

Compton All Saints C of E Primary School

A POLICY FOR LEARNING AND TEACHING

July 2014

At Compton All Saints' C of E Primary School the staff and Governors are committed to the progress and well-being of everyone in school. We seek to provide an environment where children learn how to become good friends, hard workers and confident individuals, and where they begin to appreciate the wealth of their own and others' potential. We believe that everyone can shine and that our school should be a place where all learners have the encouragement, support and opportunity to do just that.

At Compton, we care about each other and our school. We are proud of our good relationships with parents, carers and the wider community. We consider these, and our Church Aided status to be essential factors in our success.

Aims

We strive for everyone in school to:

- Learn how to learn;
- Be literate and numerate to a high standard;
- Enjoy learning for a lifetime;
- Believe in themselves and the contribution they make to society, both in and out of school;
- Be independent people who are confident, flexible and able to co-operate with others;
- Be conscientious citizens of our multi-cultural society who are tolerant and respect others' values;
- Take responsibility for the care and support of our environment - places and people;
- Be imaginative and creative through a wide range of media;
- Try their best and be proud of their efforts and achievements;
- Enjoy equality of opportunity.

When you come into our school you will see:

- A safe, caring and stimulating environment that is conducive to learning;
- Evidence of our links with the local and wider communities and Church;
- Children and staff working together in a way that shows they care about their school and each other.
- Children and staff purposefully engaged in enjoyable learning activities;
- School grounds which are interesting and enjoyable and provide a stimulating outdoor learning environment;
- Bright and attractive displays of children's work that reflect our broad and stimulating curriculum;
- Environments that reflect the diversity of ability and support learning;
- Evidence of the ways in which we celebrate children's achievement;

When learning is happening you will see/hear:

- Attentive children who are enthusiastic and keen to learn;
- Good listeners who ask appropriate and searching questions and can take part in discussion;
- Meaningful dialogue about learning and next steps;
- A variety of approaches to learning eg whole-class teaching, partner/ group work, focussed individual activities;
- Children given opportunities to be independent and use their initiative;
- A clear learning purpose that is part of a well-structured and innovative curriculum;
- Effective use of a range of resources, including Information Communication Technology (ICT);
- Work that is tailored to meet the needs of every child;
- Activities that support and challenge in equal measure;
- Children's efforts rewarded positively;
- Lessons that assess and build on prior learning;
- Effective use of additional staff and other adults.
- Teachers developing high-quality learning behaviours: enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, self-awareness, managing feelings, motivation, empathy, social skills and communication. (See Appendix 1)

When people describe our school they say that:

- A vibrant and happy community where children are able to thrive.
- A family-centred, caring school that aims to achieve high standards for all abilities.
- The school grounds are lovely!
- Compton is a lovely school with a stimulating and varied curriculum which the children love.
- It's lovely to be able to attend the weekly 'Celebration' assemblies on a Friday afternoon

Appendix 1 - Key Aspects of Learning definitions

Enquiry

These skills enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate responses, to test conclusions and improve ideas.

Problem Solving

The key skill of problem solving involves pupils in developing the skills and strategies that will help them to solve problems they face in learning and in life. Problem solving includes the skills of identifying and understanding the problem, planning ways to solve a problem, monitoring progress in tackling a problem and reviewing a solution to a problem.

Creative Thinking

These skills enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Information Processing

These skills enable pupils to locate and collect relevant information, to sort, classify, sequence, compare, contrast, and to analyse part/whole relationships.

Reasoning

These skills enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

Evaluation

These skills enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

Self-Awareness

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

Managing Feelings

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to help regulate their learning and behaviour-for example, managing anxiety or anger, or demonstrating resilience in the face of difficulty.

Motivation

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.

Empathy

Being able to empathise involves understanding others and anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's response, if appropriate, in the light of this understanding.

Social Skills

Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

Communication

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. Skills in reading and writing include the ability to read fluently a range of literacy and non-fiction texts and reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing.

This Policy should be read in conjunction with all Learning & Teaching appendices.

Headteacher Name:

Chair of Governor Name:

Signature:

Signature

Date:

Date: