

The Gateway Federation

Learning Policy November 2015

We believe children learn best when they feel safe and secure. We aim to offer an outstanding education that encourages each child to be the best they can be. We recognise individual talents and develop confidence so every child is motivated, inspired and enjoys learning.

Aims and Values

- A safe and happy environment to provide the opportunity for each child to reach their potential and recognise high aspirations
- An ethos of nurturing and caring, appreciating different qualities and recognising each child as an individual
- Exciting learning opportunities that will develop knowledge and skills, both academic and social, to prepare children for the future
- A secure yet challenging atmosphere where children feel confident and self-motivated to take risks and so become active and independent learners
- Outstanding teaching and support to bring about an inspiring, imaginative and innovative curriculum

Our definition of learning

Learning is a continual process by which we gain knowledge and skills in an engaging and creative way within a challenging, secure environment. Learning is about creating meaning from experience.

Drivers – these are what we strongly believe should be the basis of our curriculum

- Community – local, national, international
- Problem solving and challenge – all topics start with a big question
- Practical, creative and based on real experiences and interests
- Children steer the curriculum

In our school we encourage children to use 4 key learning powers. These are: Skilful Sally (resourcefulness), Friendly Flick (Reciprocity), Tenacious Toby (Resilience) and Curious George (Reflectiveness).

These can be developed through the following behaviours:

- Resilience
- Risk takers
- Thinkers
- Respect

- Reflect
- Independence
- Active/motivation

Resilience – if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • Getting things wrong leads to better understanding • The process of learning is as important as the outcome • Learning should be challenging • There will be highs and lows • I enjoy it being a challenge 	<ul style="list-style-type: none"> • Pushing towards a target • Accepting failure and being able to accept that it happens • Learning from failure • Rethinking • Considering • Using trial and error • Trying again • Confident to pick themselves up after a failure 	<ul style="list-style-type: none"> • How can I.. ? • What rethinks have made my learning better? • I can get better at this. • If I practise more... • Can I try...? • I don't fail, I rethink.

Risk takers – if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • It doesn't matter if I get it wrong • I can solve the problem • I can try • I want to find out more for me • Things usually turn out ok in the end • I want this to happen it's my choice. 	<ul style="list-style-type: none"> • Giving it a go • Sharing learning • Good in groups • Making lots of effort • Using trial and error • Not phased if they get it wrong • Listening to others and sharing willingly 	<ul style="list-style-type: none"> • What if.. ? • Let's try this.. • What shall we try next...? • What now...? • I need to find out how to make this happen.

Thinkers– if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • I can solve any problem • Believe that they have the strategy to solve a problem • My own thoughts are valuable • Time to think is needed • There's more than one way to do this 	<ul style="list-style-type: none"> • Using heuristics • Making connections • Adding and contesting • Accepting I might be wrong • Changing opinion • Using thinking time • Identifying strategies • Talking with others and working through ideas 	<ul style="list-style-type: none"> • What about • I think • What if • How • Why • How else

Reflect – if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • I can identify how to make improvements • Take active thinking time • Believe they need to evaluate • I can always improve • I can always learn something new • Learning is ongoing • I can control my learning 	<ul style="list-style-type: none"> • Using targets • Evaluating work • Identifying improvements • Linking prior knowledge • Recognising others achievements • Taking pride in own achievement 	<ul style="list-style-type: none"> • I can use this • This didn't work • What might be better is • Because • Next time I should • This has gone well... • My next step..

Respect – if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • My opinion will be valued • Everybody has a right to an opinion • Not everyone is going to think the same as me • It's okay to think differently • You can change your opinion 	<ul style="list-style-type: none"> • Mutual respect – child to child, adult to child, child to adult, adult to adult • Active listening • Confident and happy to express opinion • Be considerate of other opinions • Respectfully disagree • Adapt and change opinions • Ask for feedback • Add and contest • Good manners 	<ul style="list-style-type: none"> • I accept you think x but what about • I hadn't thought about that ... • That's an interesting thought.. • What do you think?

Active/Motivated learners – if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • The responsibility for learning – they have a role to play • Take initiative with their learning • Take pride in their work • Want to learn • Enthusiastic • Believe it's for them • Best effort is important • Motivated • Enjoy learning 	<ul style="list-style-type: none"> • Completing tasks eg homework • Getting involved deeply in tasks • Going above and beyond to find out • Taking learning beyond the classroom, bringing in learning from home • Involving parents • Sharing willingly with the class • Being willing to give it a go • Knowing and use targets • Knowing why they have targets 	<ul style="list-style-type: none"> • I am responsible for my learning • I need to know • Can I share • Can I show mum • Can we learn about • Can I find out about • My targets are • What's my next step?

Independence– if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • they can help themselves to a large extent • I can solve the problem • I know when and who to ask • I can do this 	<ul style="list-style-type: none"> • Accessing resources • Self-initiated learning • Listening to each other • Co-operating • Collaborating • Asking bigger questions • Adapting if wrong, trying another way • Using different strategies if stuck • “Magpieing” ideas • Planning and achieving • Asking to adapt the learning to them 	<ul style="list-style-type: none"> • I can do it • I know how to find out • What if I • Next time I will • How about • What happens if

Creativity – if someone is very skilled in this area of learning		
What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • Ideas are vital including those of others • Ideas are exciting • New and different experiences are opportunities • That there's more than one way to look at a problem • That there's more than one way to work 	<ul style="list-style-type: none"> • Actively contributing in a group • Showing enthusiasm and enjoyment • Trying new ideas out (even if failing) • Asking lots of questions • Looking at "big picture" • Drawing upon lots of different ideas • Being open to suggestions • Determined to achieve an outcome 	<ul style="list-style-type: none"> • Let's try... • What if... • Can I ... • What about...

Non negotiables – this is what you would expect to see in every lesson throughout the school day

- Visible progress
- Engagement with learning
- Clear learning goals and success criteria (not always shared with the children)
- Reflection – both within the lesson and recorded in a week "How have you been the best you can be?" "What have you learnt this week?"
- High expectations
- High quality feedback and marking