



Yohden Primary School Learning Policy

'Believe Aspire Learn Achieve!'

- **Self-Belief influences Success (Carol Dweck)**
- **Aspire to achieve challenging goals**
- **Value Learning**
- **Achieve your potential**

Our school ethos is based on trust, respect and honesty. As a school community we are approachable and supportive, encouraging one another to develop, build on our successes and work towards achieving our full potential. We are proud to belong to a happy, successful school where we strive to improve.

Learning Definition

We believe that learning is a personal, rigorous and continuous process where connections are made and strengthened so that we gain more knowledge, improve our skills and deepen our understanding. By developing our personal goals, purposeful thinking, experience, enquiry and enjoyment we are prepared for our future careers and life's challenges.

Learning is observing, exploring, discussing, reflecting, remembering, understanding new knowledge and skills and being able to communicate this to others. We all learn in different ways and from making mistakes!

We believe that learning can be divided into three areas:

Knowledge - remembering facts. I know it if I can remember it.

Skills - actions which I can practice

Understanding - knowing why something exists, happens or works. This usually involves reflecting upon skills and knowledge. This can develop and improve overtime.

We aim for everyone in school to develop the following **ten** Personal Learning Goals:

Care	To look after ourselves others the wider community and the environment
Respect	Know about the carrying needs of other people , other living things and the environment Be able to show report for the needs of other people other living things and the environment Be able to act in accordance with the needs of other people , other living things and the environment
Morality	Know about moral issues associated with the subjects they study Know about respect and other moral standpoints Be able to develop their own moral standpoints Be able to act upon their own moral standpoints To explain reasons for their actions
Communication	To make their meaning plain using appropriate verbal and non-verbal forms To be able to use various tools and technologies To communicate in more than one spoken language To communicate with a range of different audiences and in different contexts
Cooperation	Understand that different people have different roles to play in groups Be able to adopt different roles on the needs of the group and on the activity Be able to work alongside and in cooperation with others to undertake activities and achieve targets
Thoughtfulness	Be able to consider issues raised in their studies Use a range of thinking skills in solving problems To consider and report alternative viewpoints To draw conclusions and develop own reasoned point

	<p>To reflect upon what they have learned and its implication for their own lives and the lives of other people</p> <p>Be able to identify own strengths and areas to be developed</p> <p>Be able to identify and act on ways of developing their strengths and overcoming their areas of development</p>
Adaptability	<p>Know about a range of views cultures and traditions</p> <p>Consider and respect views cultures and traditions of other people</p> <p>Be able to cope with unfamiliar situations</p> <p>Be able to approach tasks with confidence</p> <p>Be able to suggest and explore new roles ideas and strategies</p> <p>Be able to move between conventional and more fluid forms of thinking</p> <p>Be as ease with themselves in a variety of situation</p>
Enquiry	<p>Ask and consider searching questions</p> <p>Plan and carry out investigations related to these questions</p> <p>Collect reliable evidence from their investigations</p> <p>Use evidence to draw sustainable conclusions</p> <p>Be able to relate conclusions to wider issues b</p>
Responsibility	<p>Acknowledge they have done something</p> <p>Reflecting upon their own actions</p>
Resilience	<p>Be able to stick with a task until it is completed</p> <p>Be able to cope with disappointment when they are not successful</p> <p>Be able to try again when they are not successful</p>

Staff model these personal goal at all times, we teach these explicitly through our PHSE curriculum (See PHSE Policy) and provide opportunities for children to practise and experience them in and outside of lessons.

International Mindedness

We follow a curriculum which promotes international mindedness as we believe that children will be better equipped for life beyond school if they are more globally aware. As a school we define international mindedness as:

To have an awareness of ourselves and others

We believe the following have the greatest impact upon learning:

1. A clear focus upon learning

A school development plan which is based on evaluation of a range of evidence and is reviewed regularly.

Leaders

- Demonstrate high standards and have high expectations
- Research and have detailed knowledge of their area
- Carry out planning and work scrutinies
- Observe learning with staff and children
- Prepare actions plans and monitor these
- Lead professional development
- Talk to other staff with expertise in school
- Organise visits and visitors to school

2. An Effective Curriculum

A curriculum which enables children to enjoy and engage in learning, gain new knowledge and skills and apply this to new situations. Children are able to develop personal goals and a greater awareness of themselves and others. At our school we use the following medium term plans

- Mathematics Abacus planning is used as a framework to develop a mastery approach to learning in Maths. Conquer Maths is used to support fluency.
- English We use Rigby Books and the Bug Club to develop a structured approach to the teaching of reading. Children have access to a range of books in our Library and each classroom has a reading area which is changed to support learning which is taking place. Lexia and Grammar programmes are used to support children. We use a structured approach to teaching phonics, spelling and grammar.
- Religious Education Durham Agreed Syllabus which was developed by our school
- Physical Education Durham Syllabus .The school is well supported by the Peterlee Schools Sports Partnership in delivering an effective curriculum
- International Primary Curriculum for Science ,Computing and Foundation subjects
- Jigsaw PHSE Curriculum to enable children to develop our personal goals

3. High expectations

Children, parents, staff and Governors have high expectations and **aspire** to improve. They are enthusiastic and are motivated to improve.

- Classrooms are organised with children able to access resources independently
- Lessons start efficiently with no time wasted
- Children, and staff are aware of their strengths and areas to improve. This information is shared with parents at consultation evenings ,though home learning books and reading records and in the case of children with SEND through Structured Conversations SEE SEND Policy
 - Children take responsibility for their learning: they are expected to produce their best work and have high standards of presentation ;they read regularly at home and have their reading record signed ; they complete home learning in English (Writing or written comprehension /spelling rules leach week / Lexia Bug Club); they complete research /recording for home learning linked to their topic; In maths children learning number facts and tables and complete home learning to consolidate learning in their topic each week.

4. Challenge with support

We aim for **learning** to be challenging for all children including those with SEND and those working at Mastery /Greater Depth. We encourage children to work in a variety of groupings (whole class, partners, small groups, attainment groups and as individuals). We use discussions questions and pre assessments, mind maps and targeted work to challenge all children. Children are encouraged to reflect upon their learning and improve it with each other, the teacher or individually. E.g. in Maths children are encouraged to complete Mastery Challenges and Champions Challenges.

To enable all children to be effectively challenged we use:

- No hand up approach
- Name sticks
- Mixed attainment seating
- Small group targeted intervention
- Mind maps
- Thinking maps
- Talk partners
- Discussion
- Some individual questioning using Bloomes Taxonomy
- Individual white boards

5. Reflective Practice

We aim for all children to **believe** they can improve think independently, know what they are able to do and the next steps in their learning. They should aim to improve their own learning through discussion, paired work and using the 'purple pen' for written improvements. **Children are given thinking time to process new learning** and consolidate previous learning

All staff are expected to reflect upon learning during lessons and after lessons, adjusting their teaching appropriately and annotating planning .Staff build upon previous learning through questioning, additional support and intervention.

6. Excellent Subject Knowledge

All staff are expected to demonstrate good subject knowledge and keep themselves appraised of developments through their own professional development .They organise their planning ,assessment and subject leaders files and ensure that appropriate resources are available to support learning. Planning takes into considerations a variety of learning opportunities. **Good subject knowledge is demonstrated by precise higher order questioning by both children and staff.**

7. High Quality Marking and Feedback

Our 'Marking and Feedback Policy' enables children to reflect upon their own learning and identify the next steps. Teachers set clear improvement objectives and suggestions on how to improve work prior to the next lesson and check that these have been acted upon.

No Child to open an unmarked book!

8. Effective Planning

Using good subject knowledge and having an in depth understanding of children's prior learning experiences, knowledge and skill, teachers are able to plan the next steps in each child's learning journey. The planning is well paced and pitched and appropriate resources including support staff are included.

Learning objectives are shared and discussed with the children so there is a shared understanding: they are written in books at the start of the lesson; they are revisited during the lesson and at the end of each lesson.

Children are clear as to what they are learning rather than doing

Success Criteria are developed with the children: they are visible during the lesson and are added to a working wall; they are appropriately differentiated and are used when

providing feedback and in marking. **Children demonstrate what they know do and understand.**

They:

- explain what they are learning
- create their own success criteria
- demonstrate and explain to others
- apply learning in differently contexts
- magpie ideas though collaborative learning
- self-assess their own work using rubrics / Assessment sheets
- reflect upon how things can impact on others

9. Effective Teaching

Excellent interpersonal relationships throughout school and an understanding of developing social and emotional aspects of learning

Well organised classroom where appropriate resources are organised can be accessed independently

Effective classroom management including;

- Consistent routines
- Effective time management
- Agreed rules

Secure subject knowledge and understanding of subject taught; support staff aware of learning intentions /outcomes; children are clear as to their learning

A wide repertoire of teaching styles and organisational strategies to provide a variety of learning experiences

Up to date recording and assessment of children's progress which informs the next steps in learning

Reflection and evaluation for children each half term for core subjects and when completing assessed rubrics;

Work is marked against learning outcomes / rubrics and success criteria following the marking policy; learning objectives /next steps are set

Fostering independent thinking through thinking maps /use of speaking and listening activities to promote cooperation and collaboration

Children are engaged and on task throughout all parts of the lesson

Positive learning behaviours are recognised and praised and learning is celebrated

Teacher and Learning Support Staff

- Are good role models and model personal goals
- Set boundaries which are consistent and fair
- Ensure that the environment supports learning, is organised and
- Staff reflect upon their own practice
- Respond to feedback and annotate plans the same day
- Have high expectations and plan for challenge
- Set aspirational and achievable goals
- Participate in professional development
- Share good practice with each other and with children through observations and visualizers
- Are reflective practitioners
- Accept mistakes and encourage the children to try
- Ensure parents and children know what children are learning
- Display children's ideas in working walls and finished work

See appendices for expectations in each subject

Parents and Carers are expected to

- Ensure children attendance is good and that their child is ready for learning
- Ensure children are punctual and wear uniform
- Discuss your child's learning with them each night
- Ensure children have appropriate PE /Swimming kit at school
- Promote the personal learning goals at home and in school
- Support with home learning ;listen to children read regularly; ensure home learning is completed
- Attend and engage in structured conversations
- Attend parent's open evening nights
- Support the ethos of the school
- Parent reading champions

Monitoring and Evaluation

This policy will reviewed annually by all staff and governors to ensure best practice is developed and ensure consistently high standards in school

It will be monitored through: classroom observations

Sampling children work

Sharing children work

Moderation of children work internally and externally

Displays
Discussions with children
Pupil progress meetings
Testing internal and external

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