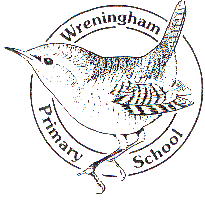
Together Everyone Achieves More

**Wreningham School is committed to Safeguarding**

**And Promoting the Welfare of children**





**Wreningham V.C. Primary School**

**Learning Policy**

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

**Headteacher:** Mr RP Jones

**Raising Standards Committee**

**Chair Full Governing Body**: Mr Jon Gent

**Introduction**

At Wreningham Primary School, we believe in the concept of lifelong learning, and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and attitudes necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

**Principles of Learning**

* We place children at the centre of all our activities, continuously reflecting on how our actions are impacting on the outcomes of each individual
* We provide children with the necessary tools and environments to enable them to be flexible, choosing how, where and with whom they work
* We ensure that children are engaged in collaborative, self-directed learning with all adults acting as facilitators to learning.

**The Learning Environment**

The School

The ethos within the school is strong and promotes a happy and enjoyable learning environment, where positive values, attitudes and behaviour enables all learners to become successful communicators, risk-takers and where pupils and staff can learn about themselves and others.

Classrooms

To create independent learners:

* Classrooms will be safe and welcoming for all.
* Classrooms will be well-organised, with clearly labelled and easily accessible resources.
* The children will have a sense of responsibility for their environment, tidying away and looking after resources.
* There will be working walls for Maths and English in each classroom (Maths and Topic in EYFS).
* Working walls will be updated regularly and provide good quality support/prompts/methods to support the children, and will have examples of children’s learning.
* The classrooms will be vibrant and stimulating, and lend themselves to flexible learning.
* Relationships are fair, respectful, trusting and supportive.
* Attitudes to diversity are positive and equality and inclusion are promoted.

We value the outdoor area as a learning resource, and wherever possible, opportunities for learning outside are built into the planning.

**Behaviours for Learning**

At Wreningham Primary School, we teach behaviours for learning in the same way we teach other essential skills. We follow a Growth Mindset approach to learning, which focuses on a positive ‘I can do’ attitude. Our four Learning Superheroes – Captain Resilience, Miss Perseverance, The Optimist and Doctor D.A.R.E (determination and resolve) illustrate the behaviours we foster in the children. The Superheroes play an integral part in all learning and activities which take place within the school. The children are rewarded in class in the form of the traffic lights system and in the Star of the Week assembly, for displaying positive leaning behaviours. We, as a staff use carefully chosen language when speaking to children about their learning. We celebrate the effort they have made and the approaches they have taken. The phrase ‘We can’t do it YET’ is an essential part of our approach.

**Children as Learners**

* Children are challenged and supported to do and achieve more than they think they can. We use the concept of the Learning Pit to help the children understand that learning is not always easy and they will need to ‘grapple’ with new ideas in order to move on, but that with hard work and practice, they will achieve.
* Children apply their skills and knowledge to real-world issues and problems and make a positive change to our school community.
* Children see the relevance of their learning and are motivated by understanding that learning has purpose.
* Children understand that learning is collaborative and they learn from each other and from a huge range of adults in the world around them.

**Positive learners**

We know our children are positive learners because:

* they want to learn new things
* they get excited by challenge
* they set themselves goals and use strategies to achieve them
* they want to find things out for themselves
* they realise that feedback will help them to improve
* they realise that if they can’t do something they just can’t do it yet!

**Curriculum**

We teach the National Curriculum through a themed approach, which is designed to stimulate, motivate and engage the children. It is our aim to provide relevant exciting opportunities which inspire children to pursue a love of learning beyond the immediate school context. We use a challenge-based mastery approach, encouraging the children to make decisions about their learning, to understand what they need to do to move their learning on and to learn from their mistakes. The learning is greater depth learning where the children are encouraged to verbalise their approaches, and make clear explanations about their findings.

**Teaching**

* All adults are responsible for the progress and outcomes of our children.
* All adults design and ensure that learning opportunities are relevant and appropriate for the children, and are enjoyable and challenge-led.
* All adults believe that each and every child can accomplish remarkable feats, regardless of their background.
* All adults foster positive relationships with the children, providing an ethos of trust which allows the children to take the risks needed to become positive learners.
* All adults give feedback which addresses misconceptions and gives the children the information to move their learning on.
* All adults believe that effective assessment is the lynch-pin of outstanding teaching and the learning process. Children are assessed through daily interactions, which informs future planning, and against the age related expectations. (see Assessment Policy)

**Nine Non-negotiables**

In order to achieve consistency throughout there are nine key principles or non-negotiables which all adults must include in their practice.

* Marking according to the school policy, which includes Pink for Think and DIRT (Dedicated Improvement and Reflection Time)
* Children each have an individual target for Writing
* Working walls in Maths and English
* The name of the topic being studied clearly displayed in each class
* Use of the whole coloured behaviour system (Traffic lights)
* A ‘meet greeter’ or ‘busy bee’ in each class
* A chapter book being read ongoing in each class
* A worry box (links to safeguarding) in each class
* Teaching Assistants used most effectively to support learning

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