



# NIS

North Zealand  
International School



International  
Early Years  
Curriculum



International  
Primary  
Curriculum



International  
Middle Years  
Curriculum

*'NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners'*

## Learning and Teaching Policy

North Zealand International School

Reviewed 15th January 2025

Policy is reviewed  
annually

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# NIS Learning and Teaching Policy

## Shared Vision

We have a clear understanding of the qualities and attributes an NIS student will develop. We are preparing students for the workplaces of the future and to be responsible and engaged global citizens. As such, our students will need a range of transferable qualities and attributes.

**‘NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners’.**

In line with this shared vision, our mission is as follows:

***‘North Zealand International School enables each learner to actively shape their learning and deepen their understanding through developing inquiring minds in an engaging environment. Through making connections to the wider world, we endeavour to develop global learners ready for the challenges of today and tomorrow.’***

At North Zealand International School, everyone is working collaboratively towards this shared vision: the teachers, the leadership team, the other adults in the school (administrative staff and learning assistants), the parents and the learners.

This learning and teaching policy provides a framework for learning at North Zealand International School. It outlines our implementation of key progressive pedagogies to ensure learning is taking place in a way that supports our shared vision. It also outlines what is learned, how it is assessed and how this learning is supported through home learning and intervention practices.

Our policy aims to:

- *ensure consistency and continuity in our approach*
- *ensure learning is rigorous and developed in coordination with current research*
- *ensure development of international mindedness and globally competent learners*
- *set out our expectations for good practice*
- *provide a tool for monitoring, evaluation, accountability and school improvement*

At North Zealand International School, we make learning the focus of everything we do. This philosophy extends beyond the classroom. Driven by the belief that everything can be learned, we promote a positive attitude towards learning, challenge and motivate each learner, foster their curiosity and create learning opportunities that support learners in realising their individual potential.

## Definition of Learning at NIS

At NIS, we have defined learning as follows:

*‘Learning is a lifelong process through which individuals develop and extend skills and knowledge, leading to a deeper understanding and personal growth.’*

This common definition is shared in class and is consistently referred to by learners and teachers throughout the process of learning.

*In Early Years, a simplified version has been created: Growing Knowledge, Practicing and improving skills and developing understanding*

Learning is a dynamic and transformative process of acquiring knowledge, developing skills, and deepening understanding that integrates cognitive, emotional, and social dimensions. It is rooted in child-focused pedagogy that emphasises inquiry, reflection and the connections between what is learned, why it is learned, and how it impacts the learner.

At NIS, learners benefit from the International Early Years Curriculum (IEYC), International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC), which fosters holistic growth through thematic, cross-curricular approaches that encourage curiosity, critical thinking, collaboration, and global awareness.

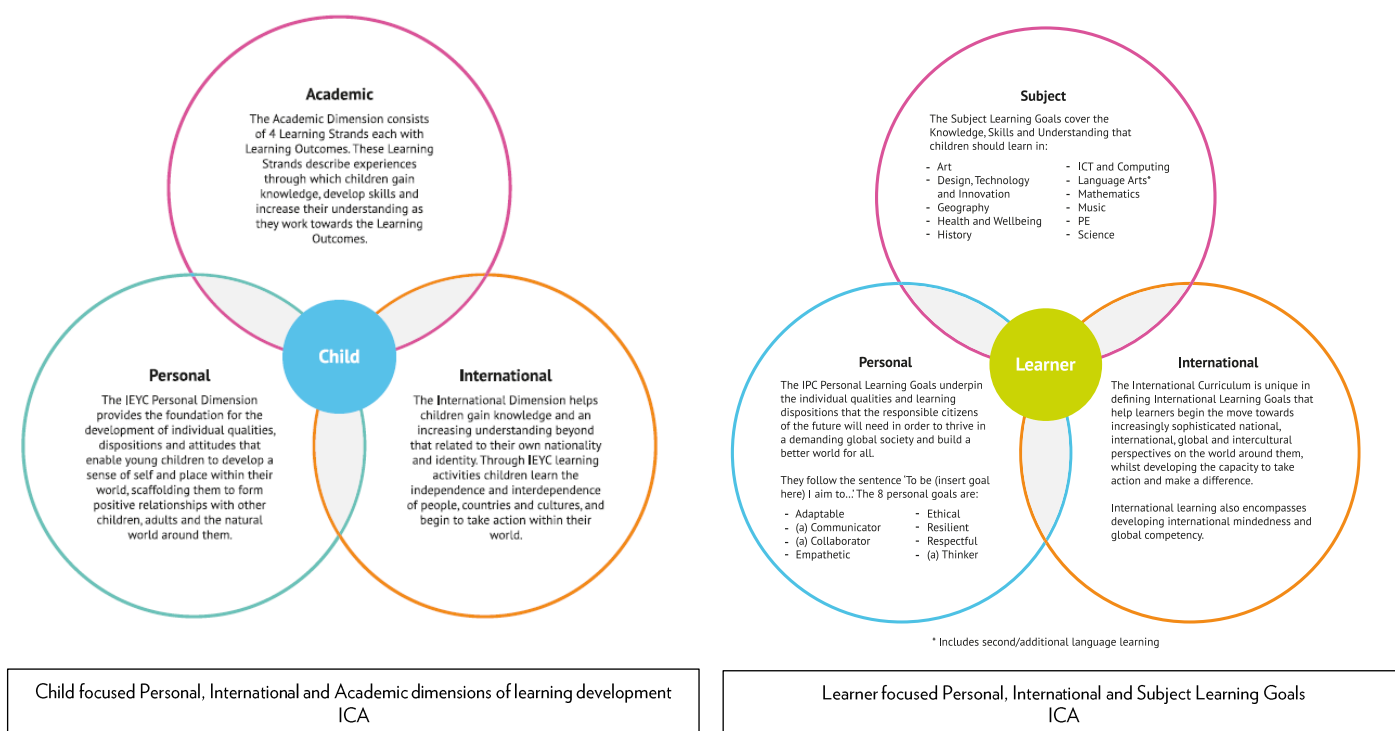
These curricula provide playful and experiential learning experiences in the Early Years, progressing to constructivist and inquiry-based approaches in IPC and IMYC learning. Alongside these frameworks, learners engage in subjects such as Mathematics, Language Arts and Danish, ensuring a well-rounded education that equips them with essential skills and knowledge. By connecting learning to real-world contexts and nurturing curiosity and critical reflection, we aim to develop confident, globally competent learners prepared to contribute positively to an interconnected and evolving world.

## Learning at NIS

At NIS, we follow the **International Early Years Curriculum (IEYC)**, **International Primary Curriculum (IPC)** and **International Middle Years Curriculum (IMYC)** from the ages of 3-14. These curricula serve as comprehensive frameworks that guide the teaching of all subjects taught. All three ICA (International Curriculum Association) curriculum promote an integrated and inquiry-based approach, ensuring that learning is interconnected across disciplines and relevant to real-world contexts. By aligning our educational practices with the principles and methodologies outlined in the IEYC, IPC, and IMYC, we foster a cohesive learning environment that supports the holistic development of our learners, encourages critical thinking, and nurtures a passion for lifelong learning.

## Learner focused Personal, International and Academic/Subject Learning

Learning is divided into 3 main dimensions: Personal, International and Academic/Subject. Within each dimension are developmentally appropriate and engaging learning experiences. Each dimension is designed to complement each other and put the learner at the centre of everything we do, as well as provide them with a breadth of learning experiences to support them in developing their learning.



## Academic/Subject Learning

In Early Years, our learners develop skills and acquire knowledge with an increasing understanding in four Learning Strands. These four Learning Strands describe what learners will experience and learn about through contextualised activities woven into IEYC thematic units of learning.

The Four Strands are:

**Independence and Interdependence** - focusing on personal, social and emotional development

**Communicating** - focusing on developing a broad range of communication skills and knowledge including language development, early literacy, early mathematics, ICT and computing, expressive arts and creativity

**Enquiring** - focusing on developing the skills of enquiry through exploring people and the world around us

**Healthy Living and Physical Well-being** – focusing on developing a positive attitude to health, self-care and physical activity

In Primary, subjects are defined as **Core** (Language Arts, Mathematics and Danish) and **IPC subjects** (Art, Design, Technology and Innovation, Geography, Health and Wellbeing, History, ICT and Computing, Music, Physical Education and Science).

Within the IPC subjects, Art, Music and Physical Education are taught by specialist teachers.

## Mathematics in Early Years and Primary

Mathematics follows the **White Rose Curriculum framework**, which promotes a mastery approach to learning. In the Early Years, Mathematics focuses on developing foundational skills such as number recognition, counting, sorting, and simple problem-solving through hands-on activities and playful exploration.

As learners progress to Primary, the curriculum emphasises deeper conceptual understanding and the development of fluency in areas such as addition, subtraction, multiplication, division, fractions, and geometry. The learning is scaffolded to ensure progression and builds strong connections between mathematical concepts, real-world applications, and problem-solving.

## Language Arts in Early Years and Primary

Language Arts includes the comprehensive development of reading, writing, grammar, and phonics.

In Early Years, the focus is on building early reading and writing skills, phonemic awareness, and fostering a love of stories and storytelling. Phonics is introduced systematically following an accredited **Letters and Sounds** based program to support early decoding and word constructing.

In Primary, reading expands to include comprehension strategies and exposure to a variety of texts, while writing evolves through creative and structured opportunities that integrate grammar and vocabulary development. Grammar and spelling are explicitly taught to enable children to construct coherent and expressive written communication. Across all stages, Language Arts aim to nurture confident communicators and thoughtful, reflective readers and writers.

## Danish Language

In Early Years, learners are introduced to Danish through songs, stories, and interactive play, fostering their listening and speaking skills while building a foundational vocabulary.

In Primary, learners are grouped by proficiency allowing targeted instruction that supports beginners while challenging advanced learners. In Danish, the emphasis is placed on developing the four key language domains: **speaking, listening, reading, and writing**. Learners explore Danish literature, cultural themes, and advanced grammar as their proficiency grows, promoting both linguistic competence and cultural appreciation. This approach links to our International Mindedness definition of learning about similarities and differences between Home and Host countries as well as supporting an appreciation to the cultural diversity of Denmark.

**Learning Danish language is connected to Language Arts. The teaching content depends on where the learners are in their process of language acquisition in Danish.**

## **Preproduction**

The learners are at the preproduction phase of language acquisition. In this phase the learners listen to the language and begin to differentiate the sounds and recognize patterns. During this phase they will acquire an understanding of a few hundred words and the ability to use small sentences and terms.

We will practice the skills of listening, talking, writing and reading in Danish.

## **Early production**

The learners are at the early production phase of language acquisition. In this phase the learners begin to talk spontaneously in Danish. During this phase they will acquire the ability to use about 1000 words.

We will practice the skills of listening, talking, writing and reading in Danish and expand the vocabulary. The learners will be challenged with yes/no and either/or -questions and other dialog- and communication tasks to activate their spoken Danish.

## **Speech emergence**

The learners are at the speech emergence phase of language acquisition. During this phase the learners will acquire the ability to produce their own sentences and know the syntax. They will discover the grammatical rules and acquire the ability to use about 3000 words.

The content of teaching is listening, talking, writing and reading. They will be introduced to more complex sentences and texts within various genres. They will also be introduced to more complex spoken language for instance by watching and analysing Danish short movies. The learners will be challenged with interrogative Wh-questions to stimulate their ability to use Danish productively.

## **Fluency**

At this phase of language acquisition, the learners will acquire the ability to speak Danish fluently. During this phase they will acquire the ability to use a minimum of 6000 words and a deeper understanding of the grammar.

The teaching will prepare the learners for the Danish school leavers qualification (Folkeskolens afgangsprøve) in Danish at the end of year 11.

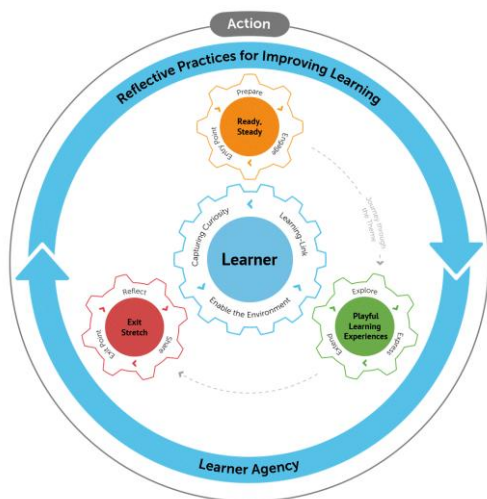
Therefore, the teaching corresponds to "Fælles mål" from Børne- og Undervisningsministeriet:

[https://www.emu.dk/sites/default/files/2020-09/GSK\\_F%C3%A6llesM%C3%A5l\\_Dansk.pdf](https://www.emu.dk/sites/default/files/2020-09/GSK_F%C3%A6llesM%C3%A5l_Dansk.pdf)

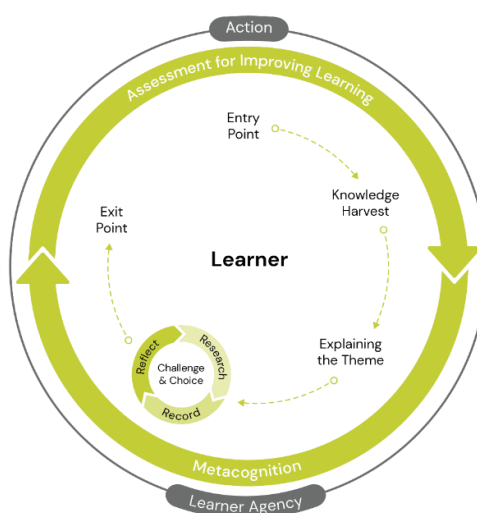
## **Process to Facilitate Learning for All**

All of the learning that is taught in the IEYC, IPC and IMYC follow the below Process to Facilitate learning model. The current research into learning leads to the conclusion that learning does not follow a uniformed process and that learning can look different for everyone. The Process to Facilitate learning has been structured in a way to make sure the learner is the centre of everything we do at NIS, as well as giving learners stimulating experiences which are developmentally appropriate.

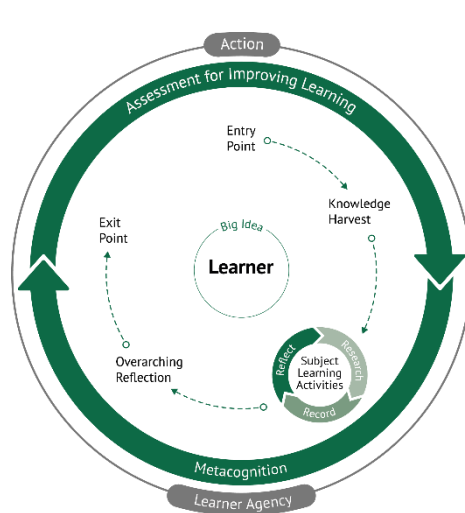
In addition, there is a focus on Action and Learner Agency, with learners given ownership of their learning and have the opportunity to suggest action in our local or global context. This approach links back to our Shared Vision.



IEYC Process to Facilitate Learning



IPC Process to Facilitate Learning  
©International Curriculum Association ICA



IMYC Process to Facilitate Learning

## Connected Learning

**Connected learning** is at the center of teaching and learning at North Zealand International School. By consistently linking and connecting knowledge, we ensure that learners build on prior experiences to deepen understanding across Personal, International, and Academic/Subject dimensions.

Thematic units of learning and playful learning experiences (IEYC) help learners revisit and connect their knowledge in meaningful ways and reinforcing foundational skills. Partnerships among teachers ensure cohesive planning, while partnerships with our community create a strong Learning-Link that extends learning beyond the classroom.

With aligned planning, multifaceted collaboration and community engagement, we empower learners to thrive, ensuring every experience builds lasting connections for future success.

## Personal Learning

**Personal learning** is guided by the Personal Learning Goals in Early Years, Primary and Middle School. With the ever-changing nature of the world, we believe it to be essential that learners need to be able to develop attitudes that will support them as they navigate school and the wider world. The eight Personal Learning Goals (**Adaptable, Collaborator, Communicator, Empathetic, Ethical, Resilient, Respectful, Thinker**) give learners the opportunity to develop curiosity, build confidence and develop skills we believe they will need in life. Opportunities to experience and practice these goals are built into learning tasks and are embedded in life at NIS.



As part of our PSHE programme, we use **Second Step**, which is a comprehensive social-emotional learning program designed to equip learners with essential skills for emotional regulation, empathy, and problem-solving. It focuses on fostering a positive school climate and enhancing students' ability to manage their emotions, establish positive relationships, and make responsible decisions. This program aligns with the Personal Learning Goals as shown below.

Personal Learning Goals	Connection to Second Step
<b>Adaptable</b>	<b>Second Step</b> encourages adaptability by teaching students how to manage change and respond positively to new situations. Strategies for flexibility in thinking and behavior are integrated into the lessons.
<b>Collaborator</b>	<b>Second Step</b> includes activities that promote teamwork and collaboration. Students learn to work together, share ideas, and support each other in group settings, enhancing their ability to collaborate effectively.
<b>Communicator</b>	<b>Second Step</b> emphasizes effective communication skills, including active listening, expressing thoughts and feelings clearly, and understanding non-verbal cues, which are essential for building relationships.
<b>Empathetic</b>	The program focuses on developing empathy by helping students recognize and understand the emotions of others. Activities encourage students to put themselves in others' shoes, promoting compassionate behavior.
<b>Ethical</b>	The curriculum reinforces ethical behavior by discussing the importance of honesty, integrity, and responsibility. Students learn to make ethical decisions and understand the consequences of their actions.
<b>Resilient</b>	The curriculum provides strategies for managing emotions and coping with challenges. Students learn how to persevere through difficulties and develop a resilient mindset, which is crucial for personal growth.
<b>Respectful</b>	<b>Second Step</b> teaches respect through lessons on valuing diversity, understanding different perspectives, and treating others with kindness and consideration, fostering a respectful classroom environment.
<b>Thinker</b>	The program encourages critical thinking by teaching students how to identify problems, evaluate options, and make informed decisions. This aligns with fostering a growth mindset and reflective thinking.

## International Learning (International Mindedness and Global Competence)

By fostering curiosity, creativity, and critical reflection across these subjects, the IEYC, IPC and IMYC provide a rich and developmentally appropriate learning experience. The curricula aim to nurture globally competent learners who are equipped to navigate and contribute positively to an interconnected and ever-evolving world.

**International Learning** supports learners to develop their International Mindedness and Global Competence in all areas of school life, in and out of the classroom, by considering the needs and perspectives of others in the school, local and wider community.

At North Zealand International School, we define International Mindedness as:

*'International Mindedness is learning together while appreciating our similarities and differences through respect, collaboration and communication.'*

Being internationally minded is valued at NIS as it enables learners to adapt to other learning contexts and encourages respect for others' perspectives.

At North Zealand International School, we define Global Competence as:

*'Global Competency is taking my learning outside the classroom to find out more about the world and to take action!'*

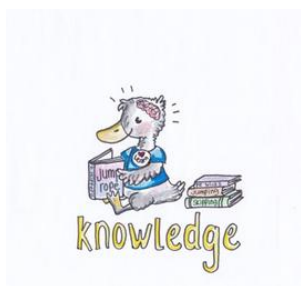
Responsible action within and beyond the school community is actively encouraged throughout the school and aligns with our working definition of **Global Competence**.

To develop International Mindedness in Early Years, Primary and Middle Years, each IEYC, IPC and IMYC unit has learning-focused International goals and activities embedded within it that help learners gain an increasing sense of themselves, their community and the world around them, whilst developing the capacity to take action and make a difference.

In line with our vision of Learners becoming respectful, responsible global citizens, International Mindedness and Global Competence is also an integral part of teaching and learning at NIS.

## Knowledge, Skills and Understanding

At NIS, we recognise that Knowledge, Skills and Understanding are learnt, taught and assessed differently. We make the type of learning explicit in all learning settings and signpost the type of learning it is. This empowers learners to have agency in their own learning journey and links back to the NIS shared Vision. We have created learner friendly definitions as well as images that link back to our school mascot Kindness. These are referred to in all classrooms and are displayed below.



I Know....



I can....



I explain or I understand

## Classroom Approaches

Classroom approaches at North Zealand International School are agreed practices that actively promote the qualities and attributes defined in our shared vision. They contribute to improving learning and these strategies are used in planning, teaching and in reflections by both teachers and learners. They support learners within the diverse profile of the school and can be grouped under the **Progressive Pedagogies** listed below.

The progressive pedagogies are overarching learning theories and many classroom practices appear under more than one heading.

These progressive pedagogies support learning and support the school's shared vision of *'learners actively engaging in shaping their own learning'*.

## Brain based learning- (IEYC/IPC/IMYC)

### *Promoting retention of Knowledge in the long-term memory*

- **Engage Learners:** Use open-ended questions, explicit Learning Goals (Knowledge, Skills, and Understanding), and visual aids like displays and differentiated resources to foster curiosity and understanding.
- **Follow the Learning Process:** Adhere to the Process to Facilitate Learning, making transitions clear and returning to the Knowledge Harvest at key points to reinforce learning.
- **Assess and Reflect:** Use questioning/quizzes, brain breaks, and reflections to support retention of knowledge.
- **Promote Collaboration:** Encourage positive interactions through individual, pair, group and whole-class activities. In addition, promoting connections to prior learning taught across Mileposts, Year groups and inviting learners across the school to Exit Points to share knowledge.
- **Build Relationships:** Foster a supportive environment through positive teacher-learner connections.

## Nurturing (IEYC)

- Building relationships through warm interactions- personal greetings, joining in games and play on their level, join in children's conversations
- Supporting emotional well-being- calm and cozy corner, using Second Step to help children identify and connect with emotions
- Encouraging exploration and curiosity- creating an engaging and enabling environment that captures their interests
- Scaffolding children's learning- encourage new skills, ask guiding questions to help learners reach answers themselves
- Fostering a sense of belonging- family photos are in the classrooms at eye level of the learner, creating artwork as groups or pairs
- Encouraging agency and providing choice- play and explore is at the children's direction

## Playful Learning (IEYC)

- Recognises play as a vital medium for early learning
- Encourages divergent thinking, creativity, and collaboration

## Responsive Teaching (IEYC)

- Observing and responding to interests- observe children's interests and set up classroom accordingly
- Adjusting activities to suit the moment- use movement-based activities
- Value child-led initiatives
- Co-constructing learning experiences
- Tailoring feedback to individual needs
- Inviting family input and collaboration
- Reflecting and adapting daily plans
- Balancing planned and spontaneous activities

Classroom approaches are reviewed annually following pedagogical training throughout the year. Suggestions are kept as a working document in the Appendix. See Appendix 1b.

### Constructivism – (IPC/IMYC)

*Connecting new learning to prior learning, learners actively engaged in constructing their own meaning*

- **Engage:** Use questions, clear goals, and visuals.
- **Reinforce:** Follow processes with transitions and reviews.
- **Retain:** Add quizzes, breaks, and reflections.
- **Collaborate:** Foster group and class activities.
- **Connect:** Build strong teacher-learner relationships.
- **Engage Learners:** Use open-ended questions, clear Learning Goals, and visual tools
- Connecting learning to prior learning e.g. via the Knowledge Harvest, displays, Mind mapping
- Using variety research, record and reflecting tools
- Using the Big Question for learners to construct meaning from what they have learnt
- Giving learners ownership during Exit Points
- Choice and challenge activities which are differentiated to learning needs of the class
- Reflection time is built into all learning
- Flipped learning opportunities e.g. Project-based home and class learning challenges
- Learners actively participate in Class discussions, ask questions, opportunities for further research
- Class trips are planned into units

### Experiential and Active–(IPC/IMYC)

*The learner is fully engaged in learning activities considered to be repetitive and active, ensuring acquisition of new Knowledge and development of Skills and Understanding*

- Hands-on learning through role play, problem-solving, and cooperative activities
- Clear signposting of knowledge, skills, and understanding
- Opportunities for learners to suggest actions and engage actively
- Encouragement of questions and answers via an “I Wonder Wall”
- Differentiated learning tailored to individual needs
- Flexible note-taking methods
- Opportunities for presenting learning
- Varied options for research and recording information

### Metacognition- (IPC/IMYC)

*Learning is improved through learner reflection on what they are learning, how they are learning and how learning might be improved*

- Weekly and frequent reflections (e.g., “What Stuck with You,” midpoint check-ins, end-of-lesson reviews)
- Feedback in various forms (oral, written, portfolios) focused on improving learning
- Growth mindset emphasised for resilience and rigor
- Continuous links to Brainwave Metacognition units

- Rubrics for self, peer, and teacher assessment
- Learning advice applied to enhance outcomes
- Reflection on feedback through portfolios or oral discussions
- Weekly reflections
- Frequent reflections e.g. What Stuck with You, Midpoint News, end of lesson reflections
- Feedback oral, portfolio, written, report link to the last part of improving learning
- Growth Mindset is used and linked to being resilient and challenging yourself (linked to the definition of rigour)
- Reviewing and reflecting over learning
- Links constantly made back to the Brainwave Metacognition units
- Use of rubrics for self, peer and teacher assessment
- Using Learning Advice to improve learning
- Opportunities to reflect on feedback in learning portfolios or reflecting on oral feedback

## Language Learners

Every learner at NIS is considered a language learner and every teacher a language teacher. Teachers will consider each student's proficiency in English during planning and teaching to ensure that all students can access the curriculum. Language learning places importance on home language, host country language and other languages. **See ELL Policy for further details.**

## Intervention

As a result of our regular formative assessment, we plan interventions that will support children and move them forward in their learning. The subject teachers identify students that would benefit from additional support in their learning and can make a referral to the Learning Development Team. External agencies – PPR, speech therapist can be brought in as required. The Learning Support Coordinator oversees a team, who plan for and support these learners. **See Inclusion Policy for further details.**

## Assessment and feedback

At NIS, we believe assessment is essential in taking learning forward and is related directly to the learning goals. It takes place in order to build up a clear picture of the learner's knowledge, skills and understanding, determine the effectiveness of teaching, extend the learners' experience, monitor the progress of individual learning and achievement, inform curriculum review and provide feedback to relevant stakeholders.

Assessment of learning is ongoing and is based on specific tasks, using a range of standard and non-standard assessment tasks and tools. It focuses on the learning process as well as the outcome.

Feedback to Learners is ongoing and includes target setting or learning advice. Feedback to parents happens regularly and includes exit points, parent, student, teacher consultations and written reports. **See Assessment/Marking and Feedback policy for further details.**

## Home learning

At NIS, we believe that home learning is an essential part of learning journey. We have separate policies that outline expectations for Early Years, Primary home learning. **See Home Learning policy.**

## Positive Learning Environments

At NIS, we believe that positive learning environments enable learners to be more engaged in learning, develop a willingness to challenge themselves and to gain greater independence.

**Ways in which we promote a positive Learning environment in classrooms:**

- Developing a growth mindset with all learners
- Celebrating the Personal Goals
- Using the Learning Pit as a way to celebrate challenge
- A focus on the learning process rather than just the end product
- Building positive relationships between teacher and learners

Policy reviewed and updated Jan 25 in coordination with: Head of Primary, Curriculum Leader and Teaching team.

### Policy review

The school's Learning and Teaching policy will be kept under regular review and updated each year, with ongoing review of Classroom Approaches

## Appendix 1

### Definition of Knowledge, Skills and Understanding

Knowledge:

- Knowing facts. I.e. I know **‘that’** Paris is the capital of France, formula for water is H<sub>2</sub>O etc.
- continually expanding - there is no end to the amount of new knowledge being discovered
- right or wrong - while our perceptions may change over time, we tend to believe something to be true or false at any given time
- easily assessable - Knowledge is the type of learning we can assess with quizzes and tests.

Skills:

- practical - knowing **‘how’**
- the essence of many disciplines - scientific skills are what make scientists behave as scientists; musical skills are what makes someone recognisably a musician
- developmental rather than right or wrong - the reason concert pianists and golfers keep practising is that there is no finishing point to skills
- different to assess or evaluate than knowledge; skills have to be observed in context

Understanding:

- the steady incorporation of ideas and concepts into our overall scheme of how things are
- complex, multiple connections of neuronal pathways
- multi-dimensional
- fluid
- personal
- developed within the relationship between acquired knowledge, developed skills and time for extended reflection around a theme
- assessment is complex and it is difficult to evaluate

### Appendix 1.2

Development of Classroom approaches:

**Brain based learning-** Promoting retention of Knowledge in the long-term memory

- Positive teacher/learner relationships
- Kegan Cooperative learning
- Returning to the Knowledge Harvest empowers learners- morning message
- Morning message- learning different languages of the learners
- Meditation roller coaster- link to cosmic kids on you tube

**Constructivism** – connecting new learning to prior learning, learners actively engaged in constructing their own meaning

- Developing connections for more cross Mile Post and age group learner led presentations e.g Exit Points

**Experiential and Active** – the learner is fully engaged in learning activities considered to be repetitive and active, ensuring acquisition of new Knowledge and development of Skills and Understanding

- Brain breaks booklets to be made of learners' ideas
- Role playing of ways that they have been learning
- Buzzy Bees
- Vocabulary and numbers outside on the playground

**Metacognition-** Learning is improved through learner reflection on what they are learning, how they are learning and how learning might be improved

- Metacognition display is used for the whole school and continued to be added too
- Freeze Framing
- Stop the timer- alarm goes off how are you feeling about the task links back to the Learning Pit