How we teach

We are a school that prides itself on undertaking regular and on-going research to inform our teaching methods.

We know that our children think about the world in the way that they experience it. They think in a multi-sensory way - visually, in sound and in movement. Our children are naturally curious and creative, and this comes about through the interaction of their different ways of seeing things. We know that there is a proven connection between creativity and improved emotional functioning and so look for new and different ways to engage our children with the learning process, harnessing their natural inquisitiveness and affinity for adventure to expand their horizons**.**

We set high expectations of every child, taking the time to nurture their unique abilities by establishing what they already know and building on individual responses to transform talents into strengths. We structure and pace learning opportunities to make them challenging and enjoyable and match activities closely to personalised next steps in learning.

We work hard to identify and remove barriers to learning by using our expertise, sensitivity, perception and adaptability to respond to the children's changing social and emotional needs. We provide opportunities to experience challenge and success and know when to ease off when frustration begins to peak.

We build in as much activity as possible and mix high and low interest tasks. We know that our children respond to innovative and flexible approaches to learning and therefore use these to motivate and promote experimentation and curiosity. We believe that intelligence is multi-faceted, and that people learn in different ways so we modify our teaching styles and resources to match children's learning styles. We allow children to make mistakes without undue criticism and we give them time to be successful. We value all attempts and contributions. We involve the children in designing their own learning and encourage children to try new experiences, so the risk of failure is not experienced as a threat.