

## Teaching for Learning Policy

West Wittering Parochial Primary School

### Vision Statement



### Enjoy, Achieve, Aspire

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through:

- Fostering a sense of fun
- Valuing creativity and imagination
- Developing self-belief
- Challenging all to aim high

**Rationale:** This policy provides an outline of current practice in order to support the achievement of our Vision Statement, together with the overarching objective in our School Improvement Plan of raising standards and achievement by further developing our values led curriculum. It should be read alongside other policies such as Equal Opportunities and Inclusion, SEND, and Formative and Summative Assessment and Marking. When practice outlined in this policy is fully implemented the impact on children's attainment and progress is significant. Whilst it is recognised that not all pupils are able to attain to the same level, it is expected that all pupils will make good progress and perform to the very best of their ability, understanding their role as a learner, and demonstrating resilience.

**Aim:** To clearly identify the philosophy and practice linked to teaching and learning in this school.

**Objective:** To ensure best practice across the whole school for all groups of pupils by

- providing teaching which is consistently good or outstanding
- using agreed criteria linked to core learning values
- teaching a range of transferable skills and strategies to support pupils with their learning
- involving parents/carers in their child's learning
- providing a broad, rich curriculum which fully meets the requirements of the National Curriculum 2014, and Early Years framework 2017 (April)
- ensuring a supportive learning environment

### Teaching

Good quality long and medium term learning journey planning will support short term plans, ensuring that learning objectives are shared and clear, and that additional adults carry out their role effectively. Questioning will be highly effective, supporting pupils to develop resilience and perseverance, particularly in problem-solving activities. Pupils will be challenged by the tasks they are set, and given time to self-assess where appropriate. Feedback will be focused, where possible showing next steps, and provision will ensure time to reflect and respond to feedback. A range of assessment strategies will be in regular use, including assessment for learning strategies, which will impact on target setting and next steps for learning.

### Core Learning Values and transferable skills and strategies

Independence (see Appendix i), Communication (see Appendix ii) and Creativity (see Appendix iii).

The agreed core learning values criteria are clearly laid out in the above documents, and teaching practice should reflect the practice outlined in them.

In addition, our School Improvement work has focused on a range of metacognition and growth mindset strategies (see Appendix iv), which should also be clearly modelled by all adults in the school. Pupils will develop resilience through their understanding of the principles of Growth Mindset, and the positive role that making mistakes plays in the learning process.

### **Parents/Carers**

Parents will be kept informed of their child's progress and next steps through a range of means including:

- use of home link book
- discussions with classteacher
- discussions with their child
- homework activities
- regular opportunities to come in and view learning journey outcomes
- meetings for parents such as those linked to specific subjects/school improvements
- parent/pupil workshops such as Impact for Writing
- adult/pupil consultations
- end of year report
- school website

### **Curriculum**

We value highly the key skills involved with Mathematics and English; research shows that a broad experience at this stage of learning can provide pupils with the tools they need to be successful learners throughout their lives, whilst also impacting on their core learning. Through our creative Learning Journey planning, and our extended schools activities, we are able to include curriculum areas such as outdoor learning (Beach Schools, educational visits), Science, music, art, D & T, R.E., P.S.H.C.E., P.E., computing, history and geography. Whilst this curriculum looks different in EYFS, the principles of a broad curriculum are key, linked to supporting a balance between child-initiated and adult led learning, ensuring free flow to the EYFS outside learning environment.

### **Learning Environment**

All classrooms will have displays linked to English and Mathematics, in addition to a range of displays which may be celebratory or support pupils to actively engage with their learning. A range of resources, equipment and manipulatives will be clearly labelled and readily available. Classrooms will be clean and well-organised with minimum clutter to facilitate clear thinking and concentration, and to reduce the risk of accidents linked to health and safety issues. All adults will develop positive working relationships with each other, and with all learners in the school community, thereby ensuring that pupils feel comfortable to ask for clarification or support when they have difficulty grasping task requirements or new concepts.

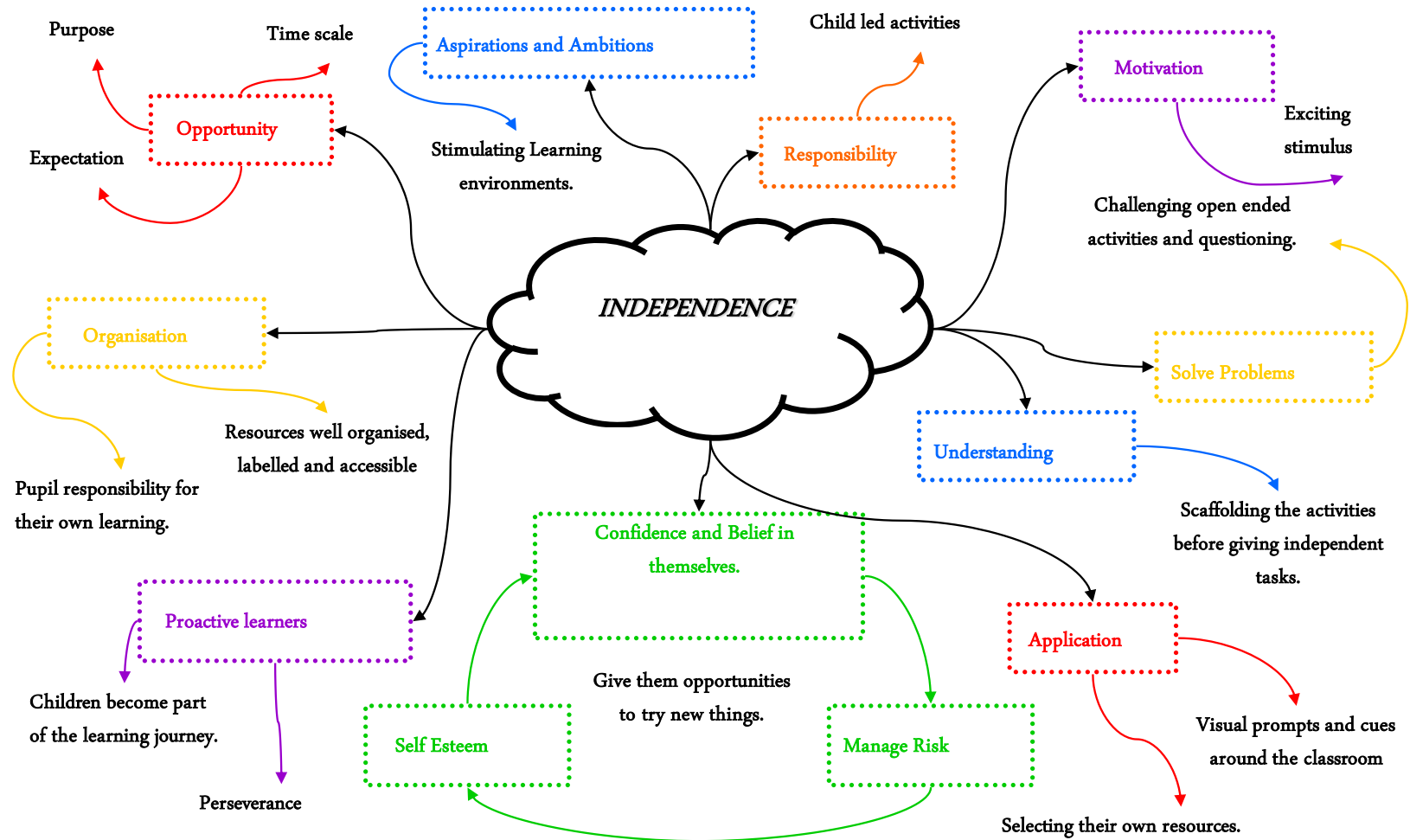
**S. O'Boyle**

**March 2017**

**Review: March 2018**

APPENDIX I

Children need to develop as independent learners enabling them to acquire key skills and make to most of learning opportunities. This prepares them to take their next steps and will support them in becoming fulfilled and responsible adults.



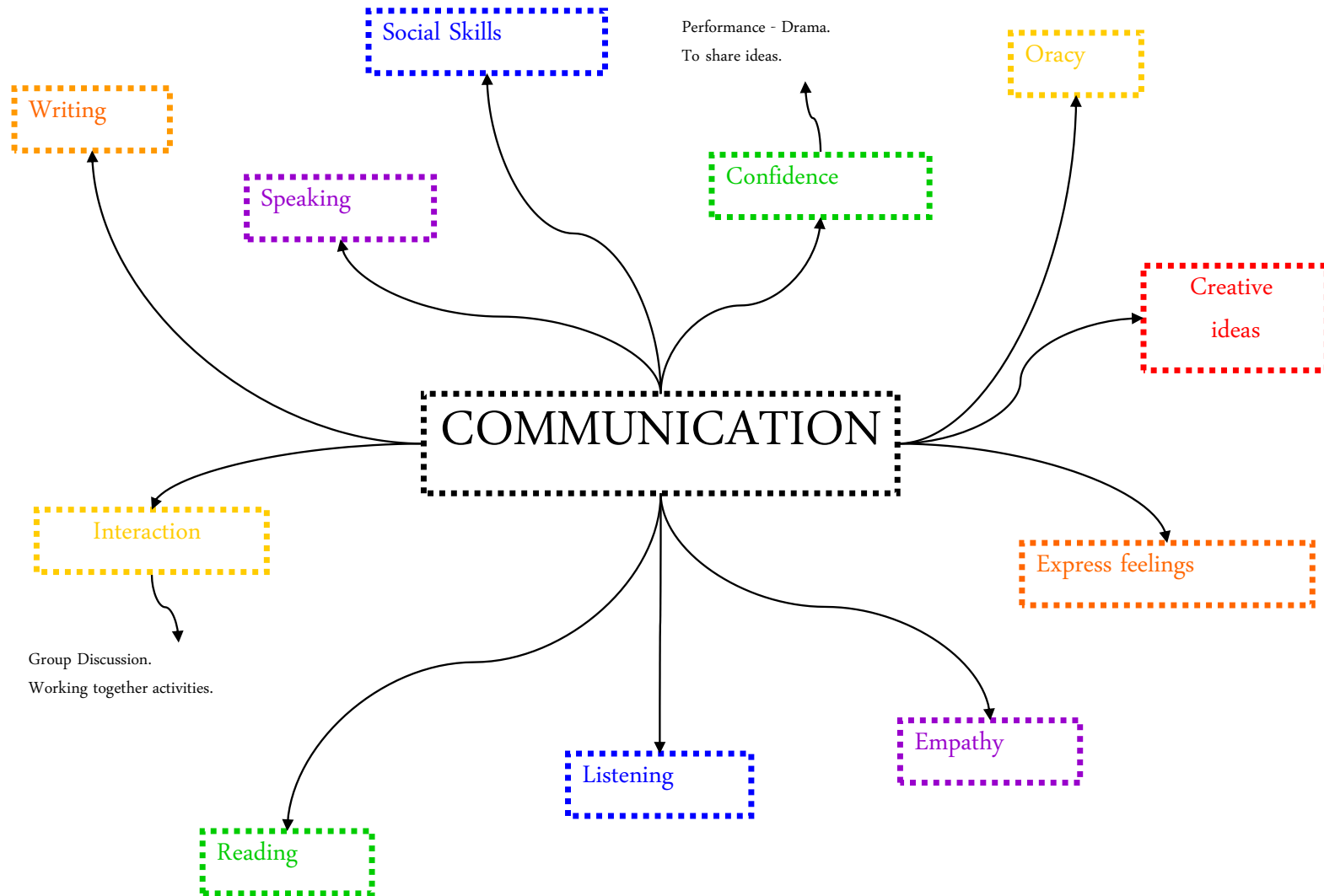
**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – INDEPENDENCE**

At the staff meeting on 13.1.09. we identified two elements of Independence to work on:- Confidence, and Responsibility. We agreed that next time we would focus on Aspirations and Ambitions, and Organisation.

<b><u>CONFIDENCE</u></b>		
<b>Learners will:</b>	<b>Teachers will:</b>	<b>We will see:</b>
Talk about ideas and experiences to a wide range of audiences	Offer opportunities for discussion. Value contributions. Involve a range of audiences in children's learning.	Lots of focussed talk and interaction. Children talking positively to a range of adults and children.
Realise they have a valid contribution to make	Value contributions which link to the learning focus. Expect all pupils to contribute by offering different ways for contributions to be made.	Children responding and contributing in a range of ways. Circle time. Active listening.
Perform in a successful manner	Teach a range of drama strategies and offer a variety of opportunities.	Pupils working together with a clear understanding of the role of performer and audience. Good focussed performances.
Have a go at new things	Offer opportunities for pupils to take risks and actively encourage positive participation	Pupils confident in a wide range of learning situations. Positive focussed approach to their work.
Be fully engaged and involved in their learning	Provide opportunities for children to show what they know	Debates, presentations, power points. Children on task. Enthusiastic pupils.
To present work in different ways	Model examples of how work could be presented Be flexible, listen to different suggestions Use good examples from previous years/other schools	Examples of well presented, good quality work. Displays that are well mounted, involve children in their learning and celebrate success.

## APPENDIX II



## **COMMUNICATION – KEY CRITERIA**

<b>Learning Environment</b>	<b>Pupils</b>	<b>Pupil/adult interaction</b>
<ul style="list-style-type: none"><li>• Body language</li><li>• Display quality</li><li>• Organised</li><li>• Encouraging independence</li><li>• Quality resources</li><li>• Support to develop key skills</li><li>• Encourages creativity</li></ul>	<ul style="list-style-type: none"><li>• Body language</li><li>• Engaged/on task</li><li>• Listening to each other</li><li>• Confident sharing ideas/performing</li><li>• Polite/well mannered</li><li>• Understanding of social conventions</li><li>• Respect for views of others</li><li>• Clarity of voice</li><li>• Express feelings</li><li>• Creative ideas</li></ul>	<ul style="list-style-type: none"><li>• Body language</li><li>• Mutual respect</li><li>• Tone of voice</li><li>• Positive</li><li>• Challenging</li><li>• Supportive</li><li>• Empathy</li></ul>

**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – COMMUNICATION**

<b><u>READING</u></b>		
<b>Learners will:</b>	<b>Staff will:</b>	<b>We will see:</b>
Understand that reading enables them to access a range of views, ideas and information.	Encourage all pupils to read and enjoy a wide range of texts.	Children regularly using class book corners and the school library. Pupils enjoying reading.
Talk about their reading, and express ideas and feelings about a text.	Engage children in discussions about books. Use questions to allow children to examine texts closely.	Small groups engaged in quality guided reading. Individuals engaged in discussion whilst reading to an adult.
Share books with peers.	Plan opportunities for children to share books/texts independently.	Children reading to each other and reading together. Resources arranged so children have easy access to a range of books/texts.
Use discussion of texts to support their learning.	Use shared texts during whole class/shared sessions, to support learning in all curriculum areas.	All children accessing and involved in class discussions using shared text.
Use role-play and drama linked to stories, poems and other texts.	Provide regular opportunities for children to read aloud, perform and re-tell stories	Children confidently engaged in a range of role play related activities, including those which re-tell stories.

**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – COMMUNICATION**

<b><u>CREATIVE IDEAS</u></b>		
<b>Learners will:</b>	<b>Staff will:</b>	<b>We will see:</b>
Communicate in a variety of ways through role play activities	Encourage imaginative play, provide appropriate, stimulating resources, and encourage talk in a range of situation.	Children engaging in role play and taking on character roles.
Be free to express their feelings through a variety of media	Provide opportunities for children to express ideas and opinions through art. Teach appropriate skills.	Creative learning outcomes . Classroom displays showing use of a range of different media.
Use appropriate body language to express feelings and ideas	Provide circle time opportunities for children to explore body language. Model positive body language.	Pupils using appropriate gestures and body language during conversation, discussions and debates with both peers and adults.
Think creatively and find solutions to problems	Provide a range of problem solving opportunities across the curriculum. Encourage creative thinking through open ended questioning and a range of assessment for learning strategies.	Children who are confident to tackle problems, and who can apply a range of skills to reach solutions. Keenness to tackle challenges.



**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – COMMUNICATION**

<b><u>SOCIAL SKILLS – INTERACTION – GROUP DISCUSSION</u></b>		
<b>Learners will:</b>	<b>Staff will:</b>	<b>We will see:</b>
Work effectively with their peers	<p>Offer a range of activities to support working with partners and in groups.</p> <p>Provide opportunities for pupils to take different roles within a group.</p> <p>Praise effective interaction and recognise corporate achievement.</p> <p>Be a role model.</p>	<p>Pupils co-operating to meet a shared outcome.</p> <p>Pupils taking different roles, and taking turns to speak and listen.</p> <p>Pupils criticising constructively and modifying their own views in the light of what others say.</p> <p>Pupils using appropriate language to explore/resolve conflict and resolution.</p> <p>Respect.</p> <p>Leadership.</p> <p>Successful partner/group outcomes.</p>
Work effectively with adults in school to further their learning	<p>Discuss success criteria, targets and next steps for learning and use a range of assessment for learning strategies.</p> <p>Celebrate achievement of targets.</p> <p>Provide clear guidance to support progress and achievement across the curriculum, including regular use of discussion/formative marking to move learning on.</p>	<p>Pupils who understand how to improve their work.</p> <p>Pupils taking increasing responsibility for their own learning.</p> <p>Adults and pupils engaged in specific, focussed discussion.</p>
Confidently and politely interact with others, including parents, in a range of extended and out of school hours activities.	<p>Have high expectations for behaviour.</p> <p>Give explicit guidance and support for behaviour in a range of situations to support a developing grasp of social protocol.</p> <p>Regularly share expectations with parents, and engage in positive and supportive discussion where appropriate.</p>	<p>Pupils interacting positively with a range of familiar and unfamiliar adults or children, e.g. with a supply teacher, or during inter-schools activities.</p> <p>Staff and parents working together, showing mutual respect and modelling this to the young people concerned.</p>

**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – COMMUNICATION**

**SOCIAL SKILLS – EXPRESS FEELINGS - EMPATHY**

<b>Learners will:</b>	<b>Staff will:</b>	<b>We will see:</b>
Display high level social skills across all areas of school life	Model behaviour expected of pupils, and praise good social skills. Provide a range of planned learning opportunities to help pupils develop awareness of the needs of others, e.g. Circle time, SEAL, collective worship, transition activities. Encourage pupils to support each other practically on a day to day basis, e.g. helping with coats. Have high behavioural expectations which are shared with all pupils.	Positive body language. Pupils aware of each others needs. Well mannered pupils who demonstrate an understanding of social convention.
Recognise their own feelings and how that may impact on their learning and behaviour.	Offer opportunities for pupils to explore their feelings and the impact this may have on how successfully they learn. Provide practical, relevant support.	Pupils persevering with learning activities when faced with emotional challenges. Pupils who recognise that their emotions affect their behaviour and take responsibility for this. Use of strategies to minimise negative impact on their own behaviour.
Recognise that the feelings of others may differ from their own	Provide relevant experiences and opportunities across the curriculum to support pupils to develop respect and empathy.	Pupils who show respect for the views of others. Pupils confidently sharing a range of feelings. Pupils who listen carefully to others and give consideration to those views.

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**CORE LEARNING VALUES – COMMUNICATION**

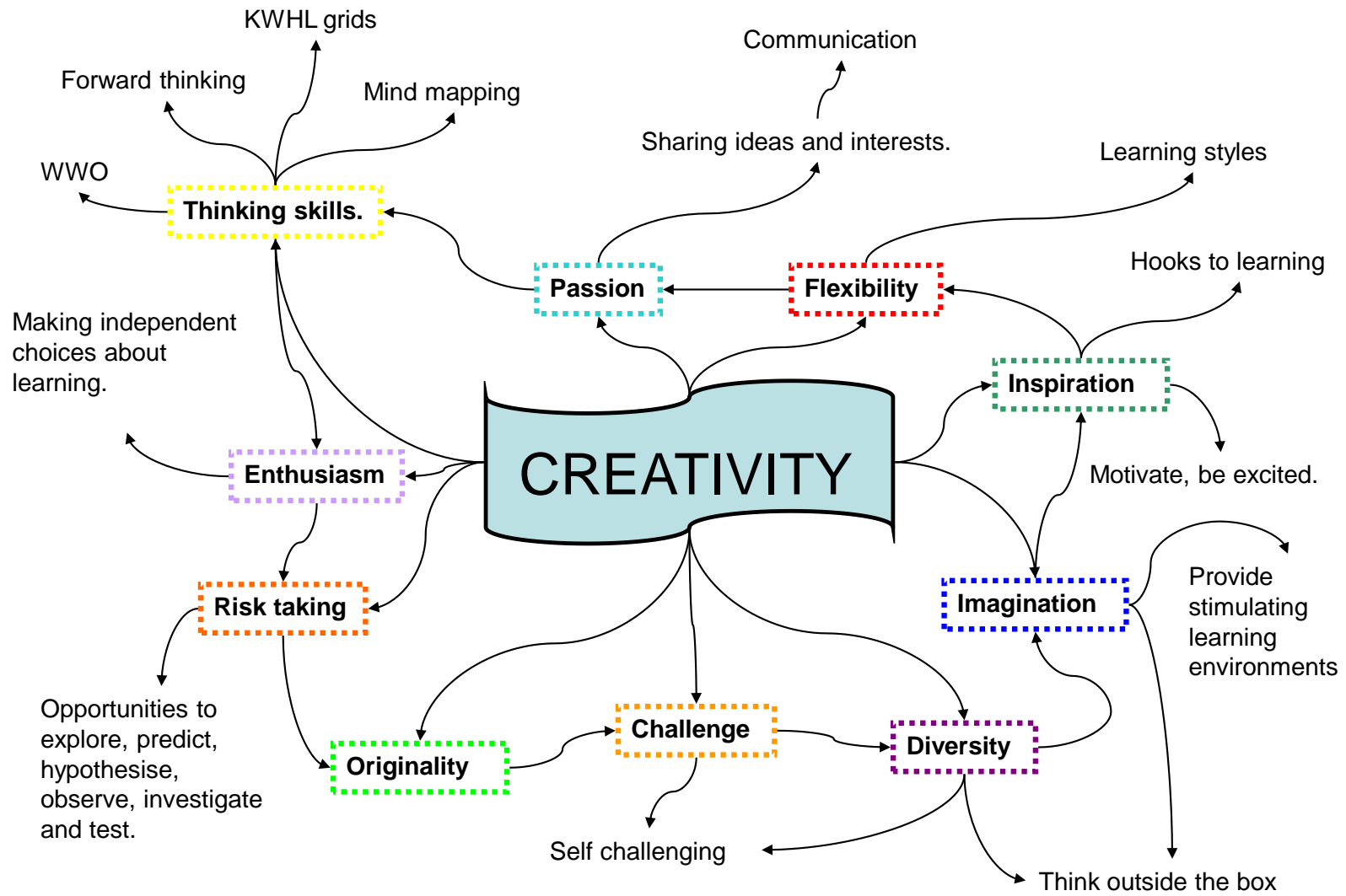
<b><u>SPEAKING – LISTENING - ORACY</u></b>		
<b>Learners will:</b>	<b>Staff will:</b>	<b>We will see:</b>
Speak competently and creatively for different purposes and audiences	Offer opportunities for role play. Provide role play areas in classrooms.	Role play areas Children talking and sustaining conversation, and explaining and giving reasons for their views and choices.
Speak to their peers and adults with confidence	Provide a range of opportunities to speak to other people.	Children engaging in conversations with all adults and children.
Understand the rules for talk	Model rules for talk and conversations.	Children waiting their turn and showing respect for others. Children holding conversations.
Listen with sustained concentration	Model good listening. Provide narrative. Provide and refer to 'good listening' displays.	Children listening. Children understanding what is being said, recalling conversation and, for example, following simple and increasingly more complex instructions.
Understand use of language and speakers implicit and explicit meanings, including through use of tone and emphasis	Use different tones of voice for different situations.	Children responding to different situations in appropriate ways. Children applying the use of tone and emphasis to enhance explanation/conversation.

**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – COMMUNICATION**

<b><u>WRITING</u></b>		
<b>Learners will:</b>	<b>Staff will:</b>	<b>We will see:</b>
Use writing as an effective means of communication	Provide a wide range of opportunities for formal and informal mark making and writing opportunities.	Children writing independently in a broad range of situations including role play, non-directed activities, and focus activities.
Learn to produce writing in a variety of genres	Teach key stylistic features of genre and provide models and opportunities to write.	Pupils communicating effectively through a variety of writing styles.
Adapt writing to suit audiences	Provide opportunities for children to write with a specific target audience in mind.	Pupils writing using a range of language and style to suit an intended audience.
Understand that writing can be used in a variety of ways to support effective communication	Model a range of writing through displays, example and planned learning opportunities. Make links to the role of writing in the wider world.	Pupils using writing across all curriculum areas. Pupils demonstrate their grasp of the power of the written word as a means of communication.
Use a range of strategies to support their writing	Teach pupils a range of skills to support writing including note taking and talk.	Pupils using talk for writing strategies, re-reading work to an adult or peer, use of writing frames...

APPENDIX III



**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – CREATIVITY – THINKING SKILLS – PROBLEM SOLVING**

<b>Learners will:</b>	<b>Adults will:</b>	<b>We will see:</b>
Read the problem, identify/ highlight crucial words/numbers/information, ignoring irrelevant data	Model and teach the skills needed to solve problems	Children successfully solving problems independently, or with minimal support.
Recognise/identify some of the skills that they can use to solve the given problem	Support thinking through effective questioning. Teach a range of problem solving skills.	Children engaged in meaningful discussion and actions when presented with problem solving activities and challenges. Interactive displays.
Make sensible estimates and predictions	Plan regular opportunities for problem solving activities across the curriculum	Children confidently using a range of strategies for estimations and predictions
Break a problem down into a series of steps	Model and teach skills for problems with one or more steps. Encourage discussion around the shared problem. Provide problems which have a meaningful, relevant context.	Children employing method and logic when solving engaging problems with one or more steps. Problem solving checklists/success criteria.
Recognise the range of skills that can be used to solve a problem, and choose an appropriate method.	Offer opportunities for solving a range of problems – verbal and written, in a range of learning activities. Encourage sharing of methods and evaluation of their merits.	Children explaining and justifying their decisions.
Identify a skill which may need to be learned	Ensure opportunities to work with individuals/groups or whole class, teaching new skills as appropriate.	Confident tackling, application and transference of new skills. Use of a range of resources to support the process of learning a new skill.
Learn from trial and error, and from mistakes.	Accept a range of responses, and support evaluation of solutions. Guide children towards successful outcomes without preventing them from making errors.	Pupils displaying confident, focused application, concentration and perseverance. Confident offering of solutions, without fear of ridicule.
Look for and successfully identify similarities, differences and patterns across a range of problems.	Support learners through differentiated teaching, modelling and effective questioning.	Pupils transferring skills and applying them to problems across the curriculum.

**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – CREATIVITY**

**Thinking Skills – Thinking Tools**

<b>Learners will:</b>	<b>Adults will:</b>	<b>We will see:</b>
Know there are different ways to tackle a problem, and that there are different ways of thinking. Learners will evaluate the thinking methods they have used.	Support pupils to understand that all individuals can use different modes of thinking, e.g. through De Bono's hats Provide some opportunities for learners	Displays linked to a range of thinking skills Pupils using different strategies to solve problems Pupils selecting the most effective way to solve problems across the curriculum
Interact with displays	Provide displays which invite children to engage with them in a range of ways, but particularly with use of thought-provoking questions – morning activities could link to these displays.  Provide learning environments which inspire thinking and a hunger to learn.	Children more aware of displays around the school and engaging with them  Well planned, well-resourced classrooms.  Pupils who are engaged, enthusiastic and involved in their learning
Have time to think and reflect  Engage with talk partners and others	Plan and provide opportunities for thinking and reflection Plan opportunities for active reflection Provide 'Thinking Stories' time	Children engaging in reflection in a range of learning situations, and sometimes taking action(s) as a result, e.g. re teacher feedback, or in collective worship.
Use decision making skills	Plan and model opportunities for decision making. Make use of a range of tools, such as concept cartoons.	Children confidently choosing how to carry out a task. Children making choices and justifying their decisions. Pupils independently choosing the format in which an activity is carried out.
Develop skills to organise their thinking	Encourage and provide opportunities for children to use/create mind maps when engaged in a range of learning situations	Evidence of use of mind maps, e.g. in thinking books/learning journals...
Engage with open questions	Use a wide range of open questions in whole class and group work, and encourage 'thinking outside the box'.	Confident answering of open ended questions. Pupils and parents who understand that there is often not one correct response to a question.

**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**CORE LEARNING VALUES – CREATIVITY – THINKING SKILLS - TRANSFERENCE**

<b>Learners will:</b>	<b>Adults will:</b>	<b>We will see:</b>
Use and apply previously acquired knowledge in new learning situations	Prompt learners to recall knowledge Challenge and support pupils to extend their thinking Provide planned opportunities for using and applying previously learned knowledge	Dialogue which supports/prompts pupils in making links to previously gained knowledge. Pupils confidently approaching new learning challenges.
Use and apply previously learned skills in new situations	Prompt learners to recall skills Use effective questioning techniques and allow time for full responses Provide planned opportunities for using and applying previously learned skills	Dialogue which supports/prompts pupils in making links to previously gained skills. Pupils responding positively to questioning, and understanding their responsibilities to consider their response. Pupils confidently approaching new learning challenges.
Make links between current and previous learning across the breadth of the curriculum	Be aware of previous learning activities which pupils have experienced Support pupils to recall relevant previous learning in another curriculum area	Pupils working confidently in all aspects of their learning and showing a grasp of links and connections between subjects.
Apply and transfer previous learning across a range of curriculum areas.	Provide planned opportunities to use previous skills and knowledge in a new learning situation	Pupils who understand that one purpose of previous learning is to support them in new learning. Pupils who approach new learning with confidence.



APPENDIX IV

**WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

**META COGNITION SCHOOL IMPROVEMENT PLANNING 2016 17 and beyond**

<b>Learners will:</b>	<b>Adults will:</b>	<b>We will see:</b>
<b>NEUROSCIENCE</b>		
Identify important processes of the brain in enabling learning	Establish opportunities for learning with acknowledgment how these are 'brain friendly.'	Obstacles to learning linked, to the brain's processes, being discussed, and support to overcome them.
Identify what is known about the malleability of the brain and how the brain develops neuron connections	Model how learning is secured through strengthening connections. Use a constructivist model of building on what is already known.	Children making choices about challenging themselves appropriately with their learning. Children persevering with a 'practice makes better' mentality. Children celebrating the 'buzz' of 'now I get it' moments.
Believe in the unfathomable potential each brain has for new learning	Model themselves as lifelong learners.	Children using the word 'yet' as an approach to struggles.
Reflect on their learning strengths and weaknesses	Challenge, and not use labels - a child is not the artist of the class – they have a passion for art and will grow with it. Model themselves, and also use examples of famous people who have had passions/hotspots and have furthered themselves impressively. Acknowledge with children that different areas of the curriculum will be accessed differently by different individuals.	Individuals improving their effort when they encounter difficulty/challenge. Children making choices knowing how to challenge themselves. Children not making 'negative comparisons' with other children based on innate ability.
Accept the individuality of our brains	Acknowledge that learning can be hard/ a challenge. Praise each stage of the individuals' process and describe this as learning growing.	Every child celebrated and valued. Children who can reflect on their progress.

<b>Learners will:</b>	<b>Adults will:</b>	<b>We will see:</b>
<b>SELF IMAGE</b>		
Have a positive self-image due to/linked to having an understanding of growth mindset	Recognise the potential of all learners (pupils and staff) through a clear understanding of growth mindset. Understand the influence of language on mindset.	Learners confidently approaching tasks and challenges. Learners using the language associated with growth mindset, which result in perseverance and use of a wider range of strategies.
See themselves as advancing learners across all areas of the curriculum	Use language that encourages pupils to see themselves as writers, scientists etc. Plan activities that allow pupils to become experts. Value pupil input and output.	Learners who have a clear perception of themselves as potential experts. Pupils who are pro-active and excited to acquire new knowledge and skills.
<b>OWNERSHIP OF LEARNNG</b>		
Have an understanding of learning	Lead discussions with pupils about how we learn (differences). Provide visual images and displays to support understanding.	Children talking about their learning, not just about what they are doing. Children seeking resources which they know will support them with their learning, e.g. number lines
Have self-belief, be confident and know how to move their learning on	Model and praise. Value all levels of contribution. Share targets and encourage self-reflection.	Children talking about their work and suggesting how it could be, or was, made better.
Be able to set small, achievable goals.	Show examples of end of year work at different levels. Model targets and set criteria for pupils. Celebrate with pupil(s) when a target has been met – ‘wow moments’	Children using targets day to day – using teacher targets and targets they have set for themselves. Children identifying improvements themselves.

<b>Learners will:</b>	<b>Adults will:</b>	<b>We will see:</b>
Be able to reflect and celebrate what they have achieved.	Model and encourage peer celebrations. Encourage and value parental input. Give time to supporting and prompting ways to improve.	Pupils working together to celebrate achievements, supporting peers and being self-motivated. Children talking about reflection in a positive way. Children taking risks and being positive about making errors and 'mistakes' (happy mistakes).
<b>APPROACH TO CHALLENGE</b>		
Have the confidence to have a go at new things/strategies/concepts.	Offer opportunities for pupils to take risks and actively encourage positive participation.	Children positively engaging with activities which involve risk taking.
Have an understanding of the personal level of challenge they need to move their learning forward.	Plan work offering different levels of challenge to suit the needs of all learners. Make explicit the challenge, the activity and the learning within it.	Children making the appropriate choices of level of challenge within their learning.
Be prepared to make mistakes, embracing this as an opportunity for learning.	Praise children for independently identifying mistakes and what they need to do to improve. Challenge children where the 'easy option' has been taken by the child, and no real progress in learning has been made. In oral or written feedback, children will be encouraged to challenge themselves, make mistakes, avoid the 'easy option' and act on advice.	Children involved in setting/suggesting own next steps/targets from mistakes they have made. Children showing a positive attitude and not being afraid to make mistakes because making mistakes is an opportunity to learn. Revisiting work with a new approach/strategy. Children making appropriate choices with regard to the level of challenge they opt for.
Know what to do when they feel they are 'stuck' in their learning.	Give children a variety of tools to support self-help strategies during learning, and teach these, where necessary, with support, e.g. written/visual prompts (table or wall display), peer talk, equipment.	Children using a wide range of strategies to help themselves work through a learning challenge, showing skills of independence. Children recognising when a strategy is not appropriate, and trying another.