

We don't receive wisdom: we must discover it for ourselves after a journey that no one can take for us or spare us.

Marcel Proust

Progress is impossible without change; and those who cannot change their minds cannot change anything.

George Bernard Shaw

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.

Alvin Toffler

Our Aims

To have a clear definition of what we mean by learning and to make an explicit commitment to the principles outlined in that definition.

Definitions of “learning”

Learning involves making personal sense of information and experiences. We make sense by making connections between what we already know and new inputs. Learning is therefore an active process. Learning is essentially a reflective process.

This policy provides an understanding of the learning process and reminds us that:

- Giving information (teaching) does not necessarily mean it has been learned.
- Information must be understood rather than just received.
- We need to constantly ask the question, what has been understood and how do we know?

Our Vision

To provide a rich and varied learning community where all children reach their potential through self-esteem and self-belief and a commitment to life-long learning.

Our Commitment

In order to fulfil our vision, we therefore:

- Challenge staff and students to have high expectations of what is possible.
- Promote an environment conducive to effective teaching and learning.
- Present education as a life-long process.

We make a commitment to:

- Provide a challenging, diverse and flexible curriculum in the interests of all learners
- Promote positive attitudes to learning.
- Foster self-esteem and self-belief.
- Promote equal opportunities.

- Remove barriers to education, improving access and opportunity for all.
- Cultivate enthusiasm, curiosity, questioning and a thirst for knowledge and skills.
- Operate consistently within an agreed code of practice for effective teaching and learning.

In our lessons appropriate resources are used by the teacher who is enthusiastic about their subject, to deliver a learning experience that takes into account the unique needs of each learner. Pupils are inspired to take risks, make connections and learn, while constantly checking that they are meeting high expectations and becoming independent learners.

As a result, **all** learners thrive (including the gifted and talented and those with learning difficulties), and they all make outstanding progress.

Core Principles

Children learn effectively when:

- They find work challenging and enjoyable.
- They know and understand the learning objectives for the lesson.
- There is a culture of expectation and praise.
- They can use a variety of learning styles and there is an element of flexibility and choice.
- They are given time to think creatively and critically.
- They can work collaboratively.
- They can “take risks” because of the positive ethos created.
- They know what is needed for success and how well they are progressing.
- They receive regular and frequent feedback with clear strategies for improvement.
- They can reflect on their learning.
- Their achievements are celebrated.

Learning is most effective when:

- Planning is in place that allows flexibility and input from pupils.
- Learning experiences follow a **general** outline that includes:
 - **Overview**
 - Where there is an appropriate working atmosphere
 - The lesson is linked to prior knowledge
 - Objectives are shared
 - Curiosity is stimulated, interest is generated
 - Challenges are set
 - **Input (new information)**
 - Pupils are provided with new information
 - There is multisensory input (VAK)
 - **Process (making sense)**
 - Developing understanding
 - Demonstrating understanding
 - Assessing understanding

- **Review**

- Review what has been learned
- Reflect on how it has been learned
- Where next?

NB: This refers to a learning experience and not a lesson. A learning experience may last for ten minutes or three weeks!

- The quality of the tasks and the interaction largely determine the quality of the learning ie they motivate, enthuse and inspire.
- There is appropriate pace.
- There are opportunities for independent and group learning.
- There is spontaneity, creativity and flexibility.
- The teacher promotes good working relationships which foster learning.
- The teacher uses all resources (including human resources) to the best effect.
- The lesson starts promptly.
- The teacher encourages pupils to take responsibility for their learning and participate actively in learning experiences.

Please also refer to policy on assessment for learning, the learning to learn passport and the “secrets to success” key rings.

Policy into Practice

There is an expectation that the statements in this policy are translated into practice, that guidelines in individual curriculum policies are adhered to and that lesson observations by peers and senior management provide evidence of this.

Performance management, peer coaching and mentoring also provide opportunities to support this process.

At a **minimum**, the following quality standards are expected to be evident in any learning experience:

- Capture the attention of the class at the beginning of a lesson.
- Explain the purpose of the lesson clearly.
- Give clear instructions and explanations throughout.
- Monitor and intervene to ensure sound learning and discipline.
- Establish and maintain a purposeful working atmosphere.
- Set high expectations for pupils' behaviour, effort and achievement.
- Establish a safe working environment which supports learning and in which pupils feel secure and confident.
- Use teaching methods which sustain the momentum of pupils' work.
- Use language and terminology appropriate to the level and ability of pupils.
- Show evidence that pupils of all abilities are involved in learning.
- Give pupils opportunities to interact with each other and contribute ideas.

- Use a variety of information/questioning techniques.
- Show appropriate mobility around the class.
- Show evidence of bringing the lesson to a suitable conclusion even when the learning experience s to be continued at another time.

Our Ethos

- We believe learning to be the key focus of our work.
- We believe planning and assessment should be precise and rigorous.
- We believe it is essential for our teachers to have excellent curriculum and subject knowledge.
- We believe that we should continue to search for the right teaching strategies to suit the differing needs of our children.
- We believe that our children can achieve success and we are driven by our children achieving their best.

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	Learning Through Teaching Policy
Signed Chair of Governors:	
Date Signed:	
Governors Meeting Ratified:	13th June 2017
Review Date:	Summer 2020
Review schedule	Three yearly