



# St Stephens Community Academy Learning Powers Policy

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

<b>Status: Approved by Local Governing Body</b>	
Recommended	
Version	v1.1
Statutory	No
Adopted (v1.1)	<b>May 2014</b>
Next Review (v1.1)	<b>May 2017</b>
Advisory Committee	LGAB
Linked Documents and Policies	Teaching and Learning Policy, Domains of Learning - Curriculum Policies, National Curriculum 14

## Learning Powers – Policy Statement

### Rationale:

St Stephens Community Academy is committed to ensuring pupils of every ability are able to develop and demonstrate excellent long term learning skills which provide a solid foundation for future life success. Our core aims are for pupils of the academy to be:

- **Safe and Strong** – Have a healthy body and mind
- **Self- Confident** – Have high self-esteem and self-confidence
- **Socially Aware** – Be global citizens with good social skills
- **Skilled** – Have learning skills for the modern world
- **Soaring Stars** – Have a love of life in all its forms

This policy fully supports the delivery of our core aims for pupils.

### Building “Lifelong Learning Power”:

- 1) **Reciprocity in learning is being ready, willing and able to learn alone or with other people – using a sense of independent judgement together with skills in communication and empathy.**

**Reciprocity** is made up of:

- **Interdependence** – knowing when it’s appropriate to learn on your own or with others, and being able to stand your ground in debate.
- **Collaboration** – knowing how to manage yourself in the give and take of a collaborative activity, respecting and recognising other view points; adding to and drawing from the strength of teams.
- **Empathy and listening** - contributing to others’ experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.
- **Imitation** – constructively adopting methods, habits or values from other people who you watch.

- 2) **Reflectiveness is being ready, willing and able to become more strategic about learning – taking a longer-term view by planning, taking stock, and drawing out your experiences as a learner to get the best out of yourself.**

**Reflectiveness** is made up of:

- **Planning** – Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter.
- **Revising** – Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.
- **Distilling** – Looking at what is being learned, pulling out the essential features, carrying them forward to aid further learning; being your own learning coach.
- **Meta-learning** – knowing yourself as a learner, how you learn best; how to talk about the learning process.

- 3) **Resilience is being ready, willing and able to lock onto learning- knowing how to work through difficulties when the pressure mounts or the going gets tough.**

**Resilience** is made up of:

- **Absorption** – being able to lose yourself in learning- becoming absorbed in what you are doing.
- **Managing distractions** – recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your *own* best environment for learning.
- **Noticing** – seeing subtle differences, patterns and details in experience.
- **Perseverance** – keeping going in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

**4) Resourcefulness is being ready, willing and able to learn in different ways-using resources available to them. These may be resources which they can find in the classroom or it might be their own resources.**

**Resourcefulness** is made up of:

- **Questioning** - asking questions or yourself and others. Being curious, wanting to find things out, wanting to know things in more depth.
- **Making links** – seeing connections between totally different events and experiences, building patterns and weaving a web of understanding
- **Imagining** – Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering ‘what if...?’
- **Reasoning** – Working things out methodically and rigorously, constructing good arguments and spotting flaws in others’ points of view.
- **Capitalising** – Drawing on the full range of resources from the wider world – other people, books, the Internet, past experience, future opportunities.....

**Provision:**

St Stephens Community Academy will ensure short and long term lesson planning provides learning opportunities which ensure the essential learning behaviours and skills above are systematically and consistently delivered. Regular “Assessment for Learning” will provide evidence that Learning Power behaviours are embedded across all areas of the curriculum.

The “Dimensions Life Long Learning Skills Ladder –2014” will be used to create an effective Life Long Learning Scheme of Work for all Key Stages.

Practical support and guidance for parents on how to facilitate” Lifelong Learning Power” skills will be provided on the academy website.

**Monitoring:**

The “Five Point” evidence base will be used by academy leaders to regularly monitor and evidence the quality of learning skills. The Head of School will ensure the termly report to the Local Governing Body contains information on the current quality and provision of learning skills.

This policy will be reviewed every three years by the Local Governing Advisory Board.

Policy approved by the full Local Governing Advisory Board on: **May 2014**

Next review will be: **May 2017**

Signed:..... Chair of the Local Governing Advisory Board

Date:.....