

## Forres Sandle Manor (Academic) Policy

Policy Title	Learning
Policy Lead (Appointment & Initials)	Deputy Head Academic (WP)
Date of Last Review	Jan 2020
Date of Next Review	Sept 2022

### LEARNING

#### **INTRODUCTION**

Learning is the main purpose of our school and is the method through which we offer a broad and challenging curriculum. The Early Years Foundation Stage Curriculum and National Curriculum are the important elements that lie at the heart of our learning. They present a clear and full entitlement to learning for all our pupils. Furthermore, for academic subjects in Years 6, 7 and 8, the ISEB's Common Entrance syllabuses will determine content.

#### **AIMS**

The aims of our teaching and learning are that children will:

- Learn best when they are happy.
- Be tolerant and understanding, showing respect for the rights, views and property of others.
- Develop a responsible and independent approach to their learning, work and role within society.
- Develop academic success, creative and aesthetic appreciation and spiritual awareness.

#### **PRACTICAL STRATEGIES**

Education is a process of cooperative teamwork involving children, parents, other teachers and professionals, and Governors. We work towards the above aims by:

- Respecting children as individuals, their rights, values and beliefs.
- Fostering and promoting good relationships between pupil and pupil and teacher and pupil.
- Encouraging a sense of belonging to the school community.
- Adopting teaching strategies which are appropriate for the individual learning needs of the children.
- Offering equal opportunities and recognising the importance of cultural differences.
- Providing a well ordered environment in which all are aware of behavioural expectations.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.

## **TEACHERS**

Teachers should have child-centred learning at the heart of everything they do by:

- Providing a challenging, exciting and stimulating programme of study to enable all children to acquire new knowledge, understanding and skills and achieve, for them, the highest possible standards.
- Being fully aware of children's prior attainments and planning for different needs according to their age and aptitude.
- Ensuring that learning is continuous, progressive and in line with their ability.
- Ensuring that we are good role models: caring, punctual, well prepared and organised.
- Managing our time effectively, both within and without the classroom, and applying a range of teaching and assessment methods.
- Using assessment data to inform our planning and teaching.
- Planning the effective use of resources, including classroom assistants and gap students.
- Maintaining an up to date knowledge of educational and curriculum matters.
- Being positive about change and the development of our own expertise.
- Embracing the Performance Management process and opportunities at FSM.
- Establishing links, where possible, with the local community.
- Preparing children for responsibilities, opportunities and experiences of adult life.
- Work collaboratively, with a shared philosophy, developing cross curricular links where possible and relevant.
- Achieving a sense of fulfilment.

## **PUPILS**

Pupils learn at our school. In order to maximise this opportunity, they must:

- Attend school in good health maintained by adequate rest, exercise and nutrition.
- Attend school regularly, taking holiday outside term time.
- Be punctual and ready to begin lessons on time.
- Be organised, bringing the required equipment, kit, prep and books.
- Conduct themselves in an orderly manner, with consideration for others.
- Take increasing responsibility for their own learning.

## **PARENTS**

Parents and carers have primary responsibility for their children. They should:

- Ensure children attend school in good health, regularly and punctually.
- Provide support for the discipline within the school and the teacher's role.
- Be realistic about their child's abilities, offering encouragement and praise
- Participate in discussions about their child's learning, progress and achievements.
- Ensure early contact with the school to discuss matters which affect their child's happiness, progression and achievements.
- Give due support to hearing reading, assisting with learning and completion of homework.
- Allow their child to take increasing responsibility as they progress through the school.

## **THE CURRICULUM**

Read in conjunction with the:

<b>Curriculum, Planning and Assessment Policy</b>	<b>Marking Policy</b>
<b>Presentation of Written Work Policy</b>	<b>Homework Policy</b>
<b>Learning Powers Policy</b>	<b>SEND Policy</b>

The most effective teaching and learning will take place within a structure of careful planning and preparation. In addition:

- We need to recognise the importance of spontaneity and creativity, responding to children's interests and enthusiasms.
- We need to create a culture of learning.
- Children may work individually, in small groups or as a class.
- Children may be taught by a general subject teacher or a specialist subject teacher, and supported by a gap student or classroom assistant.
- Work experience students and NQTs are welcomed into the school.
- Commercially available schemes of work are used where appropriate.
- Pupils with Special Educational Needs are monitored, supported in class, and where appropriate, given additional or alternative lessons in the Learning Support Centre.
- We identify and support gifted and talented pupils.
- Appropriate homework is set and marked to support the learning within the classroom.
- Investigative work is common.
- Learning and findings are communicated in a variety of ways – written, pictorial, oral.
- Play activities are seen as valuable, a vital element of learning and socialising.

### **METACOGNITION-THINKING ABOUT ONE'S THINKING**

Metacognition is one's ability to use prior knowledge to plan a strategy for approaching a learning task, take necessary steps to problem solve, reflect on and evaluate results, and modify one's approach as needed.

Throughout FSM we understand the use and importance of teaching these meta-cognitive strategies to help students understand the way they learn. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker. Successful students use metacognitive strategies throughout a task and actually start thinking before they start the task itself.

The following four categories are metacognitive strategies that students can employ throughout their daily work.

Plan and organize:

- Set goals.

- Preview an assignment to decide how to approach it.
- Create a timeline to divide big tasks into manageable chunks.

Direct their own learning:

- Pay attention to loss of focus.
- Create an optimal learning environment.
- Advocate for their own needs.

Monitor their own work:

- Check their progress against the timeline.
- Troubleshoot issues.
- Ask themselves if they are doing their best work.

Self-reflect:

- Self-assess about how the task went.
- Consider how effective the strategies were.
- Plan for the next time -changes to be made.

## **LEARNING POWERS**

The official 6 FSM Learning Powers consist of:

Communication  
 Collaboration,  
 G.R.I.T. (Guts, Resilience, Initiative and Tenacity)  
 Risk-taking,  
 Reflection  
 Independence.

For further information see Learning Powers Policy

## **EXCELLENCE**

A culture of learning is celebrated in display, acknowledgement and performance.

- The work of all children should be displayed in the school.
- School events such as concerts and plays are seen as an opportunity for all pupils, not just the most gifted or talented, to demonstrate their own best performance.
- Pupils are encouraged to believe that any exhibited work should represent their highest standards of personal achievement.
- Subject Certificates are presented by teachers and are worth 2 House points.
- HMCs are presented by the Headmaster and are worth 3 House points.

## **CONTINUITY AND PROGRESSION**

Continuity and progression are supported by the following:

- The Headmaster and Deputy Head Academic take the lead to develop and review policy and schemes of work.
- The Deputy Head Academic and Faculty Heads support colleagues in developing detailed plans and schemes of work, assessment and record keeping.
- The Deputy Head Academic and Faculty Heads monitor pupil progress and advise on any action needed.
- The Deputy Head Academic and Faculty Heads monitor all teachers, offering support and sharing good practise.
- Faculty Heads take responsibility for resourcing their subject and maintaining spending within their allocated budget
- Feedback to pupils is supported by effective marking of work.
- Feedback aims to help pupils learn (not find fault) but with positive and constructive comments.
- Feedback is often done whilst the task is being carried out in discussion between the teacher and child.
- Transfer records are maintained and sent to receiving school.
- Staff meetings are used to discuss issues as they arise and it is our intention to ensure that the progress of each and every child is discussed formally each term.
- Assessment records are maintained by the teachers and monitored by the Faculty Heads.
- The Deputy Head Academic keeps records of progress for all pupils who undertake formal assessment tests, such as SWST, verbal and nonverbal reasoning, GL tests in English, Science and Mathematics.
- Reporting to parents is done through ongoing daily contact, assessment grade, written reports and formal parent/teacher meetings.

## **RESOURCES**

It is the responsibility of the teachers to ensure:

- That there is a range of appropriate, accessible and labelled resources available, from which pupils may select those which are suitable.
- Children know where resources are kept and the rules about their access.
- Children are aware of the rules relating to safety and privacy.
- Children are encouraged to act independently in choosing, collecting, and returning resources where appropriate.
- Teachers are encouraged to plan their resources well in advance to maximise their chances of acquiring precisely what they need.
- Children and teachers act together in establishing an attractive, welcoming and well organised learning environment.
- Children are encouraged to respect, care for and value resources.
- Resources are safe to use, well maintained and in sound working order.
- Some resources are stored centrally and are the responsibility of the subject teacher or Faculty Head.

**Time is a valuable resource. To maximise its use:**

- Children's time is carefully organised by teachers.
- Time wasting is reduced by ensuring tasks are made specific and clearly defined; lessons are well paced.
- Teachers are well prepared.

## **HEALTH AND SAFETY**

Teaching and Learning must take place within a secure and safe environment, where risk is minimised. Therefore:

- The Health and Safety Policy must be read and understood by all staff at the school.
- Risk Assessments are carried out as required.
- Accidents are reported promptly and hazards dealt with as quickly as possible.
- It is the responsibility of everyone to ensure the well-being and safety of others, whether pupils, teachers, visitors, Governors, at school or away from it.

## **PUPIL AND TEACHER WELL-BEING**

At FSM we believe that we all work better when we are happy. Therefore we:

- Recognise that children and staff need time and space away from their studies.
- Take care not to overload pupils and teachers across the curriculum.