



Learning Policy

Approval Requirements	Headteacher
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Signed – Headteacher	<i>Dhanecha.</i>

Park Way Learning Policy

Intent

We believe in **lifelong learning** and all our children, irrespective of their needs and challenges are **nurtured** to become good citizens. Our curriculum leads to confident, **independent learners** who are ready for the ever changing world in which they will grow up. It is deliberately designed to give children a progressive richness of **experience** and **opportunities**; the **cultural capital** they may otherwise not have.

Our core values of **respect**, **responsibility** and **resilience** underpin all that we do in school. Working closely with families, we develop children who are able to:

- resolve conflict;
- recognise and manage their feelings when things don't go well;
- demonstrate resilience in the face of challenges
- respect their environment and each other
- take responsibility for their own actions.

We use the International Primary Curriculum (IPC) as a basis to deliver an **ambitious, coherently** planned and **thoughtfully sequenced** curriculum which ensures that learning is **deep and meaningful** whilst being relevant to the children's lives. With a continual focus on high expectations, our curriculum allows all children, including those who are disadvantaged or have SEND, to articulate their learning, demonstrate **quality thinking** and apply **skills and knowledge**.

The ultimate goal is that our learners flourish and grow emotionally and intellectually and become **aspirational** individuals; individuals who are ready for the next stage in their education and make a positive contribution to the community and society - both now and in the future.

We believe that in an effective lesson:

- retrieval practice is used to make connections between subjects, themes and concepts. It helps children to know and remember more and to generalise knowledge and skills.
- Questioning is planned and effective
- children are able to experience a sense of achievement
- children understand what they are learning and what success will look like
- everyone is included and all needs are met - provision is inclusive and lessons scaffolded well to support learning
- all children learn and make good progress - children achieve
- all children, including those with gifts and talents, face an appropriate degree of challenge
- children with AEN/SEN are supported well
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are
- the pace promotes high performance and allows thinking time
- learning is fit for purpose - opportunities are carefully chosen to optimise learning
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations
- misconceptions are dealt with and are used as opportunities for learning
- resources are accessible, selected carefully, are appropriate and of a high quality
- teaching assistants and other adults are effectively deployed and impact positively on learning
- children receive constructive ongoing feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

Teaching

There will be;

- Adult-pupil engagement

- Retrieval of previous knowledge and linkage between prior knowledge and between subjects
- Teaching of correct subject specific vocabulary that matches the progression document
- Confirmation of progress
- Visible calmness
 - Adult voices
 - Range of tones of voice
- Range of highly skilled open questions designed to move learning on
- Positive responses from adults and children
- Visible signs that the behaviour policy is being followed by **everybody**
- Focus on what & how the children are going to learn – Use “We are learning to” (WALT)
- Reference to up-to-date learning walls that are being used to enhance learning
- Children actively talking about their learning
- Children visibly enjoying their learning

Part 2

The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. **Consequently, we do not expect to see anything in classrooms that is not related to the children’s learning experience**

Consequently at Park Way we expect that every classroom must have:

Class rules / sanctions displayed

Example of school handwriting style A-Z

Class timetable displayed

Reading / Book Area

Maths Resource Area

English Resource Area

Creative Area

Calm / Wellbeing area

Zones of Regulation –used daily

Also there should be the following:

- Quality displays celebrating the children’s learning and interactive displays that relate to current learning
- Learning walls
- Alphabet friezes
- Phonic displays
- Number lines
- Globes – one in each classroom
- Parent notice board: this should have outline plan and other POSITIVE notices
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we do not expect to see graffiti / stickers on trays or anywhere else in the classroom

- Everything should be stored in the correct storage units, no carrier bags of resources
- There will be clear routines for tidying up at the end of the day

The Reading /Book Area should;

- Promote calmness
- Be inviting
- Have somewhere to sit
- Have quality storage
- Provide books that are in a good state of repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels - colour-coded to school's system
- Have a range of bi-lingual books
- It should be clean and well maintained
- Range of dictionaries and thesauruses
- Range of comics, newspapers and magazines



The English resource area should have:

- Range of papers, folders and stationery
- Whiteboards (clean)
- Selection of quality writing materials
- Dictionaries, thesauruses
- Writing frames

The Maths resource area should have:

- Age and ability appropriate resources
- Well labelled resources
- Age and ability appropriate number lines

Display

In the classrooms there will be:-

- Celebration of children's **best learning**: this will include;
 1. Captions identifying the learning process and where the learning originated from
 2. Captions will be written in "role model" handwriting" (following school policy or typed also in accordance with policy)
 3. Learning that is double mounted to a high quality that shows the learning to its highest level
 4. Include artefacts and 3d items where appropriate
 5. Show learning in progress and learning aids eg. ideas boards, vocabulary.

At The End of Each Day

- There will be clearly defined roles and routines for tidying up the classroom whether the class teacher is present or not.

- All areas of the class will be tidy and well maintained
- All equipment will be put away -there will be no pencils, or other stationery on the floor, tables, displays or other surfaces.
- The books in the book corner will be tidy and well organised.



Outside the classroom

We expect...

All areas to convey high expectations. It is the responsibility of everyone to ensure that central areas maintained to the highest standards. That they are tidy, clean and promote the school values of Respect, Resilience and Responsibility.



Library

- Teachers will teach correct use of the library and care for our books.
- Children will not return books to the library unsupervised.
- Classes will leave the library tidy and put away books that have been used.

Corridor

- All surfaces are clean and uncluttered. There should not be bags or piles of things on top of cupboards
- There is no litter or items placed in displays that shouldn't be there.
- Displays reflect and celebrate learning that has taken place in the classroom or at home.
- "One off "displays eg "Sports day" should only be up for *no more than three weeks*.

Hall

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter, so that all children can use the hall in a clean and safe environment.
- Displays in the hall should celebrate the Learning of the school.



Playground

- Should always be clean and tidy and safe for use.
- Equipment stores should be opened ready for children to use and tidied away after each break.
- Promote healthy lifestyles e.g. gym equipment

Display

Displays around the school will **showcase the very best learning**.

Display will be;

- Planned carefully
- Move beyond the confines of the board and be 3D wherever possible.
- Encourage exploration and interaction.
- Mounted precisely with straight frames, double mounted.
- Stuck firmly to the mount so that learning does not bubble, crease or curl up.
- Personalised and will avoid children producing mass versions of the same "blue print"
- Contextualised, with clear labels that explain the process of learning.
- Inclusive of questions and prompts that invite children and observers to explore the display and learn from it.
- Inclusive of children's explanations about their learning.

Part 3

Children's Learning

Children's Books

- Children's books will be well organised, clean and tidy.
- All teachers will be expected to use the agreed books as laid down by the SMT annually
- Books are labelled using white stickers with first and last name, class, subject and year group. It must be legible and spelt correctly.
- Children will not embellish their books at all.
- Books will have evidence of quality learning with high quality presentation of thoughts and ideas.
- There will be clear evidence of progress in learning across the week, term and year.

Books

Every piece of learning will have:

- Date (long for literacy, short/numerical for maths)
- Learning objective written by the child or typed and stuck in the book for younger and less literacy able children
- Pencil for all maths Learning
- Blue pen to be used for writing when children have appropriate handwriting skill
- Children write on alternate lines for literacy
- All maths calculations / working out should be in the books
- Anything stuck into books will be trimmed so that it does not protrude beyond the cover of the book



Assessment/feedback

All learning must be marked in line with the feedback for learning policy.

