



Managing and developing the learning culture

Consider how to cultivate the most effective learning environment possible by:

- ◆ Asking pupils, including the very able, what helps them to learn effectively
- ◆ Making pupils aware of their own preferred styles of learning
- ◆ Giving pupils the language to discuss the process of their learning (metacognition) so that they can consider alternative approaches to problems and learn how to maximise their own potential
- ◆ Establishing a culture in which wrong answers are productive opportunities for learning
- ◆ Encouraging staff to be aware of their own preferred style of teaching and to consider whether this may limit access to learning for some pupils who access information differently.

Culture of challenge:

The essential features of a culture of challenge in the school and classroom

Detailed consideration of all points raised below are essential prior to the planning and preparation of effective lessons.

Features:

- ◆ Security, routine and a clear sense of purpose
- ◆ Warm, open and responsive relationships
- ◆ An ethos which builds self-esteem and confidence
- ◆ Assessment which ensures that the core skills of reading, writing, number work and information technology are secure and are being continually extended
- ◆ Open expectations; limits are fixed by the potential of the learning activity and the capabilities of the child rather than by the teacher
- ◆ Awareness of time frames; the skilful use of pace and deadlines
- ◆ Conscious fostering of the rebirth of projects, ideas and lines of enquiry
- ◆ Valuing enthusiasm and energy (even when misdirected)
- ◆ Making changes of mind legitimate
- ◆ A recognition that the unexpected is an essential part of open-ended enquiry
- ◆ The predominant use of open-ended, real questions



- ◆ Bringing high standards to the attention of the children – the children's own work and examples of high achievement from a wide range of real world contexts, eg: the work of acclaimed artists, engineers, designers, writers and sports people
- ◆ Promoting self-evaluation against rigorous and challenging criteria (determined in part by children)
- ◆ Respect for rational argument based on evidence, data and personal conviction
- ◆ Establishing creditable failure as an integral part of the teaching process
- ◆ Seeing all solutions as provisional
- ◆ Recognising and rewarding creativity and ingenuity; acknowledging the importance of imaginative and unusual approaches
- ◆ Giving process a higher weighting than product, and recognising this in the rewards system (planning, drafting, changing, altering, refining, and improving)
- ◆ Ensuring depth of task in the majority of the work provided
- ◆ Taking opportunities to move the children's thinking beyond the obvious; penetrating their ideas and findings with deeper questioning
- ◆ Drawing the children's thinking together around success criteria which they have played a part in constructing
- ◆ Using the spiritual dimension of children's thinking to enable them to make meaning from their ideas and findings.