



Learning Policy

(Policy and Procedure)

Agreed by Governing Body:

Brookland Church Of England Primary School Mission Statement

'For A Brighter Future'

Our Vision

As a primary school our school vision is to ensure 'through our Christian values, we promote the personal development of individuals so that they make positive CHOICES for themselves, others and the world around them.

Our key Christian values are:

Courage

Honesty

Optimism (Hope)

Inspiration (Creativity)

Consideration (Respect and Reverence)

Endurance (Perseverance)

Secrets of Success (Attitudes to Learning)

The learning experiences at Brookland are also underpinned by the fundamental British values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different beliefs and religions.

Our Mission

At Brookland Church of England Primary School we believe that learning should be an inspirational and rewarding experience for all. We believe that through exceptional learning experiences at school we will develop the skills, knowledge and understanding to make informed choices in our future lives.

- We believe in developing curiosity and creativity through inspirational and meaningful learning experiences. We encourage learners to question and reflect about the world around them, exploring our own ideas, skills and understanding to prepare ourselves for a lifetime of learning.
- We believe in the highest expectations and aspirations for all learners to promote the desire to succeed and realise potential, understanding that there are no limits to what we can accomplish.
- We believe that as well as having an understanding of ourselves and our place in the world, that as learners we must consider our contribution to society, in order to develop self-respect, respect for others and to build positive relationships with those around us.
- We believe that learning extends beyond the classroom and is an integral part of life and only by challenging ourselves as learners will we find the true value and meaning within our own lives.

OUR SCHOOL AIMS

- 1. OUR SCHOOL IS A PLACE WHERE OUR VALUES ARE AT THE HEART OF ALL WE DO:**
We believe that happy, motivated children learn best. Our Christian and Learning Values permeate all aspects of school life.
- 2. OUR SCHOOL IS A PLACE WHERE ALL LEARNERS ARE INSPIRED TO LEARN:**
We believe in inspiring in all pupils a love of learning to achieve their full potential. Through a range of learning experiences, we work to develop independent thinking, collaboration, creativity and reflection.
- 3. OUR SCHOOL IS PROUD TO BE AT THE HEART OF OUR COMMUNITY:**
We believe in the importance of building strong links between school and home, with those in our local communities, churches and across the locality and wider world.
- 4. OUR SCHOOL IS A PLACE WHERE LEARNERS EXCEL:**
We believe in the highest aspirations for all learners. Through challenge, the desire to succeed and realise potential, learners will understand there are no limits to what can be achieved and find the true value and meaning in their lives.

The following describes how we work together as a school in pursuit of these aims.

We believe that for children to be successful there are four key learning values:

- Creativity;

As a learner I...

- *am happy to take risks in my learning*
- *am happy to accept that I will make mistakes and learn from them.*
- *use my imagination to explore new ideas and link them to my learning*
- *can come up with my own new ideas.*
- *am curious about finding things out.*
- *want to develop my learning and always try and improve on previous outcomes.*
- *appreciate that learning can sometimes be challenging.*
- *know how to solve problems.*
- *push myself to find out and do new things.*

- The ability to think independently;

As a learner I...

- *will take ownership of my learning.*
- *will show pride in my work and strive to do better each time.*
- *will not give up but persevere to overcome difficulties.*
- *will think about what I am doing and how I can do my best.*
- *will have high expectations of myself and work hard to improve.*
- *will give examples and justifications when sharing my thinking.*
- *will give equal value to the thinking and views that are different to mine*
- *know that it's ok to think differently to others without being wrong*

- will make decisions about my learning based on my own judgments and evaluations and the advice of those that help me.
- will have a positive mindset.
- The ability to build relationships and work collaboratively;

As a learner I...

- will be part of a learning community where my contribution allows others to feel uplifted.
- will work with others to produce outcomes that are better than those that I could be produced on my own.
- will challenge other people's thinking, respecting their ideas and be prepared to have my own thinking challenged too.
- will take on different roles and responsibilities in a group and make sure that I make a positive contribution to the effectiveness of the team.
- will use my own and other people's skills to solve a problem in an effective and co-operative way.
- will accept help, whether I have asked for it or not.
- The ability to reflect.

As a learner I...

- will be responsible for my own progress and development and constantly question myself.
- will reflect on what makes me unique and try new things to find areas that I have a special talent or interest in.
- will reflect carefully on the thoughts of others before making up my own mind
- will respond to feedback in a thoughtful way. I will see feedback as helpful and not take it as personal criticism.
- will ask deep and meaningful questions for themselves and think about what the answers might be before making a decision about what they might think.

The children are also taught about 8 key learning attitudes.

The Secrets of Success



Concentrate



Don't Give Up



Push Yourself



Understand Others



Work Hard



Try New Things



Imagine



Improve

Children who are able to think creatively and independently are more likely to discover things for themselves, to be open to new ideas and be motivated to work beyond the lesson time to pursue topics of interest. Allowing children to think and work creatively develops self-confidence and builds key learning skills. This in turn allows them to have the confidence to develop their own ideas and communicate these to others, in turn developing the skills to work with and learn from others, along with the skills to reflect on their learning.

We believe these skills are best developed in an environment where children feel valued, are able to experiment, take risks and make mistakes.

Our aim is to create a rich, motivating, cross-curricular themed and varied curriculum, meeting the requirements of the national curriculum, whilst still allowing staff and children ownership of their learning which is unique to Brookland CE Primary School.

Teachers are encouraged to think creatively when planning a term's work in all subjects – to make connections between subjects, to take risks, and to be innovative.

Examples of how this policy looks in practice are:

- Each class has an over-arching learning experience;
- There is no requirement to stick within the structures of any particular schemes of work. Working from the National Curriculum, teachers are free to create the context for learning that they feel most inspires them and will inspire the children, whilst covering all statutory requirements;
- We have a specific fund to support work with resources;
- Teacher's personal enthusiasms and passions are positively encouraged and backed;
- Teachers use each other's expertise.
- We value children's individual responses and independence of thought;
- We have several special events e.g. Remembrance, Chinese New Year, which encourage creative thinking and innovation.

Make learning vivid and real

As teachers we work hard to plan interesting and engaging work that stimulates imaginations. We maximise first hand and practical experiences using as many resources (objects, artefacts, people, places) as we can find. Depth is more important than breadth and experiences are carefully designed to give learning purpose and allow for maximum engagement and quality rather than superficial curriculum coverage.

Inclusion

Brookland CE Primary School values all children and is an educationally inclusive school. The achievements, attitudes and well-being of every person in the school is paramount. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning.

We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident happy and secure.

There are good supports in place for SEN provision.

Recognising and celebrating success through assemblies, displays and performances is very important at Brookland. We ensure that there is a broad range of opportunities to shine.

Examples of how this policy looks in practice are:

- It is expected that work be differentiated appropriately so that learning can be 'scaffolded' to enable all ability groups to achieve at least age related expectations;
- We do not have set groupings. As part of our commitment to a Growth Mindset philosophy, ability groupings are flexible. All children should find work 'stretching' and no child should experience repeated failure or effortless success;
- We have an experienced team of support teachers and learning support assistants who work closely with class teachers to offer additional support;
- We have good relationships with a range of other professionals and value their support and advice in meeting children's needs;
- We have a School Council, led by one of our teachers which meets regularly;
- Our school is filled with high quality work on display that reflects current topic work;
- There are regular mentions in our fortnightly newsletter for a range of achievements;
- Our Friday assembly is a celebration of the children and their achievements.
- Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes.

Set high standards

We have high expectations of staff in terms of commitment and professionalism, classroom organisation, display and personal expectations of the children.

We have high expectations of learners and the effort they should put into learning at school and at home, and what they can achieve.

Children should experience excellence

We recognise and value high achievement and create opportunities for those children who excel, where relevant, to compete beyond the school.

We positively encourage teachers to seek out subject specialists to enhance the learning experience, so that the children have the opportunity of working alongside experts. Each teacher has personal strengths too and is encouraged to share these with their class or by supporting other members of staff and pupils.

The planning process demands thought, creativity and time

There is a high expectation of the quality and depth of planning. Learning experiences that are unique and original are positively encouraged. The outcome for any experience should be considered carefully. Children should be actively involved in the planning process. If teachers are motivated and enthusiastic about the term's work, then the children will be too and vice versa.

Teaching technique matches learning need

Teachers working at this school must be strong in the full range of teaching techniques. We believe in matching teaching technique and strategy to learning need and objectives – fitness for purpose – and as such, a week's lessons should include whole class direct teaching and modelling, ability group work, mixed ability work, practical tasks, paired work and individual work. There should be a good balance between teacher/pupil talk and well-structured pupil/pupil talk opportunities. We structure and pace teaching and learning so that children understand what is to be learnt, why and how. Teachers must take into account the range of learning styles i.e. visual, oral, aural and kinaesthetic .

Asking questions is central to learning

We place great store by asking questions, participating in 'shared thinking' and discussion, in our teaching and in our work as a staff. Interactive teaching promotes this style of learning. Teachers' questions need to be well planned and to both prompt ('What was the name of...') and probe ('What if'...) the children's thinking. The best extension questions are those aimed just above what the child can already do; Vygotsky's "zone of proximal development".

We have a growth mindset culture

A key concept which shapes the ethos of our school is **growth mindsets**. Rather than simply praising success we praise effort and persistence.

We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. For children who find work easier we make sure they encounter more difficult tasks. All groups of children regardless of their starting point should be challenged in their learning and opportunities given to develop the depth of their learning as they move towards mastering objectives. Our children recognise that effort, persistence and good teaching are what help them improve.

If children have fixed mindsets they find it hard to cope with failure: we teach our children to see mistakes and failure as positive. To build resilience. This makes for a very energetic and inclusive culture. It also has a really positive effect on our ethos and on how children approach learning and support each other.

The assessment priority is assessment for learning

We aim to include children in their learning as much as possible.

Teachers are constantly assessing, as they ask questions in lessons and lean over shoulders. We place great store by this style of formative assessment for learning during lessons. We also

value summative assessments of learning, where the children are assessed against national standards.

Learners will give and receive feedback. This feedback is valued and time is given to respond and learn from mistakes and each other.

Develop learning skills and personal qualities across the curriculum, inside and outside the classroom

We believe that a school teaches in 3 ways; what it teaches, how it teaches and by the kind of place it is. Involving the children in roles and responsibilities beyond the classroom contribute to our ethos and sense of community. We place a high value on these expecting them to be carefully planned and well used. We also value special events and traditions and the importance these have for our school's culture.

As a small school, relationships between adults and the role models these offer the children are vital. We want parents, children and staff to enjoy school!

We value the role of families in learning and expect good open communication with parents, listening sensitively and responding thoughtfully to their queries and concerns.

This is a learning community

At Brookland CE Primary School, there is a common purpose and shared responsibility amongst children, parents, staff and governors. All are actively committed to the life, growth and development of this school. There is intellectual challenge for everyone and a culture of learning and questioning practice.

Teachers share a common understanding achieved through discussion, consideration of practice, the sharing of information and whole school planning of important issues. Teachers are thoughtful and self-critical. Teachers' individuality is valued and actively embraced.

Date of validation..... Signed.....

Chair of Governors

Date of review..... Signed.....

Chair of Governors