Prospect Primary School Site Learning Plan

Vision Statement

'Empowering lifelong learners through curiosity, creativity and a sense of belonging in an inclusive community.'

Site Provocation

How can we continue to develop the SECRET skills and Character Strengths to harness and empower curious agents of learning?

Challenge of practice- our why

If we develop reasoning and problem solving we will improve achievement and develop resilient, resourceful and reflective learners with a positive mindset towards Mathematics.

Area of Impact: Learner Agency	Actions	Learner Agency & HITs Questioning, Metacognitive Strategies, Goal Setting	How will we know? What evidence will we collect?	Resources
Voice to agency Learners have a say and 'own' what they learn and how they learn Partners in learning Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience Discernment and judgement Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful	Teachers will … ➢ create learning design which enables opportunities for students to be involved in problem solving and reasoning that is connected to the real world	We will see each student… lead and guide inquiry ➢ respond to provocations to promote curiosity and guide learning pathways ➢ choose how they will present their learning	How will we know?.. ➢ Learning design involving problem solving, reasoning and inquiry (e.g. PMA Challenge) ➢ Collection of samples including reflection of thinking routines that guide subsequent learning experiences. The development of progression of thinking routines based on student responses	SA Curriculum  PMA challenge STAR model Problem solving placemat Learning design Positive Norms Prof. Jo Boaler Struggly https://pz.harvard.edu/thinking-routines Key elements of expert teaching Student Voice, Agency and Leadership Questioning, Metacognition,Goal Setting MISTAKEShttps://dennislearningcenter.osu.edu/4-types-of-mistakes/
	➢ develop student metacognition through SECRET skills, thinking routines and mathematical processes which enable students to articulate their thinking and reasoning	regularly engage in metacognitive thinking to reason and problem solve (thinking routines, STAR model, problem solving placemat) ➢ actively collaborate with peers and teachers ➢ use network for help strategies to promote collaboration and dialogic talk	➢ Student work samples and reflections that demonstrate and justify strategies used ➢ Gather pre- and post-assessment data to monitor progress ➢ Student samples of responses/reflections using STAR or BITL placemat ➢ Perspective/Mindset check-in T1>T4 (Microsoft Forms)	
	➢ embed formative and summative feedback and assessment practices to establish next steps for learning and individual student goals	seek, give and receive feedback: peer, self, teacher ➢ use NAPE, numeracy progressions to reflect on their learning ➢ review and reflect on goals in collaboration with teacher	➢ Set, monitor, review ➢ Student conferences ➢ Effective learners (leaders of learning) ask and record peers discuss their numeracy goal focused on capabilities o What are you learning? o What is your numeracy goal? o Why is this your goal? o How will you know you are successful? (Success Criteria) o What processes/strategies will help you to be successful? o What are your next steps?	**Professional Development** Familiarisation with the SA Curriculum Ron Ritchhart's *Creating Cultures of Thinking* Project Zero's thinking routines Numeracy Progressions
	➢ foster a culture of positive Mathematical mindsets and norms through the implementation and embedding of the agreed positive math norms	develop and articulate positive beliefs and attitudes towards mathematics ➢ understand how adopting a positive mathematical mindset supports learner agency ➢ engage in productive struggle and persist with making sense of the problem ➢ celebrate and reflect on mistakes to set goals be resourceful and build resilience by accessing effective learner strategies such as questioning, collaboration, Kids teaching kids, manipulatives and digital technologies	Pre and post survey questions on dispositions: **Resilient:** Demonstrate struggle time, growth mindset, learning pit, mindset maths **Resourceful:** Access network for help strategies - Strategies and mathematical toolkit **Reflective:** demonstrate within STAR/BITL/NAPE Reflect on pre-assessments to create goals Students are able to communicate (written and verbally) their mistakes and how this has progressed their learning goal	
	➢ develop a PPS numeracy agreement to ensure reasoning and problem solving is incorporated into lesson design			

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Vision Statement tbc

Site Provocation
How can we continue to develop the SECRET skills and Character Strengths to harness and empower curious agents of learning?

Challenge of practice- our why
If we develop students' metacognitive strategies and understanding of the purpose and application of writing, we will empower curious, empathetic and reflective learners of Literacy.

Area of Impact: Learner Agency	Actions	Learner Agency & HITs Questioning, Metacognitive Strategies, Goal Setting	How will we know? What evidence will we collect?	Resources
Voice to agency Learners have a say and 'own' what they learn and how they learn Partners in learning Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience Discernment and judgement Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful	Teachers will … ➢ create learning design that ignites student curiosity for various text types and their purpose to develop transferrable writing skills	We will see each student… ➢ develop curiosity, critical and creative thinking ➢ choose appropriate text types to present their learning ➢ choose how they will present their learning ➢ understand text types and purpose	How will we know?.. ➢ A range of evidence could include: videos of students articulating the purpose and application of their writing, student written work samples ➢ Learning design that sparks curiosity and enables transferable writing skills (text to self, text to text and text to world)	SA Curriculum  Learning design Project Zero https://pz.harvard.edu/thinking-routines Writing plus Brightpath ruler Guide books Key elements of expert teaching Student Voice, Agency and Leadership Questioning Metacognition Goal Setting
	➢ build a culture and understanding of metacognitive practices that engage and challenge all learners to explore ideas critically and constructively	➢ select and use metacognitive thinking routines to analyse, explore and interpret ideas/text types ➢ actively collaborate to share their thinking and perspectives	➢ *Discernment and Judgement*: Students justify why they have chosen text type through reflective metacognitive thinking routine	
	➢ embed formative and summative feedback and assessment practices to establish next steps for learning and individual student goals	➢ actively seek, give and receive feedback to determine writing goals: peer, self, teacher ➢ Improve learning/skills as a result of feedback	➢ Perception survey o What were the successful strategies that supported my engagement and enjoyment of writing? o What could my teacher do to foster my love/engagement of writing?' ➢ Students reflect on BrightPath teaching points to set own goals (TAG, Grow and Glow, the NAPE scale, Brightpath ruler)	**Professional Development** Familiarisation with the SA Curriculum Ron Ritchhart's *Creating Cultures of Thinking* Project Zero's thinking routines Writing Plus
	➢ develop student capacity in functional/instructional grammar using relevant and contextual/meaningful learning	➢ articulate the meta-language associated with functional grammar ➢ transfer functional grammar across all genres ➢ justify their authorial choices and language choices to convey meaning	➢ Effective learners (leaders of learning) ask and record peers discuss their literacy goals o What are you learning? o What is your literacy goal? o Why is this your goal? o How will you know you are successful? (success criteria) o What processes/strategies will help you to be successful? o What are your next steps?	
	➢ develop a PPS literacy agreement to ensure critical and creative thinking is incorporated into lesson design			