

**Ashleigh Primary School and Nursery, Wymondham**

*"We are all stars, Ashleigh makes us shine"*



# **LEARNING POLICY**

**Persons Responsible – Headteacher, Senior Leadership Team**

**Date of Policy: September 2018**

**Next Review Due: September 2021**

**Adopted by Full Governing Body**

**Signed .....**

**Date .....**

**Chair of Governors**

**Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010**

# Learning Policy

## Why do we need a Learning Policy?

All staff at Ashleigh recognise that the actions we take, the expectations we set and the environments we create determine how successful our learners will be.

Ashleigh is a school which values individuality in children and in staff, but we also appreciate that consistency of approach in agreed key aspects of our work makes our school a more effective environment and allows our staff to continue to be creative and innovate in other areas.

We are also a school that is going through significant change. Between 2014 and 2018 our school role has grown from 180 to 510. We have added 9 new classroom bases and recruited a large number of new teaching staff and support staff. To ensure we maintain our strong ethos and high standards we need to clearly document what the 'Ashleigh way' means. This Learning Policy will be a key part of induction for new staff.

## What is a Non-negotiable?

Each section of this policy highlights 'Non-negotiables' and 'Wider expectations'. The Non-negotiables are the key whole school approaches that we have all agreed will be consistent across the school. These will be implemented by all staff and reviewed regularly as part of learning walks, work scrutiny and lesson observations. These will provide clarity for all staff and stakeholders

## How were the expectations in this policy determined?

Large parts of this document capture what already takes place at Ashleigh. It identifies what we do, what we value and what we wish to preserve and extend as the school grows and develops.

We are also an outward facing school so we have incorporated ideas taken from research (eg our focus on effective feedback, metacognition etc) and best practice taken from other schools. As our school grows we will benefit from an expanding staff and a widening pool of ideas upon which we can draw. Whilst we are proud of our school, we recognise we can always improve and that adopting new ideas allows us to grow and develop. This policy will be reviewed annually as part of our September INSET program where will assess the impact of the expectations set out and any adjustments that may be needed.

## **Learning Environment**

### **Non-negotiables:**

- ✓ The marking codes will be on display and in books (see feedback policy)
- ✓ The behaviour ladder and supporting system will be on display
- ✓ There will be working walks for English and Maths which illustrate to children their learning over the short/medium term
- ✓ Resource trays will be labelled in an age appropriate manner and will be accessible to children to promote independence
- ✓ To create a language rich environment each will class display vocabulary that links to the current learning
- ✓ We are a PATHS school. Age appropriate displays and prompts will be displayed (eg turtle or traffic lights)
- ✓ Esafety reminders (eg Robbie the Robot / Smartie the Penguin) will always be on display
- ✓ Worry monsters will be accessible to children
- ✓ Prompts for 'Think in Pink' practices will be on display
- ✓ In line with the behaviour policy, there will be a designated 'thinking area' with age appropriate PATHS linked resources
- ✓ Phonics display
- ✓ Special Person display
- ✓ House Points should be displayed
- ✓ BLP display is evident

### **Wider expectations:**

- We celebrate the work of all children
- We celebrate work across the curriculum
- Child generated topic questions hang from the ceilings
- WAGOLL (What a good one looks like) provides clear success criteria and high expectations.
- Teachers should display and reference what 'Ashleigh Learners' look like through photos of positive choices linked to the learning contract

## **Behaviour for Learning:**

### **Non-negotiables:**

- ✓ The class agreement is shared within the first week of term and referenced throughout the year
- ✓ We use the language of choice when dealing with behaviour and follow the school policy and behaviour ladder
- ✓ PATHS language and approaches are used across the school

- ✓ Each classroom will have a thinking area to be used in accordance with the behaviour policy with suitable PATHS prompts
- ✓ Positive Behaviour should be recognised and where suitable rewarded by praise, House points or via the behaviour ladder system (see behaviour policy)
- ✓ Behaviour and the enforcement of expectations are the responsibility **of all adults**
- ✓ Any low level behaviour should be challenged and dealt with eg running in the corridors
- ✓ Adults should model the behaviour we expect to see for example: greeting children as they enter the classroom, modelling good speaking and listening skills and showing a positive attitude (FISH philosophy)

## **Social and Emotional aspects of learning**

### **Non-negotiables:**

- ✓ We are a PATHS school. Age appropriate displays and prompts will be displayed (eg turtle or traffic lights)
- ✓ There will be a Special Person each day who will wear the class signifier and their name and photo will be displayed on the classroom door.
- ✓ PATHS sessions will be taught twice weekly
- ✓ Feelings cards or Feelings Dictionary for children and staff will be evident
- ✓ Thrive assessments will be carried out by class teachers and referrals made either through Pupil Progress Meetings or via the Assistant Headteacher (Inclusion)
- ✓ Outdoor learning, where appropriate, will be included across the curriculum, using Ashleigh Farm and the Forest School area.

## **Praise and reward**

### **Non-negotiables:**

- ✓ Praise will be focused on the 'process' eg you checked your work carefully there to find that mistake or you used your sounds to read that word well. Praise will try to avoid focusing on the outcome or labelling the child eg 'You are so clever' 'That is great writing'
- ✓ Praise will address learning behaviours and attitude (this could be through verbal praise, written feedback, house points, gold book etc)

## **Time management to maximise learning**

### **Non-negotiables:**

- ✓ Doors will open promptly at 8:45am and DIRT (Dedicated Improvement and Reflection Time) or a learning activity will be available until registration

- ✓ Teachers or Teaching Assistants will collect children promptly from the playground at the end of lunch and break time.
- ✓ Children will transition around the school in quiet lines to quickly move between activities
- ✓ Children who choose not to complete a task will be expected to complete it at break or lunchtime
- ✓ Class blogs will be used across the school to share learning with parents at regular intervals throughout the year

## **Assessment**

- ✓ In EYFS Tapestry is used to assess and record children's progress this is reviewed regularly by the Assistant Headteacher (EYFS)
- ✓ In KS1 and KS2 teachers submit a termly summative grade for Reading, Writing and Maths for each child
- ✓ The teacher assessment is informed by work carried out that term and the termly standardised PIRA and PUMA assessments
- ✓ PIRA, PUMA and termly assessments are entered into Pupil Asset by Teacher by set deadlines (see school GANT planner)
- ✓ Science termly assessments using PITA will be added to Pupil Asset
- ✓ NFER Grammar testing will take place twice a year in KS2 and will go on Pupil Asset
- ✓ Phonics is tracked half termly in R and Y1 on internal tracker by English Lead

## **Inclusion**

- ✓ Any children causing concern should be drawn to the attention on the Assistant Headteacher for Inclusion
- ✓ All children on the SEN register will have an All About Me document which is reviewed with parents/carers termly
- ✓ All Pupil Premium Children will have a Personalised Learning Plan
- ✓ All vulnerable groups will be discussed separately at termly pupil progress meeting
- ✓ Interventions should be recorded on the intervention grids termly with clear entry and exit assessment

This policy should be read in conjunction with:

- Feedback Policy
- Presentation Policy
- Assessment Policy
- Behaviour Policy
- SEND policy