

# Long Sutton Primary School



## Policy for Learning

### Aims and Objectives

At Long Sutton Primary School, we believe that learning, underpinned by our school values, should be a rewarding and enjoyable experience for everyone; it should be fun. We know that children learn best in different ways. We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

We aim 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.

### 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 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 aim continually to improve the effectiveness and quality of the children's learning looking for:

- ❖ demonstrable gains in knowledge, skills and understanding
- ❖ evidence of progress in all subjects
- ❖ evidence of developing, retaining and reapplying knowledge
- ❖ evidence of children being motivated to achieve and sustain high standards
- ❖ displays which show a range of work that demonstrates the best that children can achieve

We believe that parents have a fundamental role to play in helping children to learn. We aim to inform parents regularly about what and how their children learn and to involve them in that learning as much as possible. A partnership between home and school is crucial to help enable children to reach their potential.

## **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. 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

## **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 (personalised 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.

## **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:

- ❖ monitoring of termly pupil tracking documents
- ❖ monitoring of subjects by subject managers
- ❖ discussion with parents and pupils
- ❖ work sampling
- ❖ peer to peer observations
- ❖ pupil conferencing
- ❖ monitoring against national standards and other contextual data
- ❖ school categorisation consultations

**Signed:** .....

**Headteacher**

**Signed:** .....

**Chair of Governors**

**Date of Review: March 2011**

**Date of Next Review: March 2012**