



HOLMBUSH PRIMARY ACADEMY

Learning Policy

Academy Vision and Mission Statement

Learning and improving together without limits.

Our core mission is to provide excellent learning opportunities and experiences to ensure that we support and challenge all children in succeeding.

AIMS OF HOLMBUSH PRIMARY ACADEMY

At Holmbush Primary Academy we aim for:

High Expectations

Outstanding and creative learning journeys

Learning through challenge and excitement

Making the most of partnerships with parents and the community

Building on progress

Understanding the needs and achievements of everyone

Safe and secure environment

Happiness

Through learning experiences across the curriculum the children will develop the following four Spiritual, Moral, Social and Cultural attitudes:

- Self awareness
- Open-mindedness
- Appreciation and wonder
- Respect for all

Learning Definition

At Holmbush Primary Academy we use the following short definition of learning:

'Learning is a unique and personal process through which individuals are able to create knowledge, deepen understanding and so take responsibility for their development.'

The policy reflects the ethos and philosophy of the Academy and classroom practice.

We value teamwork, and the strengths and contribution of every member of the Academy community.

Learning assistants support in classes and provide additional support for those children who have been identified as having additional educational needs.

Learning Skills

Teachers plan the curriculum to ensure that all children have equal opportunities. Our curriculum is organised around themes from different subjects, allocating blocks of time to activities or subjects to suit learners. Well-planned thematic work enables children to consolidate and apply skills from other subjects, particularly communication, reading, writing, mathematical and Computing skills to understand their wider relevance and usefulness. By linking subject areas we can successfully reinforce learning skills across the curriculum such as research skills and Computing competency; personal and social skills such as teamwork, negotiation, independent thinking, decision making, self review and target setting; Spiritual, moral, social and cultural skills such as Self awareness, Open-mindedness, Appreciation and wonder and Respect for all. Our curriculum is designed to develop children's learning skills, increase children's interest, motivation and engagement and provide academic challenge.

The Learning Loop

The Learning Loop is a tool which enhances the effectiveness of learners and teachers through the use of the key principles.

The underpinning elements of the Learning Loop

Independent thinking

- Plan lessons so that pupils can choose a variety of tools and techniques over time.
- Allow pupils to reflect on and evaluate the use of these tools.
- Model the thinking process including reasoning.
- Plan open ended activities so that pupils can plan a route and make choices.
- Provide opportunities for pupils to build and show their learning in a variety of different ways.
- Make activities purposeful.

Learning behaviours

- Create a positive and safe learning environment where mistakes and opinions are valued.
- Encourage a culture of reflection where teachers and pupils take calculated risks and learn from their mistakes, demonstrating a sense of ownership of their learning.
- Develop a growth mind-set and the use of the vocabulary 'yet'.
- Offer opportunities for pupils to develop their own lines of enquiry to facilitate independent learning.
- Engage pupils through 'wow' moments and hooks.
- Acknowledge and reward pupils' positive contributions.

Collaboration

- Set challenges with clear success criteria.
- Plan opportunities for group tasks including the use of flexible groupings.
- Use a range of strategies such as "Think, Pair, Share".
- Provide problem solving activities.
- Explicitly teach the features and attributes of effective collaboration. E.g. communication.

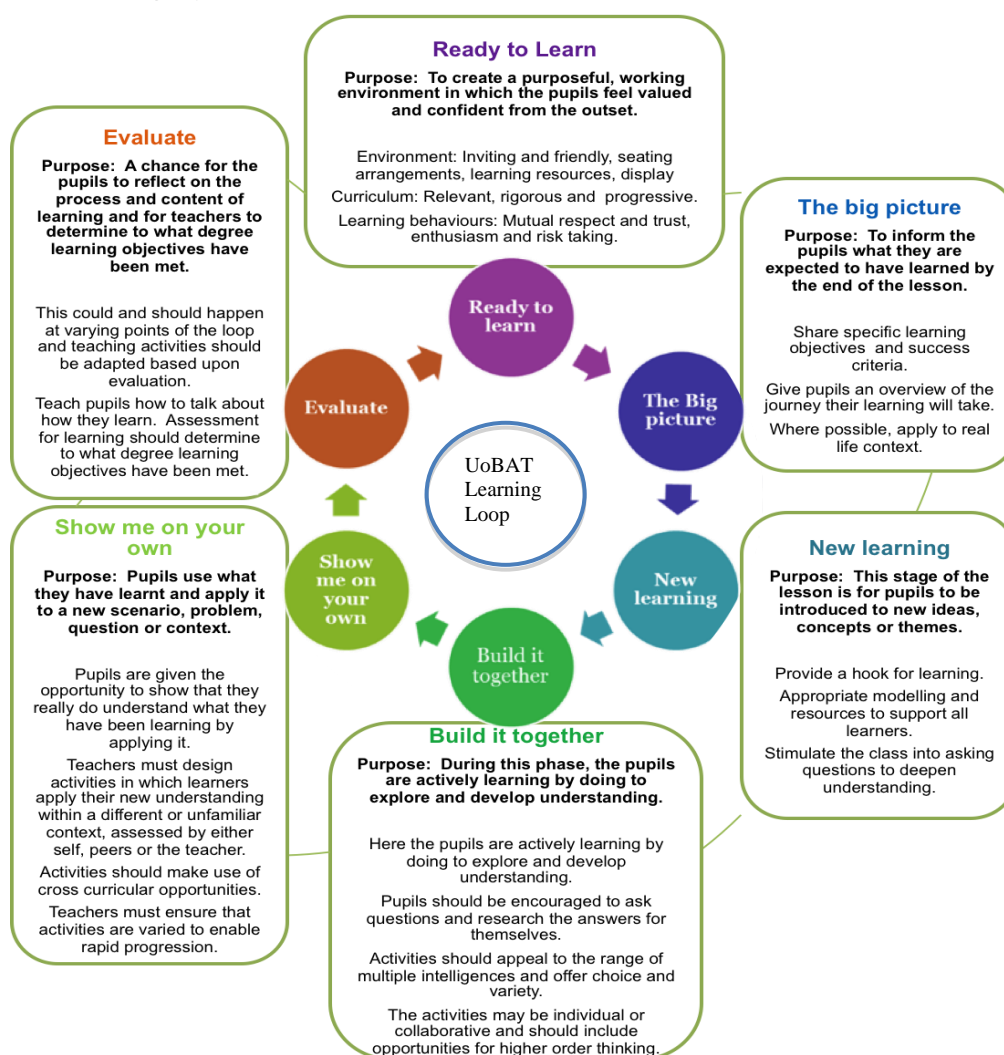
Assessment for Learning

- Model good feedback to pupils and make it explicit when giving feedback.
- Dedicate lesson time for pupils to respond to feedback.
- Train pupils in a range of assessment strategies, both self and peer and offer opportunities to apply these.
- Ensure formative assessment is used to enable pupils to make progress from their starting points. A useful tool to support this is the statement gap analysis tool in *Target Tracker*.
- Highlight to students why feedback is important.
- Plan clear achievable learning outcomes, sharing these with pupils every lesson.
- Plan questions and how pupils will answer them.

Support and Challenge

- Provide opportunities for all pupils to be independent.
- Provide concrete apparatus, visual cues and a range of resources to scaffold or extend learning for all pupils.
- Present information in a range of different ways to cater for all learning styles.
- Ensure learning doesn't have a ceiling and is underpinned by high aspirations.
- Provide opportunities for extension for all pupils, in every lesson.

Structure of Learning Episodes



Learning Opportunities

We use opportunities for learning outside the classroom. We provide a broad curriculum that includes rich experiences. Children at Holmbush experience a block of Forest School and Beach School every year. We make extensive use of visits out of the Academy and inviting a range of people to share their skills and ideas with the children. Holmbush + provides a wide range of extra curricular opportunities. We try to ensure that the experiences we provide for the children are rich and meaningful, to this end all children have the opportunity to take part in visits, meet a range of visitors and performers in the Academy and participate in enrichment activities.

Independent Learning

By providing sessions and activities for independent learning, the children have an element of choice which means they can shape their own learning and know that their personal interests and aspirations matter. We want the children to be more involved in their learning and to take greater responsibility for it.

Learning Together

We understand that children need time to be creative and to apply and develop their skills. We use the 'Working with Others' approach to increase collaboration which provides a valuable opportunity to share expertise where children help each other to learn and work together to refine and develop their ideas. We aim to develop their resilience, independence and ability to work in teams in order to raise their attainment.

We know that learning happens all the time and beyond the classroom. We work on developing and increasing parental involvement and providing learning opportunities in a community context. We co-ordinate services in and out of the Academy and develop partnerships, collaborations and networks within the community with other services, organisations and businesses to support the whole child, particularly for our 'hard to reach' families and children with EAL who have parents that do not speak English.

Play based Learning

We firmly believe in the importance of child initiated, enquiry and exploratory based learning as it:

- Contributes to children's physical and mental health and well-being;
- Helps children to manage risks, safety and hazard;
- Promotes enjoyment and achievement and thus motivates children to persevere in learning;
- Fosters conflict resolution, making good choices and belonging;
- Enables children to develop flexible and creative approaches to learning and problem-solving.

Success

We want all children to experience success in learning and therefore we will develop the following skills and competencies throughout the curriculum:

- Confidence to seek and seize opportunities - a Growth Mindset
- Resilience - Don't Give Up
- Determination - Keep Improving
- Being open to new ideas - Imaginative
- Risk taking and being curious
- Active participation - Cooperative
- Self worth and self esteem - Enjoying Learning

We want children to enjoy learning and achieve more.

LEARNING

We believe children learn best when:

- They feel confident
- They are valued and praised
- There are high expectations appropriate to the individual child
- They receive and offer constructive feedback
- They are actively involved in their learning
- They are interested and can see a purpose
- It is fun
- Different learning styles are catered for
- They are encouraged to work with others
- They are able to consolidate their learning in a range of different settings
- Success is celebrated
- Links are made between areas of learning
- Learning is appropriately differentiated
- They are given a wide range of experiences
- They have ownership of their learning

This means that to enable learning to take place our teaching should demonstrate the following:

- That there is an understanding of different learning styles and these are catered for
- That existing learning is built on and children's personal and cultural experiences are taken account of
- That there is an enjoyable and exciting curriculum
- That active learning is planned for
- That there are high expectations. Children will be helped to know and recognise the standards to aim for and what constitutes quality across all subjects and areas of learning.
- That there is a positive environment that supports staff and pupils
- That children are confident and have high self-esteem
- That independence is developed
- That there are clear learning intentions/goals and these are shared with the children so they are actively involved in their learning. Success criteria for learning are also discussed and shared with the children, feedback is provided using the learning intentions, success criteria and children's targets to inform future learning.
- That assessment opportunities are planned for and used to inform future planning
- That there are interactive, stimulating displays which are used
- That there are adequate and appropriate resources
- That there is mutual respect and everyone is seen as a learner and shares knowledge. Learners will be encouraged to work together and build knowledge and understanding together.

The learning environment and resources also need to support our aims. We believe consistency throughout the Academy will help to support learning, personal development and transition

Classrooms

We believe that in order to support children's learning and to encourage them to be independent every classroom should be **tidy and well organised**.

Resources should be clearly labelled and easily accessible to the children.

All classrooms should have some interactive displays which involve questions, prompts and/or challenges

There should be a literacy and maths display area in every classroom as well as a Learning Journey working wall.

Features of good displays of learning

- Pictures
- Photos
- Questions, interactive
- Labels
- Children's quotes
- Clear explanations and labels
- Attractive, colourful
- Texture and theme to display e.g. backing, border, label formats etc.
- Children's work
- The learning Process - reference to process and finished product, not just finished product e.g. design and finished work
- Success criteria

Academy

All areas of the Academy should be tidy; it is the responsibility of everyone to ensure that this happens. Everyone should be aware of health and safety issues and deal with or report any hazards immediately.

We want an attractive environment, which supports the whole learning community and recognises and values all its members.

Reviewed and updated October 2017