | Maths | Literacy | Maths | Literacy | Maths |
| Afternoon | Understanding the World | Communication & Language | Expressive Arts & Design | Personal, Social, Emotional Development | Expressive Arts & Design |

This is only to be used as a suggestion as the activities will depend on your child’s main focus areas/targets which they need to work on. Repetition of activities will help to build confidence and consolidate learning. For example, if your child enjoys writing and craft during their play then it would be a good idea to have ‘maths’ and ‘understanding the world’ as the focus tasks more often in the week rather than literacy/EAD which they are already consolidating through their free choosing.










Appendix C: Example KS1 Timetable to structure day

KS1 Suggested Timetable for Home Learning

Below is a rough outline of a suggested timetable that could be used for home learning. All children have different needs and learning styles. Some may be able to sit for this length of time to complete an activity while others may need time slots to be broken down into smaller chunks of time. Make sure the children have lots of movement breaks and time outdoors. Remember, no one should sit still for longer than 20 minutes at a time so it's important to keep your body moving!

| Day/Total Time | 10 – 20 minutes Phonics/Speed Reads | 20 - 30 minutes | 20 – 30 minutes Maths/English | 20 minutes | 20 – 30 minutes Maths/English | 30 minutes | 30 – 40 minutes Topic | 20 minutes |
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| Monday | Read, Cover, Spell and Check your speed reads. | Daily exercise. Choose from these online resources: | Have a go at the maths or English activity on your 10 day challenge. | Have a break! Go outside, watch the television, play a game or just relax. Don't forget to eat a healthy snack! | Go back to your maths or English activity. Have you made any errors? Are there any improvements you could make? Could you check your maths using a different method? Could you check your spelling using a dictionary? | Have some lunch. Go out into the garden or on the drive and get some fresh air. Take some time to relax, play on the computer, talk to your family or call a relative or friend. | Topic Challenges <u>Art/DT/Music</u> See activities on 10 day challenge. | Shared Reading. Enjoy reading a story with someone or by yourself. Alternatively, ask an adult to read to you and ask you some questions about the book. You could log onto www.oxfordowl.co.uk to find more online texts to read. |
| Tuesday | Make rainbow speed reads. Using different colours, write each word as one layer of a rainbow. | - PE with Joe Wick (Youtube) - GoNoodle - Cosmic Kids Yoga (Youtube) | | | | | | |
| Wednesday | Make cards and play snap (you'll need 2 copies of each word.) | Or alternatively, you could: - Make up a dance routine to your favourite song. | | | | | | |
| Thursday | Hide a card to see which is missing and spell it. | - Set up an obstacle course in the garden and complete it 10 times. | | | | | | |
| Friday | Play hangman with the words. Ask an adult or sibling to check your spellings like we would at school. | - Play tennis, cricket, throwing and catching, football etc outside - Set up a 30-second challenge (star jumps etc) | | | | | | |
| | | | Mental Maths Ask an adult/older sibling to give you 6 mental maths questions. (E.g. $5 + 3 + 7 = ?$ How many tens in 65?) | | | | Topic Challenges <u>Science/Eco</u> See activities on 10 day challenge. | |
| | | | | | | | Topic Challenges <u>History/Geography</u> See activities on 10 day challenge. | |
| | | | | | | | Topic Challenges <u>RE</u> See activities on 10 day challenge. | |
| | | | | | | | Show and Tell Show or tell your family about something you've learnt or enjoyed doing this week. | |

Early Years

| Playing and Exploring | | |
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| Little Miss Curious |  | Finding out and exploring |
| Little Miss Wise |  | Playing with what they know |
| Mr Brave |  | Be willing to have a go |
| Active Learning | | |
| Mr Busy |  | Being involved and concentrating |
| Mr Try |  | Keeping trying |
| Little Miss Proud |  | Enjoying achieving what they set out to do |
| Creative and Critical Thinking | | |
| Little Miss Inventor |  | Having their own ideas |
| Little Miss Brainy |  | Making links |
| Mr Adventure |  | Choosing how to do things |

Key Stage 1

| <i>'I can' Statements</i> |
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| <u>Engagement</u> |
| I always show curiosity about learning. |
| I can consistently make links and connections between my learning and personal experiences. |
| I can independently challenge my own understanding and show resilience when faced with difficulty. |
| I push my learning boundaries, challenging myself through taking appropriate risks. |
| <u>Motivation</u> |
| I can set my own goals and be proud of my achievements. |
| I can show high levels of enthusiasm to learn. |
| I can consistently maintain focus and overcome any distractions. |
| I can take ownership of my learning journey and make decisions about what to do next. |
| <u>Creativity & Critical Thinking</u> |
| I can reflect on my own ideas and justify them to others. |
| I can use a trial and error approach to solve open-ended tasks creatively. (Thinking outside the box) |