

## Learning Policy

### Principles:

- The curriculum will be designed to achieve the outcomes enshrined in the school's vision statement and those of Every Child Matters.
- The aim will be to develop self-motivated curious learners.
- The acknowledgement that parents are the child's first and most influential teachers and that therefore partnership between school and parents is essential to successful learning.
- The teacher is responsible for the learning of all the students they teach.
- Staff will be encouraged to improve children's learning through experimentation with new methods particularly where their effectiveness is supported by research evidence.
- Tasks will be planned to ensure as far as possible the right degree of challenge for each pupil having regard to their development, ability and previous learning.
- Lessons will be planned so that children are actively participating as often as possible. This may be summed up as experience, explore and explain.
- The courses of study will take a holistic approach in order to fulfil the schools vision and satisfy the requirements of the National Curriculum.
- Teaching methods will foster the children's ability to learn independently, to take responsibility for their own learning, reflect on it and self assess, understand how they learn most effectively, work as part of a team, and develop intrapersonal and interpersonal skills.
- We recognise the vital importance of motivation and plan exciting, relevant tasks leading to a variety of worthwhile outcomes.
- Breaks and lunch time are part of the learning day.
- Success breeds success and we take every opportunity to raise self esteem by rewarding and celebrating excellence.
- All adults will model and celebrate learning

- Progress in all areas of learning will be continually monitored and shared with pupils and parents in order to celebrate success and set objectives for future development.

### Practice

- Learning experiences will be planned by teachers working in a collegiate manner in year group teams.
- The knowledge/skills/concepts to be taught will be drawn from the National Curriculum and locally agreed syllabi with additional material identified as necessary by the school and agreed by the governing body.
- The pupils' knowledge/understanding/level of skill will first be assessed using appropriate tasks.
- Learning experiences will be devised which have an appropriate degree of challenge to move learning forward. This challenge may lead to initial failure but there must be a realistic chance of success or self esteem will be damaged.
- Staff will link learning experiences from different subjects wherever possible ensuring that the learning objectives are clear and that the rigour of the individual subjects is maintained.
- The long term plan for learning will consist of core skills arranged as a continuum.
- These will be addressed either through cross curricular themes or taught as discreet subjects.
- Where cross curricular themes are used these will be chosen to address a number of core skills drawn from different subjects.
- Units of work are then planned in each subject working towards achieving the goal of a particular outcome.
- The pathway towards this goal is clear and pupils move along it at a rate appropriate to their ability and previous experience.

### **Special Educational Needs**

The 1981 Education Act identifies children with Special Educational Needs as those who find learning significantly more difficult than the majority of children their age, and those with a sensory, emotional, physical or other disability.

In addition, at Winton we would go further, to define a child as having Special Educational Needs if they require teaching intervention or support which is different to that provided for other children and where their needs cannot be met through the normal differentiation of the curriculum.

### **Gifted and Talented**

Gifted pupils are defined as those who have 'exceptional academic ability'. Talented pupils have 'exception creative ability e.g. in art, music drama, PE. Support for these pupils is the subject of the school's Gifted and Talented policy.

This policy is formally adopted by the governing body

\_\_\_\_\_ (signed) Chair of curriculum committee.

\_\_\_\_\_ (date)

This policy is due for review in February 2012.