

Long Sutton Primary School Policy for Learning



1 Aims and Objectives

At Long Sutton Primary School, we believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We believe that an essential element of education is that children become learners and become increasingly able to locate access and use information. We know that children learn best in different ways. At our school we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

It is our ultimate goal to instil in pupils a love of learning and an understanding that this is a life long process. We will encourage our pupils to know themselves as learners and foster a sense of ownership of their own learning process. Furthermore, we will seek to develop in our pupils the self-confidence and belief in their abilities that will ultimately lead them to become independent learners. At Long Sutton School we believe that learning should be a dynamic, engaging, reflective and empowering activity to which all pupils, regardless of race, gender, ability or back-ground, are entitled.

2 Effective Learning

We offer opportunities for children to learn in different ways and develop enquiring minds. For example these include:

- ❖ investigation and problem solving (using key skills and thinking skills)
- ❖ research and finding out
- ❖ group work
- ❖ pair work
- ❖ independent work
- ❖ whole-class work
- ❖ asking and answering higher and lower order questions
- ❖ use of ICT across the curriculum
- ❖ fieldwork and visits to places of educational interest
- ❖ creative activities/days/weeks
- ❖ watching educational programmes/material and responding to musical or tape-recorded material
- ❖ debates, role-play, drama and oral presentations
- ❖ designing and making things
- ❖ participating in athletic or physical activity
- ❖ investigating within the school grounds

We believe that effective learning is underpinned by our school values and key learning attitudes and behaviours identified in our 'Habits for Learning' document (attached).

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

We demonstrate excellence by modelling and displaying exemplars of children's work and by teaching children to present work neatly according to the school guidelines. We give our children regular feedback on their learning so that they understand what it is that they need to do better.

We celebrate achievement and effort by praise, housepoints, stickers and certificates.

3 The Learning Environment

We aim to create a learning environment where children feel valued and secure, where they are confident and can take risks, where they are given choices and the opportunity and skills to pursue a line of enquiry to their satisfaction. In order to achieve this we make all children aware of the school's values and support these by consistently applying a code of conduct which they understand. We support children's learning by encouraging collaborative work and play, helping them to acquire the language and social skills they need to do this. We undertake to provide a classroom environment where tools and equipment are neatly stored and readily available, including technological resources. At Long Sutton School we recognise that the environment in which the children exist is central to effective learning, and therefore we:

- ❖ provide a stimulating, safe and welcoming environment.
- ❖ ensure that learning takes place within a supportive partnership between teacher, pupil and the home and these links are actively sought and fostered.
- ❖ make use of wide and varied range of learning resources.
- ❖ work hard to provide a caring atmosphere of positive reinforcement and celebration which recognises the achievements of all pupils.
- ❖ capitalise upon the skills of the whole school community and beyond to add breadth and variety to the learning environment

4 The Learning Experience

If learning is to be effective, it is the role of each individual teacher to know the pupils in their care and to shape the learning experience accordingly. We therefore:

- ❖ recognise and celebrate children as individuals.
- ❖ understand that pupils learn in different ways, at different rates and have different learning styles and recognise the implications of this (personalise learning)
- ❖ ensure that learning is an active process.
- ❖ engage pupils, where possible, through first hand experience.
- ❖ give our children the time to think and the space to learn.
- ❖ encourage our pupils to set high standards of themselves, value excellence and develop the self confidence and motivation to embark upon the journey to becoming independent learners.
- ❖ employ a differentiated learning approach which provides appropriate challenge for individuals, promotes self esteem and allows all pupils to experience success at their level.

5. Effective Monitoring of Learning

We believe that in order to raise standards and secure improvement for all pupils that monitoring of learning is a fundamental part of school self-evaluation linked to our school values, pupil tracking and progress, performance management and staff continuous professional development. Learning is monitored each term in a number of ways:

- HT, SLT, KS Leaders and classteachers monitoring of termly pupil tracking documents
- Subject Leader monitoring of subject levels and exceptions reports
- learning consultations with parents and pupils
- work sampling
- peer mentoring
- with a network group
- monitoring against national standards and other contextual data
- school categorisation consultations

6 The Role of Governors

Our governors determine, support, monitor and review the school policies on learning. In particular they:

- ❖ Support the use of appropriate learning strategies by allocating resources effectively.
- ❖ Ensure that the school buildings and premises are best used to support successful learning.
- ❖ Monitor learning strategies in the light of health and safety regulations.
- ❖ Monitor how effective learning strategies are in terms of raising pupil attainment.
- ❖ Ensure that staff development and performance management policies promote good quality learning
- ❖ Monitor the effectiveness of the school's learning policy through the school self-review processes. These include reports from subject leaders and the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

7 The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- ❖ Holding Learning Consultation evenings to explain our school strategies for teaching and learning across the curriculum.
- ❖ Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- ❖ Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further.
- ❖ Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigation work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ❖ Ensure that their child has the best attendance record possible.
- ❖ Ensure that their child is equipped for school with the correct uniform and PE kit.
- ❖ Do their best to keep their child healthy and fit to attend school.
- ❖ Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- ❖ Promote a positive attitude towards school and learning in general.
- ❖ Fulfil the requirements set out in the home/school agreement.

8 Monitoring and Review of this policy

This policy is supported by other policies in school, particularly those on Teaching, Feedback for Learning, behaviour management, equal opportunities, special educational needs, gifted and talented policy, communication with parents and subject policies. We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This policy was reviewed on – February 2006 & January 2007

This policy is due to be reviewed on (date): January 2008

Signed (Headteacher): _____

Signed (Chair of Governors): _____

Date: _____