



Morton Church of England (Controlled) Primary School
Overarching Policy for Learning

Definition of Learning:

"Learning is the acquisition of, through different experiences, of knowledge, skills and concepts that are understood and applied."

Our Aims and Values:

The children, staff and governors have written the following aims and values that encapsulate the ethos of the school.

- We understand that different people believe different things
- We believe no one is better than anybody else.
- Children and grown ups all learn together.
- We are all given the chance to be the best that we can be.
- We feel safe everywhere around school.

We believe that school is a place where children enjoy the challenge of learning. For our school community to thrive and grow we provide a stimulating and supportive environment that encourages all individuals to use their abilities to the full. Our school develops the whole child, academically, socially and spiritually, to enable them to progress with confidence.

Overarching Aims for Positive Learning:

We aim to enrich children to be:

- Happy and successful
- Prepared to take on new challenges
- Are growing in independence
- Engaged in their learning
- Support others in their learning
- Recognise they learn in different ways
- Take responsibility for their learning
- Can verbalise their learning.

We are a staff who:

- Challenge individuals
- Use a range of teaching and learning styles
- Respect the needs of the individuals
- Provide a challenging, stimulating and secure environment
- Give time to reflect and evaluate
- Take risks
- Smile

- Provide learning opportunities where children take responsibility for their own learning
- Provide support for children to be challenged but successful

Key Principles for Learning:

We believe children learn best when:

1. they are happy
2. they are individually respected and valued
3. all aspects of their development are seen to be of equal worth
4. they work in a stimulating environment
5. the school is well ordered
6. they are given a broad range of learning opportunities
7. they are set tasks that are appropriately demanding
8. they are given the freedom to organise some of their own learning
9. they have the opportunity to develop and discover a range of new interests
10. they receive support from home

Principles into practice:

Principle 1: they are happy

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • Greet them with a smile • Make them feel safe, both physically and emotionally • Listen to them when things go wrong • Criticise poor behaviour, not the child • Be firm but forgiving • Be fair and consistent in our own behaviour • Celebrate own successes • Show patience • To provide a safe and secure environment 	<ul style="list-style-type: none"> • Respond to adults and peers in a positive manner • Consider and respond to the emotions of others • Encourage others to behave well • Approach adults when they have a problem • Celebrate successes • To look after the school environment and to ensure it is a safe place in which to work 	<ul style="list-style-type: none"> • Use Circle Time to allow children to express feelings • Use the School Council to identify aspects for improvement • Gain children's views through questionnaires and discussion groups • Stickers and Golden Book • Playground Playmates • Children involved in writing and establishing own reward and consequence system • Peer Mediators

Principle 2: they are individually respected and valued

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • Address children 	<ul style="list-style-type: none"> • Show respect for 	<ul style="list-style-type: none"> • Identify good

<p>appropriately</p> <ul style="list-style-type: none"> • Praise children appropriately • Value each child's contribution • Take every opportunity to give positive feedback to everyone • Recognise that children learn in different ways and teach accordingly • Set a personal example that is consistent with what we expect from the children • Show interest when they talk • Maintain high expectations • To make everyone feel a sense of belonging and self-worth • Work is given that produces a personal response from the children 	<p>others</p> <ul style="list-style-type: none"> • Expect to behave appropriately at all times • Take an interest in and value others • Keep to the 'Golden Rules' or Class Charter 	<p>practice in assemblies</p> <ul style="list-style-type: none"> • Develop and practice within circle time/ school council • Notes Home to parents sharing achievements • Opportunities given for effective speaking and listening skills • SEAL themes to be explored fully • Contexts for learning to match pupils' interests
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Principle 3: all aspects of their development are seen to be of equal worth

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • Value the strengths and develop the areas of weakness • All teachers to ensure that aspects of the ECM underpin objectives and activities • To offer a range of VAK learning opportunities to ensure the needs of all are met • Themes are taught in a cross-curricular fashion to develop interest and transferable skills 	<ul style="list-style-type: none"> • Support other children's development • Self and peer assessment 	<ul style="list-style-type: none"> • Circle time to focus on 'What I can do' and 'What do I find hard'... • Complete self-assessment such as traffic lights system

Principle 4: they work in a stimulating environment

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • Children's work is displayed and celebrated in a variety of ways • Stimulus displays • Information displays • Different curricular areas • Encourage curiosity and questioning • Resources are organised and well ordered • Senses resources i.e. music/smell/ • Books are organised according to levels and easily accessible • Well resources library • Sports equipment in the hall • Outdoor area is included in teaching and learning • ICT room easily accessible and user friendly • Whiteboards used for all subjects 	<ul style="list-style-type: none"> • Try to produce their best • Respect the environment • Respond to opportunities and ask questions • Tidy their own belongings and resources • Take ownership of rules and schools systems 	<ul style="list-style-type: none"> • Labelled and accessible resources • Monitors for various classroom maintenance tasks • Rewards are linked into a whole school approach and children are chosen for subject and behaviour - this is celebrated in assembly • A "Table of the Week" is chosen to reward children who have behaved well during meals • Gardening club and recycling in the classrooms to bring awareness and produce good habits • Using the outside space for lesson time • School Council is made up of various delegates from each class

Principle 5: the school is well ordered

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • To clearly explain and maintain routines and school rules • To model a positive 	<ul style="list-style-type: none"> • To wear the correct uniform • To behave and follow schools rules and 	<ul style="list-style-type: none"> • Aims displayed in each classroom • Rules, rewards and sanctions clearly

<p>behaviour and attitude</p> <ul style="list-style-type: none"> • To reward and sanction behaviour where appropriate • To keep our classrooms tidy • To make sure resources are looked after and labelled • To plan for transitions within school • To plan for class transitions • To assist where appropriate conflict resolution • To plan and timetable to help learners achieve and enjoy school 	<p>routines</p> <ul style="list-style-type: none"> • To put things away and look after school resources • To treat other with respect • To try to resolve conflict to prevent chaos 	<p>displayed</p> <ul style="list-style-type: none"> • Playground Playmates help adults to organise happy playtimes • Peer Mediators help to mediate minor playground conflicts. • All staff and visitors are aware of school routines and rules • We go out to fetch the children at the end of break-time to bring them back into class in an orderly fashion • There is a plan to organise for teachers to visit new classes
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Principle 6: they are given a broad range of learning opportunities

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • To show in planning a range of learning styles i.e kinaesthetic/auditory/visual etc..... • To show that we base the learning on practical, real and meaningful experiences • To show that we make cross-curricular links • To show that we plan for educational visits and trips as well as organise learning experiences run by experts • To show that we plan and implement differentiated learning both for special needs and gifted and talented pupils 	<ul style="list-style-type: none"> • To feel safe enough to express themselves and their differences • To try their best • To participate in the child initiated process • To make a real link between home and school life • To be willing to be open to learning new things • To be willing to risk and take responsibility for their own learning • 	<ul style="list-style-type: none"> • We have outside visitors • We go on education trips and visits • We are continually working on continuing professional development • Use mind-mapping and new and inventive teaching styles and techniques • Planning is differentiated • Teaching assistants help to broaden the learning experience by using various educational programmes • To continually re-evaluate the curriculum long term planning • To use a flexible timetable • Team

<ul style="list-style-type: none"> To use the skills of school staff and wider community To show and practice a child initiated approach so that pupils gain ownership of the learning process To try and involve parents in the school life and their children's learning journey 		<p>teaching/teacher swaps and parent talks</p> <ul style="list-style-type: none"> Create a culture of learning and risk taking so that making mistakes are seen as learning opportunities
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Principle 7: they are set tasks that are appropriately demanding

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> Use a ranges of assessment tools to determine children's levels Plan effectively Differentiate tasks Provide enough time to complete tasks Support where needed Intervene when required Mark work clearly and in line with marking policy Give confidence to have a go 	<ul style="list-style-type: none"> Give of their best Stay on task Be prepared to try 	<ul style="list-style-type: none"> Adjust planning from the marking Return marked work with constructive comments as soon as possible Use Assessment for Learning strategies to promote self and peer marking. Support home learning and encourage children to supplement and support class learning at home.

Principle 8: they are given the freedom to organise some of their own learning

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> Be aware of children's potential Have equipment easily accessible Provide additional opportunities within class and outside of the classroom that promote personalised learning Use ICT to 	<ul style="list-style-type: none"> To use skills Keep on task To try to complete the chosen task Use different strategies to support their own learning. Talk about what they know already. Express ideas 	<ul style="list-style-type: none"> Develop skills of independent learning Be aware of working relationships when working in groups Organise learning opportunities for class planning

<p>encourage children to organise their own learning</p> <ul style="list-style-type: none"> • Begin topics with child-led planning sessions. • Use areas of the classroom to promote individual learning. 	<p>about what they want to find out.</p>	
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Principle 9: they have the opportunity to develop and discover a range of new interests

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • Give opportunities to visit places of interest • Offer extra curricular clubs/activities • Opportunities to create links within the wider community • Encourage visits from outside organisations • Build links with local businesses and organisations to enrich our curriculum. • Encourage enterprise skills and financial capability skills 	<ul style="list-style-type: none"> • To be open minded and responsive to the new experiences • To listen and value the interest of others • Celebrate the outside interests of others 	<ul style="list-style-type: none"> • Trips out to local places • Trips out to further afield places • Speakers/vistors interact with children e.g. vicars • Celebrate the outside interests of others • Local business involvement to give children experience of career paths.

Principle 10: they receive support from home

Expectations of Staff	Expectations of Children	Examples and Strategies
<ul style="list-style-type: none"> • To be available to listen/interact with parents both formally and informally • To communicate with parents any concerns over the child's general well-being • Arrange for focus 	<ul style="list-style-type: none"> • to be responsible for the two-way communication between home and school • to take home letters inform parents of school events 	<ul style="list-style-type: none"> • ongoing communication throughout the school year • formal opportunities to discuss children's progress/well-being • Use of ParentMail and school website.

<p>parental review meetings to encourage a good dialogue about each child.</p> <ul style="list-style-type: none"> • SEN and AG&T children to be supported with additional resources where appropriate and parents to be involved in the decision making process. • Use ParentMail to communicate with parents. • Use the school website to build up a bank of learning resources. 		
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Monitoring and Evaluation:

The policy will be monitored and evaluated in all the work we do. More specifically it will be seen through:

- Lesson observations
- Learning walks
- Peer observations
- Displays
- Coverage in the media
- Participation in local events
- Parental Questionnaires
- Child Questionnaires

Review:

This policy provides the basis for all other core and foundation subject policies. It will be reviewed in September 2016.