

Title	Author	Reviewed	and Approved	Review Date
Learning Policy	S Russon	Governors	January 2025	January 2027

## Cliffe VC Primary School Learning Policy

### **RATIONALE**

At Cliffe VC Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and to be ready for adulthood. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. To ensure consistency of high standards across school we use our relationships and knowledge of the children to support children in both excellent behaviour and learning expectations.

**Our learning policy is intended to promote our overall school aims and high standards of achievement. Throughout the school children are encouraged from the very beginning to develop positive attitudes to learning and to treat fellow pupils with understanding and respect. We value the breadth of the curriculum we provide and we aim to foster creativity in our children and to help them become independent learners.**

Developing a shared understanding and developing a common language to talk about teaching and learning we believe are crucial steps towards transforming teaching and learning to ensure that there is continuity and progression at all stages of the learning journey. This will lead to children meeting their full potential and making a positive contribution throughout their life, developing their potential to achieve economic well-being.

**Our learning policy should be read in conjunction with all other policies and the aims of our school.**

### **AIMS**

We aim to:

- Create a happy, secure and challenging learning environment in which all children are given equal opportunities to develop their natural curiosity, to extend their intellectual, physical & creative potential, to develop community awareness, to succeed and to achieve.
- Encourage our children to develop learning skills, thinking skills and moral, personal and social values, based on honesty and respect for themselves and for others; encourage pupils to develop into friendly considerate members of the school community, who can work and learn co-operatively as well as independently.
- Build on what learners already know and structure and pace teaching so that children can understand what is to be learned, how and why.

- Take into consideration children’s individual needs and help them gain confidence in their own abilities, through success and achievement; children’s effort and achievement are regularly celebrated within school, and this serves to remind children of our high expectations.
- Provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, understanding that people learn best in different ways.
- Make learning of subjects and the curriculum real and vivid
- Make learning enjoyable, challenging and stimulate learning through matching teaching techniques and strategies to a range of learning needs, including social, moral, spiritual and cultural.

## **DEFINITION**

### **What is learning?**

At Cliffe VC Primary School, we define learning as follows:

***“The acquisition and development of knowledge, skills, understanding, attitudes and behaviours which can be applied to new situations in life”***

### **Effective Teaching and Learning**

Research tells us that children learn in many different ways and respond to different types of input. At Cliffe VC Primary School we therefore deliver teaching in a variety of ways to address the needs of all our learners. We ensure the best possible learning environment for learning by developing a positive atmosphere in and around school where pupils feel safe and somewhere they feel they belong. Teaching demands a high level of skills. At Cliffe VC Primary School we believe that these strategies will contribute to a successful approach to learning at this school.

All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- Teachers must have good subject knowledge and understanding
- Teachers must have good pedagogical knowledge and understanding
- Making links to previous lessons so that past learning is extended, and frameworks of relevance build on the child’s experience.
- It should give pupils the ‘big picture’ of the lesson;
- The teacher should explain the learning intent, and why the lesson is important – purpose
- The lesson should be presented in different styles;
- Engaging children by setting learning in a real life and meaningful context that is fun, exciting and motivating for the children.
- It should allow opportunities for pupils to build up their own understanding through various activities;
- It will allow children the chance to think and learn for themselves;
- It should allow children opportunities to review what has been learnt;
- It should have built in opportunities for feedback to the children, celebrating success and reviewing learning strategies;

- Children should have the opportunity to self-assess;
- Using questioning effectively to establish the level of understanding and extend it.
- High quality oral work, including well developed skills of speaking, listening and observing.
- Inspiring children with hope about their own future achievements.
- Having optimism about and high expectations of success.
- Planning extension and reinforcement tasks to supplement the main activity - to challenge the more able and support those who need extra help. The teaching should indicate what the next step to learning will be.
- Arranging short breaks or changes of tasks in longer work sessions to increase periods of focused attention.
- Making good use of body language and eye contact to maintain control and stimulate learning.
- Intervening positively when children are working to probe their thinking - not just responding to those who get stuck.
- Expecting children to play an active part in lessons where their contributions are encouraged, and extended.
- Consistently helping children to establish good habits of listening and responding to instruction.
- Being well organised, tidy and thorough as a conscious demonstration to children.
- lively start, strong middle, opportunities for reflection and analysis and conclusion.

When teaching we focus on motivating and inspiring the children whilst building on their skills, knowledge and understanding of the curriculum, so they reach the highest level of personal achievement. We use the school long term curriculum to plan and guide our teaching which sets out the details of what is to be taught to each year group.

- Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability which contain support and challenge. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Additional SEND Support Plans or Education, Health and Care Plans. We plan our lessons with clear learning objectives and we take these objectives from the National Curriculum. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. Set high but achievable expectations and foster a team spirit by encouraging the children to feel that they are all working towards our expectations together. Children will only rid themselves of the fear of failure where they feel secure with **you** – be positive!

## Children

- Be relaxed and enthusiastic yourself and generate the children's enthusiasm by positive, constructive criticism and the use of reward and praise.
- A pleasing atmosphere and flexible learning environment is best developed where it is based on mutual trust and respect. Communication should be two way and recognise the value of children as individuals. Make them feel interesting and worthwhile as people! Use the way you communicate to promote their independence.

- Discipline should be firm, fair, consistent and in line with the school policy on behaviour.
- A sense of humour and a smile go a long way in making children feel comfortable. Children who have their emotions engaged and feel relaxed in your presence will learn far more effectively.
- Remember you are a role model. Exemplify to the children the style of interactive behaviour you wish the children themselves to show.

## **Colleagues**

- Each member of staff brings different personal qualities to the school, and it is important to establish and exhibit mutual respect for:
  - Each other's opinions
  - Each other's methods of working
  - Each other's strengths
  - Each other's experience
- The most powerful way of developing our own practice as teachers is by observing or discussing our work, our successes and our occasional failures with colleagues. Be aware of your own and your colleagues' strengths and weaknesses, and don't be afraid to seek support when you feel you need it, or to offer ideas where they will be helpful. We try and achieve this through peer coaching.
- Build the confidence of teams and individuals by celebrating achievements, however small. Remember, what may seem trivial to you could have major significance for someone else, and represent a great deal of effort on their part. Praise for a job well done, a 'thank you' or an acknowledgement of extra help or effort makes us all feel better about the job we are doing and reminds us of our true value to the children we are educating.

## **Support & service staff**

- Teaching assistant support staff play a central role in the education and progress of our children and contribute significantly to the school's achievements.
- Staff should consult each other regularly so that all are informed about what is going on and understand the part they play in the life of the school. Value each other's expertise, listen to opinions and, where appropriate, act on them. Classroom support assistants will often have a detailed and accurate picture of a child's particular needs due to the nature of their relationship with the child.
- Teaching assistants should feel a part of the teaching team.
- Children should respond to all adults in the school in the same way.

## **Parents/carers**

- All staff have the responsibility to make parents/carers feel valued and welcome in the school.
- Be open & honest in your communication. If there are problems, always try to seek a positive route to finding solutions.
- Parents generally appreciate being informed of any problems earlier rather than later. If necessary, take the time to make contact by telephone.
- Teachers should be accessible for any parents who need to talk to them or to make appointments.
- Listen carefully to information which parents bring to you and make brief file notes where necessary. Ensure that information is shared on a 'need to know' basis.

- Be accurate in the information that you share. All staff need to be sensitive to issues of confidentiality. Gossip about children or parents has no place in our school.
- Parent and adult helpers are an asset to the school. All staff should make them welcome and do their best to encourage them.
- Parent consultations whereby parents are kept up to date with their children's progress and wellbeing. Any major concerns should always be addressed well before these meetings.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible and arrive on time;
- to ensure that their child is equipped for school with the correct uniform;
- to support and encourage their child to complete homework each week
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;

## **Planning in Foundation Stage, Key Stage 1 and Key Stage 2**

At the heart of effective learning are decisions about what is to be taught, when, and the learning experiences children are to be engaged in. These are the planning and organisational arrangements in our school. Lessons needs to be well thought out yet retain flexibility.

- Our planning takes into account children's previous learning.
- Our teachers ensure that teaching styles are chosen to suit the purpose of the subject and the specific learning needs of the children.
- Our planning takes into account how much time will be spent on different aspects of the curriculum.
- Our teachers plan for a variety of tasks however it is the outcome and progress which drives the lesson.
- Our teachers make links across the curriculum to give a wholeness and contextual richness to the learning process.

### **Long Term planning.**

Long term plans show the curriculum areas and focus for the year.

### **Medium term planning in key Stage 1 and Key Stage 2**

Medium term planning details the outline and sequence of what is to be taught and learned each half term in each subject.

### **Short term planning**

Planning at this stage needs to be a flexible response to medium term plans based on the learning needs of the class.

When we recognise that each teacher has their own preferred style for planning. Therefore, the amount that needs to be recorded and the format for the recording is a matter for each

teacher to decide. We work on the premise that a teacher should record “that which they are in danger of forgetting” considering:

- The learning objective(s)
- The learning outcome(s)
- The teaching methods, format and sequence of the learning in the lesson including key questions
- The learning builds on prior learning and attainment
- How to interact effectively with learners to include them and use language to build mutual respect
- How the learning will be modelled, scaffolded and supported.
- The varying approaches needed to ensure that children learn in a variety of ways
- How the children will be organised throughout the lesson e.g. groups, pairs, independent
- The role of other adults
- How time, space and resources will be used most effectively and how to make use of the wider environment.

## **The Environment**

The school, classroom or teaching space together with the displays have a huge impact on the behaviour and attitudes of the children, the quality of their learning and their standards of achievement. Every part of the school environment needs to be bright, attractive, warm and welcoming and tidy. Displays make an important contribution to the quality of learning and are an integral process of teaching and learning. Displays in our classrooms need to provide specific learning prompts to aid independent learning. Displays are to be added to and expanded as required. Furthermore, Children must be encouraged to be tidy and keep the working environment organised this always encourages calm.

The whole school both inside and outside, and the community beyond the school building is a potential learning environment. Teachers are encouraged to use:

- The hall when not timetabled for other purposes.
- Outside spaces for learning across the whole curriculum e.g. music, story, practical investigations, fieldwork etc.
- The local environment

## **Independent learning**

Developing our children as Independent Learners is at the heart of our school’s aims. Establishing it within our school is about **helping pupils to develop the skills to plan, manage and evaluate their own learning**. Children who are successfully working independently will demonstrate strong characteristics in their approaches to learning. At Cliffe VC Primary School we aim to develop the following characteristics and attitudes:

- Children, parents and carers know what they are expected to do over half termly periods.
- Children know what strategies to use to solve their problems, they know the skills they need to develop and are aware of what they have learned.

- Children have confidence in their own ability when applying skills and knowledge, and are not afraid of failure. They know what the outcome of an activity will look like and recognise their success by exhibiting pride in their work & achievements.
- Children can critically evaluate their own work. They can celebrate success, see where they need to improve and can discuss what they need to do to with their teachers, friends and parents.
- Children know where to go and how to ask for help and advice.
- Children understand and are comfortable with the classroom routines and organisation.
- Children have a clear understanding of the objectives of a lesson or task.
- Children adhere to the task with perseverance. They manage their time and can set themselves realistic targets and deadlines.
- Children have a sense of the progress they have made within a lesson or over a longer period.
- In lessons, children ask appropriate questions of the teacher and their peers. They can suggest new areas of thought or lines of enquiry.
- Children can work collaboratively in groups and pairs. They are able to listen to others and to put forward their own views.
- Children show enthusiasm and enjoy the challenge of learning that the school presents.

### **Monitoring and review**

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.