



### Definition/Rationale:

It is our ambition that every teacher is proud of our school and their own teaching. We believe that this pride in the quality of our own work will encourage students to take pride in their classwork. Staff and students who feel proud of the work they complete are more likely to respond to feedback, feel motivated to improve even further and experience a greater sense of wellbeing. If we can generate a sense of pride in our work this will have a positive influence on a range of learning behaviours that ultimately create the conditions for staff and students to flourish.

We are incredibly proud of our school and therefore it is essential that we take an active role in maintain our standards both inside and outside the classroom. Ultimately pride is generated by having a sense of ownership.

### Underpinning Pedagogy:

[Pride in the product](#), [Benchmark of brilliance](#)

### Pride is:

- Students are able to identify work they our proud of.
- Students are given the opportunity to make decisions about the work they complete and have a sense of ownership.
- Creating a positive learning environment.
- Creating high quality resources.
- Ambitious and effective planning.
- Students taking care to present work in line with school expectations.

### Pride is not:

- Simply following the school presentation expectation without also feeling a sense of pride in their work.

### What evidence of 'Pride' might we see in a lesson or in student books?

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- Creating a positive learning environment.
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### How do we monitor this?

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| <ul style="list-style-type: none"><li>• Students' outcomes over time.</li><li>• Learning Dives</li><li>• Work Sampling</li><li>• Student interviews</li></ul> | <ul style="list-style-type: none"><li>• Listen to student responses to questioning.</li><li>• Reviews of the scheme of work.</li><li>• Internal tracking data.</li></ul> |
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### Suggested classroom activities:

- Class work is in line with School expectations.
- **Creating 'benchmarks of brilliance'**. Every student attaches a piece of great work to their book/folder as a signature of what they can do in the subject. (See [here](#).)
- **Class anthologies**. Creating an anthology which includes something from every student and is then distributed to all and/or published online. The only piece of work I remember from high school is a poem published in a class anthology my Y9 teacher produced.
- **Producing a piece to present to parents on parents' evening**. This would be a great way to involve parents in the process.
- **Regular use of 'gallery critique' in lessons**.
- **Having classes present their work to another class**. There are countless ways this can be done, but the knowledge an outsider will read your work is hugely motivating.