



1. **Introduction**

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.

2. **Definition of Learning**

At Stoke Holy Cross 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 and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

3. **Principles of Effective Learning**

We believe that children learn best when:

- they feel happy, comfortable and safe; (4.1)
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers; (4.2)
- they are challenged, encouraged and supported by peers and adults, including family; (4.3)
- adults and older children provide good role models as learners and members of the community; (4.4)
- the learning environment is stimulating and properly resourced; (4.5)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (4.6)
- they are actively engaged in the learning process; (4.7)
- our teaching takes account of their individual needs and interests. (4.8)

4. Strategies used to Promote Effective Learning

- 4.1 To help children to feel happy, comfortable and safe, we will:
- implement appropriate induction and transition arrangements;
 - smile at them, greet them and ask about their welfare;
 - 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;
 - rigorously implement equal opportunity, anti-bullying and race equality policies;
 - implement appropriate risk assessments and procedures for safeguarding;
 - ensure that the school is visually attractive and welcoming;
 - 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;
- 4.2 To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:
- give them opportunities to take part in circle time, role play, show & tell, choose-do-review, class assemblies, school council etc;
 - ensure they feel valued and have a voice;
 - make use of learning/talking partners, peer assessment and collaborative working;
 - use a range of reward systems;
 - display their work and help them to display their own work attractively;
 - look for opportunities to catch them doing well and to celebrate it;
 - ensure that they experience success and praise every day;
 - 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.
- 4.3 To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:
- inform parents about the curriculum they will experience next;
 - communicate regularly with parents about their progress;
 - communicate to children's families that we value their contribution;
 - offer support to families, e.g. PSA, maths cafes, e-safety meetings.
 - set homework appropriate to their age and ability;
 - involve them in self-assessment and the identification of appropriate new targets;
 - involve them in collaborative working;
 - involve them in peer assessment;
 - use target setting information and other assessment procedures to track their progress and identify their learning needs;
 - involve them in peer support, e.g. break time buddies, house captains;
 - enable them to share achievements through displays, class assemblies etc.
 - provide a range of extra-curricular activities.

- 4.4 To ensure that adults and older children provide good role models as learners and members of the community, we will:
- 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;
 - give children the opportunity to experience a residential visit;
 - invite members of the outside community to share with children their knowledge and experiences as learners and community members.
- 4.5 To provide a stimulating and properly resourced learning environment, we will:
- ensure 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;
 - have appropriate resources according to the varying needs of the children;
 - ensure that resources are accessible to children;
 - vary the learning environment, using outdoor spaces and out-of-school visits;
 - set out informative, interactive and celebratory displays.
- 4.6 To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:
- provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development;
 - take steps to ensure the personal well-being of members of staff;
 - provide a curriculum that covers, and goes beyond, the statutory requirements;
 - plan lessons that are adapted to meet the needs of individual children;
 - plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning;
 - 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.
- 4.7 To ensure that children are actively engaged in the learning process, we will:
- implement the Framework for Effective Teaching and Learning.
- 4.8 To enable our teaching to take account of children's individual needs and interests, we will:
- 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 action plans.

5.0 **A Successful Policy?**

5.1 When the 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;
- make good progress against their targets.

5.2 When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work;
- have shared values and are supportive of each other.

5.3 When the policy is successful, we will see parents who:

- are fully engaged in their children's learning;
- are proud of their children's achievements;
- are quietly confident in the school.

6.0 **Review**

This policy should be reviewed annually.