

Motcombe School



**Effective Learning Policy**

**Reviewed annually in Term 6**

**Last Review: July 2018**



## **Our School Vision**

*"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"*

## **Our School Values**

1. Motcombe School is a community where children feel safe. Individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

## **Ethos**

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

## **Equal Opportunities**

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

## **Disability Statement**

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of both buildings and have accessible toilet facilities.

As with any additional needs the school works closely with parents and appropriate outside agencies.



**Aim 1**

At Motcombe we acknowledge that children with high self-esteem are more effective learners.

Principles	Values	Strategies
At Motcombe we:		
acknowledge that excellence starts with environment	believe that the right environment enables all children to be successful in all aspects of their learning	<ul style="list-style-type: none"> <li>• provide a positive learning environment</li> <li>• use the 'Golden Model'</li> <li>• have a Star of the Day</li> <li>• have regular Reward Assembly</li> <li>• have Good Manners awards for each year group each week</li> <li>• reward keeping the Golden Rules with Golden Time and also raffle tickets that are collected for termly 'draw'</li> </ul>
recognise each child as an individual	acknowledge that each child is unique and has a positive contribution to make to school life	<ul style="list-style-type: none"> <li>• use praise</li> <li>• use differentiation</li> <li>• invite children to be members of the School Council and Playground Friends and Playground Helpers</li> <li>• deliver Enrichment Days for more able children</li> <li>• use the 'Quiet Area'</li> <li>• use intervention strategies</li> </ul>
recognise the need to foster self-motivation	acknowledge that motivated children are more effective learners	<ul style="list-style-type: none"> <li>• use sticker charts</li> <li>• have a consistent approach to rewards and sanctions</li> <li>• use Individual Targets</li> <li>• use self-assessment</li> </ul>
acknowledge the importance of having clear expectations of learning	believe that clear expectations support progress	<ul style="list-style-type: none"> <li>• use Talk Partners</li> <li>• use visual timetables</li> <li>• use visuals in classrooms</li> </ul>



## Aim 2

At Motcombe we acknowledge that children need to know and understand what they are learning and why and to be able to evaluate and celebrate success

Principles	Values	Strategies
At the Motcombe we:		
recognise the importance of sharing the purpose and outcomes for learning	believe that this enables all children to be successful in their learning	<ul style="list-style-type: none"> <li>• make links to prior learning</li> <li>• use a common language for learning</li> </ul>
understand the value of communicating 'next steps' in learning, leading to the learning goal	believe that this sets the learning in context for the children	<ul style="list-style-type: none"> <li>• use marking of children's learning</li> <li>• use of photographs for assessment in Foundation Stage and KS1</li> <li>• use self-evaluation e.g. thumbs up, smiley faces, coloured pencils</li> <li>• use Talk Partners to discuss what children have liked and managed well in</li> </ul>
recognise the importance of a self-reflective and self-evaluative approach to learning	believe that through self-reflection and self-evaluation learning develops	<ul style="list-style-type: none"> <li>• use Talk Partners</li> <li>• use of self-assessment</li> <li>• use visual support</li> <li>• use differentiated verbal support</li> <li>• use directed questioning</li> <li>• use open-ended question</li> <li>• use displays</li> </ul>
acknowledge the importance of being proud of our achievements	believe positive self-image motivates and raises self-esteem	<ul style="list-style-type: none"> <li>• share/show learning</li> <li>• take photographs</li> <li>• use a sticker chart</li> </ul>



### Aim 3

At Motcombe we acknowledge that all learners need a range of key learning and life skills to prepare them for living in the 21<sup>st</sup> Century

Principles	Values	Strategies
At Motcombe we:		
recognise the value of a consistent whole school approach to learning	believe that through consistency of approach children make better progress	<ul style="list-style-type: none"> <li>• have regular Staff meetings</li> <li>• take part in training days</li> <li>• have regular Year group meetings</li> <li>• have regular meetings for TA Partners and INAs</li> <li>• take part in informal meetings/discussions between staff</li> </ul>
believe in a whole school approach to developing skills	acknowledge that all children need to practise and develop their key life skills	<ul style="list-style-type: none"> <li>• concentrate on the explicit teaching of key learning and life skills</li> <li>• deliver a skills based curriculum</li> <li>• praise the good use of skills</li> <li>• use a common skills-based language with the children</li> </ul>
have a strong commitment to providing all children with opportunities to develop key skills	believe that this enables all children to be successful in all aspects of their lives	<ul style="list-style-type: none"> <li>• offer a broad and balanced curriculum to all children</li> <li>• identify key skills to be taught and developed</li> <li>• encourage children to identify/name the skills that they are using</li> </ul>