

Effective Learning Policy

“Following Jesus, together we care, inspire and achieve”

The purpose of this policy is to clearly define what we mean by effective learning. This should be implemented in conjunction with the [Curriculum Statement](#), [Effective Teaching](#), [Early Years Foundation Stage](#) and [Behaviour](#) Policies.

Introduction

Learning is a unique and personal process, through which individuals develop skills, concepts, knowledge, attitudes, behaviours and emotions. Learning can happen through instruction, experience or study and leads to long-term changes, enabling individuals ultimately to take responsibility for their own development. All those in the school community have a part to play in ensuring that learners learn effectively.

Rationale

We at Crawford's Primary School believe that quality learning is:

- A desire and eagerness to learn about the fascinating world in which they live;
- An active process – a product of doing rather than receiving;
- Asking appropriate and searching questions;
- Activating prior knowledge and experiences;
- Supported by both the teacher and other children;
- Children and staff engaged in meaningful dialogue about learning;
- Collaborative through cooperation, dialogue and creating knowledge with others;
- Centred on the learners’ responsibility for their own learning;
- Opportunities to exercise choice, develop goals, plan their approach and work independently;
- Reflective and enables learners to monitor and review the learning;
- When children display a strong desire to contribute;
- Where learners make considerable progress.

Aims

We aim for all children to display these identifiable features of effective learning:

- Enthusiasm, engagement and motivation;
- Confidence to work as a whole class, in groups, with a partner, as well as working independently;
- Identification of themselves as learners;
- Self sufficiency (Development and use of strategies that will support their own learning);
- Are confident, willing and able to learn from mistakes without fear of failure (understanding that this is part of the process of learning);
- Know what is expected of them with regard to their work and behaviour;
- Respect for other learners (both adult and peers);
- Proud of their work and school;
- Self-confidence and a positive self-image;
- Resilience;



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- The use of initiative;
- Are aware of the purpose of their learning and how to succeed;
- A developing set of transferable skills to provide a firm foundation upon which to build their lifelong learning.

Key Principle 1- Developing Personal Attributes

We believe children learn best when they:

- Are taught how to think, learn and communicate effectively.
- Are encouraged to be curious, ask questions, and develop an enquiring mind.
- Value themselves and others.
- Share a set of core values that reflect what it is to be a good learner, work well with others and be a contributing member of a community.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
• There are opportunities for children to work with the whole class, with partners, in groups or independently. Activities are differentiated to support and challenge the children appropriately • There are opportunities for children to reflect on and demonstrate their learning • Questions and mistakes are promoted as an important part of the learning journey • Teachers and children address learning tasks together, whether as a group or as a whole class • Teachers and children listen to each other, share ideas and consider alternative viewpoints • Children articulate their ideas freely, without fear of embarrassment over ‘wrong’ answers; and they help each other to reach common understandings	• The peer culture is understood and work with it • Clear rules are set • Good thinking, learning and talking approaches are modelled and encouraged • The classroom culture supports peer collaboration • They know, activate and use children’s relevant experiences and prior knowledge • They understand pupils’ emerging needs and the conditions required for their learning e.g. environment, senses, resources



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- Teachers and children build on their own and each others' ideas and chain them into coherent lines of thinking and enquiry - Teachers plan and steer classroom talk with specific educational goals in view - Strategies which support the desired attributes e.g. Philosophy for children, Reciprocal Reading, Talking Partners	
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:	
- There is a Curriculum for Independence in place that is progressive - Where there are agreed school values, these are known to all and are used effectively in the teaching of specific subjects - A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny, Learning Walks.	

Key Principle 2- Pupil Involvement

We believe children learn best when they: - Are involved in their learning and have opportunities to take ownership and have responsibility - Have opportunities to make meaningful choices, such as who to work with, what equipment they would like to use, where they learn best (environment) and the method of presentation - Feel safe within the environment - Are allowed to take risks - They are given a voice - Understand how they will be successful and measure their efforts and outcomes against this

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
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• An atmosphere of mutual respect between adults and children • Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race religion and belief, gender reassignment or disability • Children’s high self-esteem, with all children feeling valued and secure • Children taking risks in their learning, and learning from their mistakes • Children’s learning outcomes displayed around the classroom and school for others to appreciate and admire • Organisation of classroom routines and resources to optimise learning • Creative and physical activities are used to promote learning • Children can access ‘outside learning’ or participate in educational visits • There is a ‘buzz’ and sense of purpose • There are strong and exciting stimuli • Show Listening and attention skills	• They teach children to behave well • They employ positive strategies for managing children’s behaviour that help pupils understand the school’s expectations and that these strategies are underpinned by the schools Behaviour policy • The learning is explicit rather than the doing • Children understand how to be successful • Good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner • Children will be encouraged in their learning and learning behaviours and their efforts will be praised both in the classroom and in assemblies • Any criticism will be constructive and children’s self-esteem will always be maintained • Working groups will be fluid • Design effective learning activities which can be managed by the children themselves
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE: • A clear Behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school • High expectations of behaviour, including children’s attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff • Safeguarding procedures are in place and are adhered to	



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Key Principle 3 – Making Connections

We believe children learn best when:

- They understand the links between different areas of learning
- Learning is based on real-life experiences
- Learning relates to knowledge and skills necessary to manage their own life
- They can share their learning with others through whole school themes
- They can see how learning affects others and their environment (global and environmental dimensions)
- They see how learning affects their lives
- School and Home partnerships are strong

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
• Links to prior learning and experiences • First hand experiences through visit, visitors • Appropriate levels of English and Maths across the wider curriculum • Displays and working walls model links between subject disciplines, content, knowledge and skills • Children’s home-learning being valued both that resulting from tasks and activities set by the teacher and that occurring independently of school	• Learning Activities are designed with opportunities for; ○ Repetition ○ Connections- Take inference from other related information/prior knowledge and experience ○ Consider cognitive load ○ Time to process (offering material in different ways) ○ Support Peer interaction ○ Encourage metacognitive monitoring ○ Assessing and monitoring learning • Children can’t avoid interacting with the content and/or learning • Useful feedback about their children’s learning is given regularly to parents both informally, when appropriate, and formally through parent consultations, end of year reports (including regular sharing of Pupil Progress) • Parents know how they can support their child’s learning at home or in school • They are approachable and available to parents (by appointment if necessary) • Information about class trips, class and school events and other relevant information is communicated efficiently to parents via school letters and the weekly parent contact (available on the website) • Parents are welcomed to help in school and on school trips



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- They set appropriate home-learning activities to develop children’s understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Strategic plan of experiences both at school and expectations of home engagement activities
- Ensure parents are informed about school events and news, specifically related to each class, through regular newsletters, weekly parent contact and the school website
- Facilitate parental involvement through provision for informal (termly Book Looks) and formal meetings (parent forum, parent consultations) and through the support of an active Parent Teacher Association

Key Principle 4- Enjoyment and Achievement

We believe that children learn best when:

- Learning is engaging and motivating
- Curiosity and enthusiasm is encouraged
- Challenge is applied
- It is experiential
- Learning is practical
- Learning is personalised
- Pupils of similar ability and different ability irrespective of their age can work together
- Contexts for learning are inspirational and aspirational
- It promotes a joyous childhood

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

TEACHERS WILL ENSURE THAT:



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• Creative teaching and creative learning • There is a ‘buzz’ and sense of purpose • There are strong and exciting stimuli • Teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children • Learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and learn more • A pace of learning that is optimised for progress and high quality outcomes • Children’s home-learning being valued • Children learning independently • Children collaborating on projects • Children enjoying their learning	• Well-judged and effective teaching strategies successfully engage pupils in their learning • Offer learning in such a way information is learnt • They use their expertise, including their subject knowledge, to develop pupils’ knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning • Well-framed questions, knowledgeable answers and the use of discussion, promotes deep learning • They ensure an appropriate ratio of exposition to learning-activity in their teaching • Appropriate home learning is set to nurture children’s enthusiasm and curiosity, and develop their understanding in areas under study
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:	
• Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assemblies and weekly newsletters • Communications including weekly newsletters, website, twitter feed, Class Dojo	



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Key Principle 5- Effective Organisation

We believe that children will learn best:

- Within a planned cycle to ensure progression for all groups in classes
- When similar work is taught together to allow continuity of learning
- When assessment informs teaching so that there is provision for support, repetition and extension of learning
- When teachers have the flexibility to respond to the needs of the children
- When children have opportunities to work with different groups
- When the whole environment – indoors and outdoors – is used for learning

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:	TEACHERS WILL ENSURE THAT:
• Effective exposition and focused learning activities with clear objectives and outcomes • A clear understanding by the children of the method and purpose of activities in which they engage • Children knowing and using effective strategies to support their learning e.g. metacognitive tools • Progress in the children’s learning (in their books, on the walls, in conversation, in their behaviour) • Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning • Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level which is achievable when they work hard and try their very best • Children with specific learning needs receiving support at the time and level that is required to optimise their learning • Pupils supporting one another where appropriate	• Work is planned, both termly and weekly • Termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Map • Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children’s spiritual, moral, social and cultural development • The pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils’ feedback • Marking is frequent and regular according to the agreed Marking and Feedback policy, providing pupils with very clear guidance on how learning-outcomes can be improved. • They have high expectations for all children and plan, resource and direct differentiated learning activities that give support and issue challenge for all



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• Independent learning • The teaching and learning being well structured and scaffolded • Assessment for learning is an essential, integral part of the teaching and learning • The teacher and teaching assistant are directly involved in working with the children for the majority of the time • Children are purposeful and productive and have a sense of ownership for their learning	• They keep agreed assessment records (using E grids or TT; including pupil notes to record assessment data) and submit termly data to enable progress to be tracked
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IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is a Curriculum Map in place that is broad and balanced
- Where there are agreed schemes of work in place, these are known to all and are used effectively in the teaching of specific subjects
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny, Learning Walks
- There is an Assessment timetable which ensures relevant assessment opportunities across all year groups
- There is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in termly Pupil Progress Meetings.

