



DIOCESE OF SOUTHWELL  
& NOTTINGHAM

MULTI ACADEMY TRUST



St. Peter's Cross Keys Primary School Academy

# Learning Policy

## St. Peter's Cross Keys Primary Academy Learning Policy

### Our Vision

**'Rooted in love we flourish and grow'**

At St. Peter's we believe that learning continues throughout life and that we should develop the skills that enable life-long learning to take place. We believe that all children should be inspired and enthused by the challenges we present to them, and feel secure and supported so that they can try new and difficult experiences. We believe that through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Central to this is the commitment that inclusion for all children is at the heart our vision with the belief that removing barriers to participation and learning allows everyone to benefit fully from educational opportunities.

### Our Aims

As a school, we have a strong focus on supporting children to develop an understanding of themselves, and crucially, an understanding of how they operate and develop as learners. All staff have a key role to play in nurturing self-esteem in order to support children in developing:

- A clear sense of belonging.
- To be ambitious for the future.
- To be a champion for change in our local community and to be a positive influence in the community and for themselves.

We are committed to providing a clear purpose for learning, which we believe has a significant effect on the motivational climate for learning in a classroom.

A core purpose of our role as teachers and learning support assistants (LSA), is to support children in becoming effective and resilient lifelong learners, offering them a range of strategies to support them when learning becomes challenging or difficult. Positive teaching can create conditions for learning in which pupils can become self-improvers. Giving feedback to pupils about their work and behaviour is one of the main ways in which teachers can aim to build self-esteem in children.

### Core principles

As a staff, we have agreed a core set of learning and teaching beliefs and principles, which form the heart of our learning charter. These principles which will be shared with the children at an appropriate level, form our core values of learning and teaching.

# Our Learning Charter

**To show passion for our learning**

**To be resilient in learning when challenges arise**

**To think critically when face with a challenge**

**To solve problems with an open mind**

**To take responsibility for my own learning**

**To value all members of our school community**

## To show passion for our learning

### Teachers will:

Embrace all elements of our curriculum teaching these in a thought provoking and stimulating manner

## To be resilient in learning when challenges arise

### Teachers will:

Encourage a love of and excitement about learning

Create an atmosphere/ethos in which learning is fun and enjoyable – encourage laughter

Adopt a positive mental 'have a go' attitude with the teacher using strategies to promote positive learning, e.g. positive language, focus on what can achieve (not can't)

Celebrate successes (define/clarify why it is a success)

Provide children with a range of strategies to problem solve and so become resilient learners

Encourage children to verbalise their thinking by providing opportunities to discuss with response partner/small group/teacher

Actively encourage children to reflect on prior learning and experiences and apply this understanding to new work

Create an atmosphere/ethos in which mistakes/failures are seen as positive opportunities for learning and support children in how to handle failure

Promote high self-esteem through evaluative praise and specific feedback

Emphasis on ensuring that effort, determination and perseverance are highly valued qualities

## To think critically when face with a challenge

### Teachers will:

Share learning objectives in a way that gives learning purpose and makes it come alive

Develop use of response partners/discussion groups (discussing, responding, listening, evaluating, giving feedback, setting targets for next steps)

Providing open ended activities

Using a multi-sensory approach in teaching

Involving children and valuing their contribution in process of learning and teaching

Providing opportunities for reflective learning – thinking and talking times provided for and valued as vital part of learning process

## To solve problems with an open mind

### Teachers will:

Prioritise time to talk with children and get to know them as individuals

To adapt our approach to take account of any specific needs, tailoring learning as needed

To make our curriculum as accessible as possible to all pupils by making adjustments as necessary

Provide regular specific feedback to inform future learning

Encourage and value a learning environment through which children and teachers have the confidence to take risks and to see mistakes as positive stages in the process of their learning

Children are supported with a range of strategies to overcome difficulties in all areas of school life

Being flexible to the needs of the child/group (not the timetable)

Children making supported choices about the direction of their learning

## To take responsibility for my own learning

### Teachers will

Developing an ethos in which the whole school has a responsibility for learning by defining and valuing contribution made by the children  
Establishing support network of both personal strategies and people who can help  
Discussing and defining the language of and strategies for learning (thinking skills, problem solving)  
Children setting their own targets (for self and others)  
Children evaluating their own work  
Using partners/groups in the evaluation process  
Using a problem solving approach  
Involving children in the teaching process

## To value all members of our school community

### Teachers will

Use and appreciate our strengths and enthusiasms – value our talents and passions  
Take control of learning and teaching: empowerment and flexibility  
Remember the importance of your own self esteem  
Be a child sensitive teacher  
Develop firm and collaborative relationships with parents of all children  
Use opportunities to communicate praise for children regularly  
Communicate our key principles about learning at every opportunity  
Involve parents/relatives in school life

Policy reviewed: July 2024

Next renewal: July 2025

Signed: Chair of Governors:



Date: 7/2024

Headteacher:



Date: 7/2024