

OVERVIEW

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

At Christ the King Catholic Primary School we define learning as:

- The process of building new concepts, knowledge, skills and attributes through a variety of experiences.
- The refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience, shared communications and problem solving which enable children to make connections, ask questions and apply skills across other contexts.
- The development of personal, social and emotional characteristics including independence, resilience, confidence, creativity, collaboration and curiosity.
- Making sense of the world around us and discovering where we fit into it.
- A continuous, lifelong process of personal development.

PRINCIPLES OF EFFECTIVE LEARNING

We believe children learn best when:

- They feel happy, comfortable and safe in a welcoming, clean, bright, stimulating, well resourced, safe and secure learning environment which embraces both indoor and outdoor settings.
- Their confidence and self-esteem are high and the positive, trusting relationships they enjoy with adults and peers are enhanced through clear and rigorous routines, boundaries and targets.
- They are challenged, encouraged and supported by peers and adults, including family, and see themselves as active members of a learning community in which all adults and older children provide good role models.
- Teachers are happy and appreciated and teaching is authoritative, purposeful, positive, well-paced, varied and stimulating and responsive to the needs and interests of individual children.
- Learning opportunities are fun, stimulating and challenging and every child has the opportunity to risk take, make mistakes and succeed.
- Children demonstrate a depth of understanding through articulation.

STRATEGIES USED TO PROMOTE EFFECTIVE LEARNING

A: To help children to feel happy, comfortable and safe in a welcoming, clean, bright, stimulating, well resourced, safe and secure learning environment which embraces both indoor and outdoor settings, we:

- Implement appropriate induction and transition arrangements.
- Smile at them, greet them and ask about their lives, interests and welfare.
- Ensure all staff use standard English.
- Make time to listen to what they have to say.
- Show them that we work closely with their families in support of their welfare and education;
- Treat them fairly and consistently and rigorously implement equal opportunity, anti-bullying and race equality policies.
- Ensure that the school is visually attractive and welcoming and that the children's current and past work is displayed attractively as part of our informative, celebratory, interactive, enquiry based working walls.
- Vary the learning environment, using outdoor spaces and out-of-school visits.
- Ensure that classrooms are well-organised and resources are regularly audited and updated and clearly labeled and accessible.
- Ensure that all displays use correct spelling, grammar and punctuation.
- Ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc.
- Provide opportunities for physical movement in learning activities.
- Provide opportunities for relaxation/energising in and between activities.
- Use music and other resources to create appropriate moods.
- Complete termly buildings and grounds checks which are then used to inform programmes of maintenance and improvement which ensure that the interior and exterior of the building are clean, appropriately decorated and well maintained.
- Ensure that classrooms are tidy and free of clutter.
- Ensure appropriate temperature and levels of oxygen are maintained.
- Ensure that children and adults have access to water as needed.

B: In order to ensure that our children are confident with high self esteem and enjoy positive, trusting relationships with adults and peers which are enhanced through clear and rigorous routines, boundaries and targets, we:

- Have clear and high expectations with respect to relationships and behaviour, which are driven by our Mission Statement and supported through the whole school SEAL programme.
- Use whole school strategies such as the clear daily routines, rewards and sanctions, classroom rules, and visual time tables.
- Give them opportunities to take part in circle time, role play, show & tell, class assemblies, school council etc.
- Make use of learning/talking partners, self and peer assessment and collaborative working all of which support children to understand that there is often no one right answer and that taking risks, and having a go, is a good strategy.
- Use a range of reward systems which ensure that they experience success and praise every day.
- Display their work and help them to display their own work attractively.
- Look for opportunities to catch them doing well and to celebrate it.
- Give constructive feedback verbally and in writing.
- Use positive language and encourage them to do the same.
- Acknowledge and celebrate their special days, including birthdays where appropriate.
- Talk to them about their own lives, hobbies, interests and cultural background.
- Celebrate variety in culture, religion and language.
- Show respect for them and their contributions.

C: To ensure that our children are challenged, encouraged and supported by peers and adults, including family, and see themselves as active members of a learning community in which all adults and older children provide good role models, we:

- Plan our curriculum provision using the Learning Challenge model.
- Plan whole school initiatives and topics, including visitors, workshops etc, which provide opportunities for cross phase collaborative learning.
- Plan core activities to include opportunities for a variety of learning styles and collaborative working.
- Provide opportunities for children to work in a range of mixed ability groupings within classes, within year groups and across key phases and the whole school.
- Involve them in self-assessment and peer assessment and the identification of appropriate new targets.
- Use target setting information and other assessment procedures to track their progress and identify their learning needs.
- Enable them to share achievements through displays, class assemblies etc.
- Set homework appropriate to their age and ability.
- Involve them in peer support, e.g. Play Leaders and Peer Mediators
- Provide a range of extra-curricular activities.
- Inform parents, through half termly meetings and topic webs posted on our website, about the curriculum the children are experiencing.
- Communicate regularly with parents about their child(ren)'s progress.
- Communicate to our children's families, through our weekly newsletter which is posted on our website, that we value their contribution.
- Encourage adults/families to share their skills and expertise with the school.
- Encourage past pupils to maintain contact.
- Encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children.
- Encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school.
- Have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community.
- Give children opportunities, motivation and encouragement to act as good role models and supporters of others.
- Invite members of the outside community to share with children their knowledge and experiences as learners and community members.

D: To ensure that teachers are happy and appreciated and teaching is authoritative, purposeful, positive, well-paced, varied and stimulating and responsive to the needs and interests of individual children, we:

- Are pro-active in ensuring the personal well-being of members of staff and provide appropriate facilities and opportunities for team building and social interaction.
- Recognise the professionalism and individuality of all staff.
- Ensure that staff are fully briefed and supported to contribute to shared decision making when appropriate.
- Provide significant funding and time to ensure that year group teachers have their full quota of PPA at the same time, so

as to be able to share ideas and expertise in order to ensure that differentiated planning and assessment are of the highest quality.

- Provide teachers and learning support assistants with day-to-day, line management support and a planned programme of funded, high quality continuous professional development.
- Require teachers to plan, based on observation and assessment of children’s learning needs and interests, using clear learning objectives and success criteria.
- Require quality first teaching which is responsive to the different learning styles of our children.
- Support the delivery of quality first teaching through the provision and maintenance of appropriate, good quality accessible resources.
- Provide a curriculum that covers, and goes beyond, the statutory requirements.
- Monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers’ planning and assessment records.
- Give children clear goals and time limits.
- Implement a range of target setting, assessment and tracking procedures appropriate to their age.
- Involve them in self-assessment and target setting.
- Talk to them about their interests and incorporate those interests in our teaching.
- Fully implement the SEN and G&T Policies and Provision Plans.
- Ensure that work left for supply teachers is of the highest quality

E: To ensure that Learning Support Staff (LSAs) are happy and appreciated and learning support is purposeful, positive and responsive to the needs of the children, we

- Provide a supportive, team working culture, with high expectations and accountability for pupils’ learning
- Include LSAs in all relevant whole school training and School Development planning.
- Ensure LSAs are fully involved in the planning and reviewing of children’s learning
- Ensure that LSA job descriptions are up to date, relevant and linked directly to pupils’ learning and educational priorities.
- Support LSAs to have a good understanding of the National Occupational Standards.
- Provide specific training for LSAs as needs are identified.

F: To ensure that learning opportunities are fun, stimulating and challenging and every child has the opportunity to risk take, make mistakes and succeed, we:

- Promote a “no blame”, risk taking environment in which all children are supported to learn how to learn and to develop intellectual and emotional resilience.
- Ensure that our planning and provision reflects the needs and interests of our children.
- Ensure that our planning identifies significant opportunities for the generation of questions, research and practical, problem solving activities and only use worksheets in those instances in which they are the most effective and efficient method of introducing, extending or consolidating knowledge, understanding or skills.
- Include visits and visitors as “WOW” factors in our planning and provision.

OUTCOMES

When this policy is successful we will see:

Children who:

- Are confident, well-motivated, independent, yet collaborative learners.
- Enjoy their learning and who maintain good relationships with adults and other children.
- Have a sense of pride in their work at school and a determination to reach their personal goals and targets.
- Make outstanding progress relative to their personal starting points.

Teachers and teaching assistants who:

- Are professional, knowledgeable, skilled, confident, motivated and happy in their work.

Parents who:

- Are fully engaged in their children’s learning.
- Understand, and are proud of their children’s progress and achievements.

MONITORING EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children
- Learning Walks

Date adopted	Sept 2016	Review Cycle	Annually	Last Reviewed		Version	
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TEACHING FRAMEWORK

We will use the five part framework of opening, teaching, learning, review/reflect and close. These phases are not discrete. They are interwoven and overlapping. They reflect a learning experience, not necessarily one lesson.

EFFECTIVE OPENING: At the start of learning experiences, we will:

- Take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind.
- Review previous learning and connect it to new learning using strategies such as Circle Time, Talking Partners.
- Explain the purpose of the learning to be gained and encourage the children to identify its relevance to the world and 'What's in it for me?'
- Identify with children the questions they want to be able to answer and the skills they will have acquired by the end of the lesson/topic.
- Give children the 'Big Picture' by;
 - Describing what they will be doing
 - Encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come
 - Providing graphic, pictorial previews and overviews of the topic to be studied
 - Showing examples of what other children have produced/achieved.

EFFECTIVE TEACHING: In our teaching, we will:

- Be secure in our subject knowledge and clear about the learning objectives and success criteria.
- Use assessment for learning techniques to ensure children make progress during lessons and over time.
- Start lessons promptly and maintain good pace throughout.
- Maintain a positive and pleasant working atmosphere using praise and positive language.
- Use humour, drama, music, games, play and competition to enliven our lessons.
- Provide appropriate stimulating resources.
- Provide opportunities for children to experience awe, wonder and reflection.
- Ensure all children are actively engaged in the learning process.
- Break the teaching content into logically arranged, manageable chunks.
- Give clear, differentiated explanations and instructions supported by appropriate modeling and demonstrations.
- Input new information using combined visual, auditory and kinaesthetic strategies.
- Enable children to understand and use their own learning preferences;
- Use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support our teaching and to assess understanding.
- Encourage and respond positively to children's questions.
- Adapt our teaching in the light of continuous assessment of children's progress.
- Fully engage classroom support staff in the teaching and assessment processes.

EFFECTIVE LEARNING: To promote effective learning, we will:

- Ensure children are aware of personal targets for learning.
- Give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles.
- Provide multi-sensory and 'first hand' learning experiences whenever possible.
- Encourage children to be independent and to choose their own strategies for learning.
- Use planning frames for children to structure thinking and work.
- Engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc.
- Provide activities involving problem solving and creative thinking.
- Set clear expectations for learning outcomes.
- Ensure most tasks have time deadlines.
- Provide opportunities for children to use new knowledge and skills in a variety of contexts.
- Encourage children to 'take risks' (risk being wrong) in their learning.
- Teach thinking and learning-to-learn skills.

EFFECTIVE REVIEW AND REFLECTION: To enable effective review of learning and children's reflection upon it, we will:

- Give positively worded, constructive oral and written feedback on their work and how they can improve.
- Give feedback related to agreed targets e.g. 2 Stars and a Wish.
- Praise, reward and share success e.g. Stickers, House points etc.
- Provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations
- Teach a variety of memory and recall techniques.
- Enable individuals, pairs and groups to report back to others.
- Enable children to share what they have learned and can do.
- Enable children to ask questions of others.
- Provide opportunities for children to consider future learning.

EFFECTIVE CLOSE: At the close, we will:

Use a variety of stimulating activities to provide a clearly signaled, positive and uplifting note to the end of the learning experience e.g Presentations, making books to share with others, completing displays.