

Furze Platt Senior School



Learning Policy

Learning Together – the Furze Platt Senior School Learning Policy

What are our learning goals at Furze Platt Senior School?

Learners at Furze Platt expect good qualifications, and to be able to apply the knowledge they have gained. They also want to be:

- Open-minded and adaptable, and able take the initiative;
- Socially and emotionally well developed, and respectful and appreciative of others;
- Aware and responsible, and involved in the world around them;
- Independent, organised and self motivated, and able to take decisions;
- Optimistic

These goals can be met wherever and whenever first class learning takes place – in the corridor, in the lunch queue, on entering and exiting the school, at break time and lunch time. These goals can be met with extra-curricular activities and visits out of school. And these goals can be met in each and every classroom.

What does first class learning look like at Furze Platt Senior School?

1	Classroom Climate	Learners work well and easily with each other, teachers and support staff. Within lessons, learners develop emotional self-awareness and awareness of others.
2	Learning Skills	In addition to developing subject-based knowledge and understanding, learners develop the wider learning skills that will enable them to thrive in school, in work and in society.
3	Learning Objectives	Lessons are engaging from the outset, with initial activities designed to enthuse, challenge and create intrigue. Learning objectives flow naturally from starter activities. Learners are involved in the setting of learning objectives.
4	Personalised Learning	Learning activities stretch the most able, and support those who find it difficult to access the curriculum. Resources, including support staff, are deployed to meet this end.
5	Learning Styles	Teachers are familiar with how their learners learn. Learning styles are deployed consciously – focusing on learners’ dominant learning styles in order to increase engagement, or focusing on learners’ weaker learning styles in order to increase their learning capacity.
6	Assessment for Learning	Learners and teachers know how much progress learners have made during each part of the lesson. Activities are amended and revised in response to the learning that has taken place.