

# Shorne Church of England Primary School

(A member of the Aletheia Anglican Academies Trust)



## Principles for Learning

Our agreed principles for learning, which are guided by our core Christian values, are the non-negotiables that are the bedrock of our approach to teaching and learning pedagogy and whole school development. Our values of Respect, Achievement and Perseverance underpin all aspects of our work.

We are committed to learning and teaching of the highest quality ensuring excellent outcomes for all children. Aspiration and joy in learning sit alongside achievement as we believe in the potential of all children to succeed. The God-given talents of all children will be encouraged and developed, recognising and valuing their unique worth and enabling all children to achieve their best.

October 2017

## The Principles

### Involve me and I learn

We believe that children learn when they are fully engaged in purposeful, learning opportunities which are engaging and relevant. Questions are carefully planned in order to provide stimulating enquiry for all learners. All staff value learning and enjoy the challenge of learning alongside the children. In order for all children to achieve their god given potential we use a variety of approaches which ensure that they are actively involved in all learning. We understand that when children are simply told information they will forget but when they “do” they remember. We respect the starting points of all children and plan all learning journeys carefully in order to harness their own natural, intellectual curiosity.



### Engagement and enquiry lead learning

All learning at Shorne starts with a memorable learning experience or a big question. We recognise that there are often many solutions and answers to both simple and complex questions. We respect the contributions of all learners and understand that different children bring different experiences, knowledge and ideas to all lessons. We support the inspiration that children give to each other through collaborative learning and celebrate achievement through the many different outcomes that they contribute to. Problem solving and problem finding are key drivers for all learning.

### Questioning – dig deeper to deepen understanding

All members of our community are expected to persevere and demonstrate resilience in order to become the best that they can be. We therefore never settle for the first answer given but probe in order to seek clarification and justification. Sharing experiences from outside school is encouraged and valued, always asking questions such as “What does this show us?” and “How can you prove that?”

Time is given to allow children to think carefully about the answers that they provide and to reflect on the answers and opinions of others. Asking questions that challenge what we think we know are central to our development of our whole community as learners, because causing conflict in our thinking allows us to think more deeply. Meta-cognition. We question to assess, motivate and stimulate learning.



### **Learning for life is created in purposeful contexts.**

We seek to make all teaching and learning experiences relevant to all children. We engage with a variety of resources both human and physical in order to provide the very best learning experiences for all children. Valuable learning experiences take place both inside and outside of the classroom. We therefore exploit the amazing school environment and rich local area to support learning wherever possible. Learning is planned carefully to ensure that children can link their experiences to their own life both now and in preparation for the future.

### **Precise, purposeful feedback drives progress.**

When providing feedback to learners we are mindful of being respectful of the effort that they have made in their work whilst encouraging them to persevere in order to achieve all that they are capable of. Feedback is crucial to the development of all learners and we therefore ensure that we engage in purposeful constructive dialogue with them. Essentially we learn from the mistakes we make and the misconceptions we have. High quality feedback is used and given in a variety of ways, including; marking, peer assessment, verbal feedback and the use of clear, agreed success criteria. Feedback should be relevant and meaningful to the individual but above all it should lead to improved understanding and the consolidation or acquisition of new skills, knowledge and understanding. Children play an active part in this process and are therefore aware and involved in determining their next steps in learning

### **Expectations are limitless**

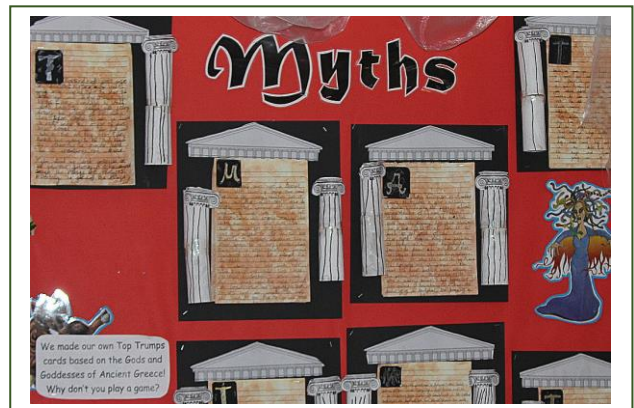
We believe that everyone in our community can achieve great things regardless of their starting points. Everyone is equal in the eyes of God and should be given every opportunity to achieve and reach their full potential. We ensure that children have the opportunity to learn in a variety of ways and that appropriate challenge is provided for all. Teachers ensure that there are “no ceilings on learning” for any child and that learning outcomes are carefully planned to meet the needs of all.

## **Alone we can do a little; together we can do so much**

Collaboration and co-learning is crucial for the development of skills that children need to take their place as citizens in the 21<sup>st</sup> century. We all learn best from and with each other. We respect the ideas and views of others and use these to challenge our own ideas and deepen our understanding of the world around us. Collaboration and the sharing of knowledge and skills generate more solutions and improves social skills and is therefore key to the development of the individual and their growing independence.

## **We will succeed if we think we can**

Positive attitudes undoubtedly drive success and the belief that mistakes are learning opportunities is central to the achievement of all. Perseverance through the unity of a community will lead to high expectations and aspirations ensuring that each individual can maximise their potential. At Shorne we believe that this accomplished through self-belief and from support for and from each member of our community. Encouragement, support, praise and positive feedback encourage us to strive for the impossible and make it possible.



## **The environment is the silent teacher**

The learning environment is fundamental in developing children as independent, autonomous learners. It does not merely support learning but facilitates it. Stimulating, vibrant displays which value and celebrate the learning process are a key strength of our school. Children feel safe and secure and have access to a range of visual resources and prompts which they can use independently. Appropriate prompts and vocabulary promote enquiry and stimulate thinking. Adults model high quality handwriting and work is carefully mounted and displayed reflecting our high expectations.

## **Show me where to look but don't tell me what to see**

Finding answers for ourselves leads to high levels of satisfaction for learners. Teacher modelling is central to helping children understand fully both thinking and learning processes. In showing children how to tackle a task it enables them to understand fully what is expected of them and allows them access to tasks through a shared starting point. Teacher expectations are shown clearly through this process and a variety of outcomes and solutions are explored. Using these powerful modelling techniques, children then have the confidence and tools to develop their own learning.