**Learning policy**

Policy agreed Summer 2016

Review: Autumn 2019

Our definition of learning

“The learning process at St Leonard’s, through discovering, investigating, questioning and reflecting, involves gaining the knowledge, skills and understanding which may be applied in a variety of contexts, which will inspire and challenge each child. We work to ensure that the children are making excellent progress in these areas both academically and emotionally.”

Our definition of International mindedness

“International mindedness involves developing children personally and as members of a diverse school community. In fostering British Values such as individual liberty and mutual respect we aim to develop children who will become able to make a positive contribution as independent global citizens with an international mind set.”

1. **Introduction**

We believe that children are best motivated to learn when their learning environment is engaging, stimulating and challenging, thus fostering a curiosity and enthusiasm for discovery and subsequent progress. We work to ensure that the children are making excellent progress both academically and emotionally

1. **Aims and Objectives**

**2.1**  This policy aims:

* To ensure all stakeholders (children, teachers, support staff, governors parents and wider community) are involved in the learning process
* To develop enquiring minds, by offering opportunities towards mastery through questioning and discussion
* To begin to develop a “growth mindset”, using reflective strategies to provide constructive feedback opportunities resulting in accelerated progress
* To ensure that high quality teaching facilitates the development of the **knowledge, skills and understanding** which are needed to become global citizens with an international mind set.
* To promote a consistently excellent quality of teaching which improves standards of achievement
* To provide a safe, stimulating and challenging learning environment where children are curious and motivated to learn
* To set out expectations of best practice through a consistent system of monitoring, evaluating and accountability
* To provide an inclusive broad and balanced curriculum where pupils are taught in a variety of different ways
* To promote positive attitudes by reflecting on their **personal goals**; to generate independent learning (see also Appendix 1) through **peer** and **self- assessment** and to nurture moral values by living by the fruits of the spirit
* To develop a sense of “**international mindedness”** through the provision of a global perspective across the curriculum
* To value the links between community, home and school as a means of impacting positively on the progress of the pupils

**Organisation and Planning**

i) Learning environment

We believe that children learn best when:

* They feel happy and safe
* They are curious and motivated
* They are given clear expectations and challenges
* They are clear about the type of learning taking place- what it is they need to know (**knowledge**) what it is they need to be able to do (**skills**), or what it is they need to understand (**understanding**)
* They have a sense of purpose to their learning, ie they know what they need to achieve, how to be successful and how to improve. There are clear success criteria and the learning advice shows the next steps to progress.
* They experience high quality well- paced lessons
* The physical environment is well resourced and age/stage appropriate
* Learning is matched to their ability (differentiation/IEP/ G &T)
* Constructive feedback is given by all parties, to develop a growth mindset where mistakes are used as learning opportunities. Also feedback is target related
* Expectations of behaviour are clear with rewards and sanctions applied consistently
* Displays celebrate achievement, progress and show targets
* Displays reflect the learning happening in class. There is a balance of the following:
* “Learning walls”, where the children are adding to, and interacting with the display
* “Learning journeys,” where, through the teaching of the IPC, the specific subject, personal and international goals are mapped out clearly so the children can see the progress made
* RE reflective area, where each attainment target is clearly displayed and children use it as a place of quiet.
* General displays where other work is celebrated and shared.
* Displays of books, artefacts, word lists and other relevant resources

ii) Planning and teaching

We believe that in order to provide a broad and balanced curriculum, planning needs to be informative and effective, where children’s prior knowledge is used to plan challenging lessons . Teachers need secure subject knowledge and they need to know who to ask for support (ie, subject leaders, curriculum leader, members of SLT). Planning needs to be differentiated with pupil premium and SEN children clearly considered. Teaching should deepen knowledge, skills and understanding through developing mastery of the subject.

Our planning is thus:

**Long term plans:**

They provide a yearly overview across the subject areas, ensuring that the National Curriculum is covered and that the children have the opportunities to make good and outstanding progress.

* Maths and English Long Term plans- they are broken down into terms which map out the expectations for the year.
* Meaningful connections are made between Maths, English and other curriculum subjects where possible.
* International Primary Curriculum- the routeplanner has a 2 yearly cycle within each milepost, providing the learning for science and the foundation subjects. This ensures progression across the school and statutory coverage of the National Curriculum.
* R.E- A curriculum map outlines the coverage of units provided by the Southwark Diocese Board of Education (SDBE).
* Early Years Foundation Stage- Nursery in Phase One, Reception in Phase Two

**Medium Term Plans:**

They are produced each term, providing a more detailed outline of the learning within the term. They may include resources and cross curricular references.

* English and Maths Medium Term plans- follow the National curriculum programmes of study and are supported with other resources
* IPC MT plans- include knowledge skills and understanding for each subject area, personal and international goals and assessment opportunities. These are in the form of mind maps and are displayed in the classroom for all stakeholders to access and refer to throughout the topic.
* R.E- We use the SDBE unit plans as our learning tool
* EYFS- See policy

**Daily preparation/planning:**

Teachers make weekly plans for Maths and English, which detail the learning objectives for each lesson and provide introductions, differentiated activities and plenaries. They carefully consider the additional needs of Pupil Premium and SEN pupils. Higher order and mastery questions are included to remind teachers of the priority these take in deepening and embedding critical thinking. Planning is shared with support staff. The tools we use are:

* The National Curriculum framework 2014
* The EYFS Framework
* SDBE syllabus for RE
* The IPC for foundation subjects and Science
* New Blooms Taxonomy for higher order questioning

**Teaching**

We believe that teachers are most effective when:

* They are well planned and well organised, using age and stage appropriate resources.
* Lessons have clear Learning Objectives, with differentiated success criteria, leading them to become autonomous learners.
* Prior learning is built on and the lesson has pace, with high expectations of progress
* Assessment For Learning is in place and is used consistently across all areas of learning
* Planning is differentiated to ensure that all children are able to explore, develop and practise the new skills they are being taught.
* Children are engaged, focused and motivated during teaching time and they are confident to work independently, in pairs or small groups, depending on the context of the lesson.
* Teachers model and demonstrate the intended learning
* The children are made aware of the knowledge ,skills and understanding they are acquiring and they are able to articulate what they have achieved at the end the lesson
* There is a high expectation of presentation and the quality of work is consistently of a high standard
* Constructive oral or written feedback is given and learning advice has been given. The children have responded, indicating progress.
* A range of teaching styles are employed which are relevant to the learning in class- these may be, whole class teaching, paired work, small group discussion, pupil/ teacher teaching, pupil/pupil teaching
* Support staff are deployed effectively
* Teachers are having regular, effective CPD, albeit within school or external training
* Teachers make reference to IPC personal and international goals
* The Fruits of the Spirit are referenced consistently and appropriately within the context of learning.

We believe that pupils learn most effectively when:

* They treat each other with respect and courtesy
* They are able to work collaboratively
* They are confident to ask questions and offer their own ideas
* They understand “knowledge, skills and understanding” and they can explain what they are specifically learning
* They are able to say what knowledge, skill or understanding they have learnt and why it is important for the future
* They are taught the skills with which to self -evaluate and they are able to talk about what they next need to do to improve
* They are becoming critical thinkers, analysing and evaluating their own, and their peers’ learning
* Children have read and responded to marking which is an indicator of progress
* They can articulate the personal goals that they are aiming to achieve (enquiry, adaptability, resilience, morality, communication, thoughtfulness, cooperation, respect)

1. **Assessment**

A list of formative and summative assessments used in the assessment process is exemplified below:

* Regular formative assessments through marking, discussions with pupils, peer marking, observations, self- evaluations
* English and Maths: “big write”, grammar and spelling tests and maths test, providing summative information to record on SIMS.
* RE- end of unit summative assessment monitoring progress in AT1 and AT2. Recorded in RE books
* IPC- on- going formative assessments made at specific points in the unit, consisting of children’s own self evaluations and teacher’s judgment. Recorded in IPC assessment folders.

See Assessment Policy for detailed overview.

**5 Inclusion**

5.1SEND/ GIFTED AND TALENTED

At St Leonard’s all children are given the opportunity to achieve their full potential. Work is differentiated according to ability and achievement. Children with SEN and additional needs will be supported at their appropriate level and targets set accordingto individual needs.

5.2 PUPIL PREMIUM FUNDING

Disadvantaged children are monitored in line with school’s inclusion policy.

5.3 EQUAL OPPORTUNITIES

We believe that all children irrespective of race, ability and gender should have equal access to the IPC curriculum.

**6 Health and Safety**

6.1 In class- based lessons health and safety regulations apply as in any other subject.

6.2 When on trips as part of learning, risk assessments are taken in line with school policy.

**7 Church and Community Links**

7.1 Effective, sustained contact between home, school and the local community is vital to

the development of any child. Parents and other adults in the local community can be a

valuable source of information and offer skills that can extend the work of the classroom

into the locality. All visits in and out of school are carefully planned and all input is

shared beforehand to ensure content is appropriate and relevant.

7.2 As well as attending Exit Points, we encourage parents to come into school and share

their expertise with the children at certain, relevant points in the unit. There is a real sense of

shared learning happening at these time which gives both parents and children a better

understanding of the learning at school. This also encourages autonomous and independent

learning.

7.3 **Quality assuring input from an external agency**

There are often issues relating to quality assuring the work of external agencies delivering activities in schools. External agencies often deliver specialist input as part of the curriculum, for example Theatre in Education, advice and curriculum workshops. For this work to be of benefit to pupils, we assess the suitability and effectiveness of input and ensure that:

A member of school staff is always present during external agency delivery

Any messages communicated to pupils are consistent with the ethos of the school

Activities are complementary to the curriculum, properly embedded in planning and clearly mapped to schemes of work to avoid contradictory messages or duplication

Activities are matched to the needs of pupils

Activities are carefully evaluated by schools to ensure that they are effective

Where external agencies are used, we follow the guidance set out by the London Borough of Lambeth in their document, Guidance for Schools - External Agencies; this includes the completion of relevant risk forms where appropriate

1. **Monitoring and review**

This policy will be reviewed as part of the school’s monitoring cycle.

**Appendix 1**

**Fifteen things you might do to promote independence**

1. Make sure that success criteria are clear.
2. Have examples of high level work available.
3. Set clear deadlines
4. Ensure that resources are easily accessible and clearly organised.
5. Establish routines such as “Ask three other people before asking the teacher.”
6. Set up “How-to” resources for frequently-asked questions.
7. Ask questions such as “How do you think we can approach this task/problem?
8. Encourage real dialogue by using high level questioning.
9. Try to set tasks which have a real audience.
10. Encourage students to teach each other and to share their ways of working.
11. Model how you are learning – talk through your own experiences.
12. Ask for student feedback on how you could improve the learning experiences.
13. Don’t plan so tightly that there’s no room for flexibility.
14. Encourage students to lead the learning.
15. Encourage students to identify the successes of others and to celebrate them.