



Learning Policy

Furze Platt Senior School Learning Policy

Our successful school is a happy, safe and caring learning community where **achievement** is promoted, **potential** realised and young people **flourish**.

Learning together our students will:

Be	Ambitious
Be	Collaborative
Be	Happy
Have	Integrity
Have	Endurance
Be	Versatile
Achieve	Excellence

Strong classroom practice is the most important way the school can achieve the values and vision set out above. Learning should be stimulating, challenging and rewarding. Teachers need to plan explicitly for the needs of all learners and ensure teaching enables all groups (including the disadvantaged and those with SEND who may require additional input and support). We believe that this occurs when fundamental aspects are embedded into teaching and learning:

1. **Classroom Climate** – students are:

- respectful
- on task
- engaged
- learning together
- determined
- resilient

This is underpinned by clear classroom routines.

2. **High Expectations** –teachers ensure that:

- all students are provided with stretch and challenge to maximise progress;
- skilful targeted support and differentiation enables pupils of all abilities to achieve;
- students are actively engaged in stimulating and varied learning tasks;
- the quality of work expected is communicated clearly and ‘second best’ is not accepted.

3. **Subject knowledge and pedagogy** -teachers ensure that:

- objectives are set for the class and outcomes are differentiated;
- teacher subject knowledge is strong;
- the lesson follows a clear, logical and appropriate plan designed to engage learners;
- a range of learning tasks are planned;
- teacher explanations are clear;
- questioning is focused and targeted;
- transitions are smooth;
- Spiritual, Moral, Social and Cultural (SMSC) and British values opportunities are developed;
- pace is right.

- 4. Learning Skills** – opportunities are taken to develop, where appropriate, students' skills to correlate with our values of:
- being ambitious
 - working collaboratively
 - being happy and confident with their work and learning environment
 - working with integrity
 - showing endurance
 - being versatile
 - achieving excellence

- 5. Assessment for Learning** – teachers and students know what students are capable of, the level at which they are working, and what they must do to improve. This is achieved through:
- all departments having embedded and well structured, regular formative and summative assessment opportunities in their curricula;
 - students having and knowing their target grades or levels;
 - books being marked regularly in accordance with FPSS and department home learning, marking and assessment policy;
 - students having regular opportunities to reflect on and improve their work;
 - strong teacher questioning in lessons;
 - use of mini-whiteboards, visualisers or other equipment to interrogate learning and progress;
 - verbal feedback;
 - self- and peer-assessment;
 - targeted teacher interventions during lessons.

As a result of these ways of supporting progress, students have a clear understanding of how to improve.

- 6. Literacy** – literacy is the responsibility of every teacher. We aim to create highly literate learners through the development of and support for:
- speaking
 - listening
 - reading
 - writing

(See separate Literacy Policy)

- 7. Progress** – the progress of all learners, and particularly groups of learners (PP, SEND) should be maximised. This means:
- all departments have a clear, logically sequenced and ambitious curriculum followed by all teachers for all students;
 - objectives and outcomes are met as far as possible;
 - different groups of students achieve well;
 - learning and outcomes are differentiated according to the abilities of students;
 - learning is sustained over time.

Teaching Structures

There is no formula or set routine for effective teaching and lessons need not consist of a set number of parts. The following, however, are essential features of successful lessons and sequences of lessons:

Stimulating Learning

- Teacher arrives first and determines where students are seated.
- Lesson begins in a timely and positive fashion.
- An initial piece of stimulus material, or question, is given to arouse students' curiosity, get students thinking and, in many cases, to get students talking.

Setting the Learning Expectations

- Learning objectives/ lesson aims/key questions are shared with the whole class (sometimes, the class themselves will develop the learning).
- Differentiated learning outcomes may be shared at this point, or later e.g. during mini-plenaries.
- Links with previous lessons are explored if appropriate.
- Teacher provides an overview of the lesson, its focus, processes, and content.

Learning Activities

- A series of learning activities that is logically sequenced and aligns with the curriculum is followed;
- A series of learning activities are introduced, undertaken, and reviewed. Each learning activity is clearly linked to the learning objective and provides opportunities for students to progress towards the learning outcomes and achieve excellence.
- Activities are appropriately varied, and provide opportunities for developing literacy. Where appropriate, they encourage ambition, endurance, creativity and risk taking.
- Where appropriate, students are encouraged to collaborate and talk about the learning and challenge each other with integrity. Student endurance is encouraged by only asking the teacher after they have asked each other.
- Student groupings are considered carefully to encourage them to be versatile and ambitious, bearing in mind students' ability levels and other considerations.
- During the activities, the teacher is actively involved – listening, questioning, probing, supporting, and challenging in order to help them achieve excellence.
- Self- and peer-assessment takes place where appropriate and students are taught to undertake these with integrity.
- Regular mini-plenaries take place – to check, share or consolidate learning. Following mini-plenaries, students have opportunities to 'do it better.'

Reviewing the Learning

- Reviews of learning occur throughout the lesson.
- At the end of the lesson, a final review of learning takes place. The final plenary provides an opportunity for the teacher to find out the ambition students have shown with their learning and the extent to which different students and groups of students have achieved the various learning outcomes.
- The final plenary also provides an opportunity for students to consider their versatility and *how* students have learned, as well as *what* they have learned.
- Students are encouraged to show integrity and review how the learning could be improved, how it is transferable and how might what has been learned may be used elsewhere.
- Where appropriate Home Learning is set after the learning is reviewed.
- Reviews provide a signal what will come next lesson, where appropriate.

