



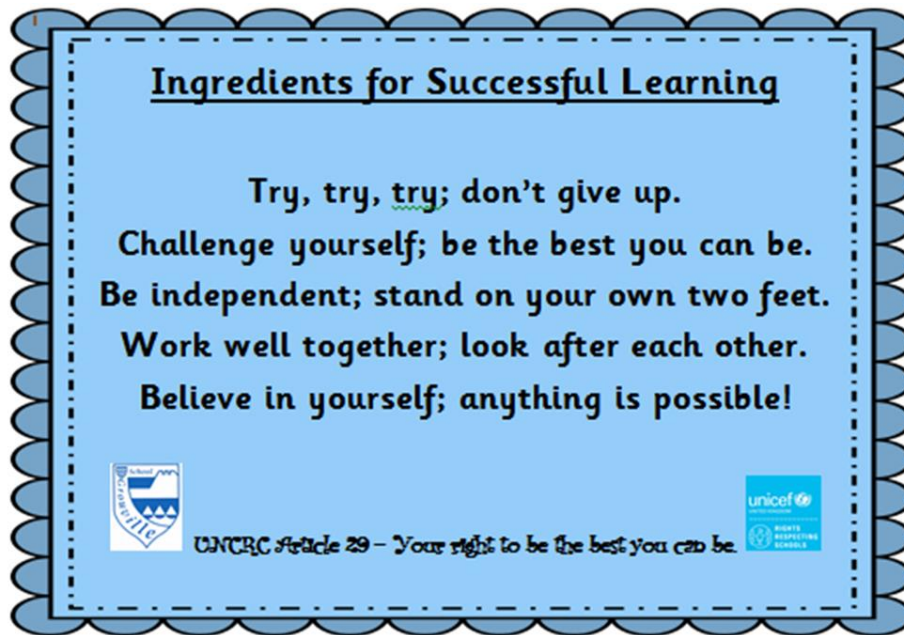
# GROUVILLE SCHOOL

*Kindness, Responsibility & Challenge*

## **Improving learning and being successful; how does my child know how to do this?**

At Grouville Primary School we believe in supporting, encouraging, and guiding children to “always be the best they can be”.

Within our setting, we value the whole child and do not just measure success in academic achievement but also in personal development using our Successful Learning Ingredients. Our Successful Learning Ingredients are at the heart of all that we do and are an integral part of our class and school environment.



They are shared in assemblies, discussed alongside learning and peer and self-assessment. Examples of students demonstrating these Successful Learning Ingredients are displayed around the school and on the school website - <https://www.grouville.sch.je/successful-learning-ingredients.html>. They are changed termly to celebrate successful learning in action. All these things help the children to understand what our Successful Learning Ingredients are, and how to identify them in themselves and others.

Growth mindset sits alongside children knowing how they are successful as this encourages children to learn from their mistakes and challenge themselves. This is part of the class and school culture as well as a series of lessons that is explicitly taught in PSHE.

***Kindness, Responsibility & Challenge***  
***Always be the best you can be.***

## Learning Questions and Checklists

Within learning at Grouville Primary School, we teach children to identify what they have been successful at in their learning and what their next steps are. To be able to do these children have to understand what they are learning and the steps they must take to be successful. We refer to these key elements as Learning Questions and Checklists.

The Learning Questions identify what skill is being learnt/taught and the Checklist breaks down the steps the children must take to be successful at that skill.

Children use the Checklists to help them assess their learning and identify where they have been successful and what their next steps might be. Children assess their learning as a whole class, individually or in pairs. This feedback builds their confidence and supports them in understanding what they need to focus on next.

An example of this is:

LQ: Can I edit my writing?

Checklist:

I have reread to check it makes sense.

I have checked misspelt words in the dictionary.

I have added missed punctuation.

The children also use Tagging as a means of evidencing how they feel about their learning and the progress they have made within a lesson.

Blue – sky high (I can coach this/go deeper)

Green - success (I understand this)

Yellow – struggling (I'm not sure yet/I need more practise)

Red – stuck (I need help/I don't understand at all)

## Teacher Feedback and Support

Alongside this, teachers give children regular verbal feedback, as a whole class and as individuals about their learning progress, both to celebrate their success and support their next steps. Time is spent unpicking misconceptions and mistakes so that the children build a secure foundation of learning. Children have time in class to correct their mistakes and edit their work using blue pen. This allows us to see their progress and celebrate their success with them.

Each classroom has lots of learning aids to support the children to improve and uplevel their learning. From unpicking and clarifying key vocabulary at the start of a new unit, access to resources such as dictionaries, thesauri, writing and maths non-negotiables, learning walls and knowledge organisers, the children have a multitude of resources that they can access independently.



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