**Eastgate Academy**

**Learning Policy**

 ‘***One team learning and growing together’.***

***Our aim is to provide a personalised education for every pupil, based on individual needs and aspirations, and focussed on ability, not age.***

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**Rationale *SIDP***

*Our Vision is* ***‘Learning Community Driving excellence’****. Through this, we want to ensure that Eastgate Academy offers the highest standards of education.’ We will do this by:*

* *Sustaining and developing an environment where every child matters;*
* *Driving up academic standards to exceed national levels;*
* *Pupil voice leading change and informing improvement;*
* *Promoting inspirational teaching, challenging lessons and independent learners;*
* *Facilitating staff development through mentoring and coaching will achieve excellence;*
* *Delivering an outstanding curriculum that inspires and engages;*
* *Engaging parents to raise aspirations within our local community;*
* *Having a sense of pride within our school community.*

***The Learning Environment***

***‘Providing a collaborative and supportive working environment’***

* Our classrooms should reflect the learner’s current problem based learning.
* Working walls must be used to support and promote learning. They should be a successful working tool providing learners with interactive resources that are well presented and focus on the promotion of thinking skills. Vocabulary that learners are becoming familiar with must be evident.
* Pupils must be provided with appropriate resources which are easy to locate and maintained in an orderly manner.
* Read Write Inc. materials should be on display in all teaching areas where the programme is used.
* As developing reasoning and enquiry based learning are key foci to the learning of maths and science, a display of examples should be updated regularly.
* The classroom must reflect the variety of learners within it and not simply celebrate higher achieving pupils.
* We believe in rewarding effort. As such learners may receive Principal’s Awards, certificates or notes home in recognition of their success. In-class recognition may be through the ‘Super star’ award board. All classes must use the interactive praise system (introduced by the Read Write Inc. programme) across all lessons.
* We recognise the extraordinary role parents have in our learner’s lives and welcome them in school. We believe parents have a significant contribution to make and such invite them to take part in learning with their child through our home-school links and at regular presentations and assemblies to celebrate learning.

***Teaching staff***

***‘Promoting inspirational teaching, challenging lessons and independent learners’***

* All staff who must take responsibility for promoting the school ethos of learning.
* Where possible teachers should aim to act as facilitators of learning rather than directing learners in a didactic manner.
* It is vital that all staff provide developmental feedback to learners and that progress in a lesson is the expectation of all.
* The teaching assistant may do a different activity to the teacher who should work with his/her group on their own. Teaching assistants are not expected to teach in another space outside the classroom. Teaching assistants must be involved in teaching and support of learning from the outset of the lesson as directed by the teacher.
* Support must be provided for those who need to make the most progress, providing learning opportunities which promote a ‘growth mind set’. In making the decision as to who requires this, teachers will consider all groups of pupils, including Pupil premium, EAL, SEN, and higher achievers.

***Progress***

***Driving up academic standards to exceed national levels***

* The expectation for all learners must be high as every child needs to make rapid progress. Even where learners are consolidating previous learning teachers need to plan to develop thinking through new or different ways for pupils to succeed.
* Some learners will receive additional support with their learning depending on their needs. Pupils will be identified for ‘top up teaching’ on weekly basis during phase meetings.
* Teachers will provide precise and effective feedback at the earliest possible moment. Verbal feedback during lessons may be used to address misconceptions. Teachers will use next step marking in books with an expectation that pupils will be given opportunities to respond.
* Focussed questioning will deepen understanding and provide opportunities for higher level thinking.
* Teachers will use Assertive Mentoring to identify next steps in learning and how to achieve them. They will share this information with pupils through one to one meetings every term, and with parents on a regular basis.
* Wherever possible pupils should remain in class for quality teaching provision. They must not be taken out for any additional support during maths and English lessons.
* Learners should have the maximum amount of time to demonstrate independent learning therefore teachers should be prepared to block subjects thus allowing a sustained period of time on an aspect of learning and allowing pupils to develop ‘mastery’ skills.

***Structure of a lesson***

***Delivering an outstanding curriculum that inspires and engages***

* Teachers should encourage independence in learning. Pupils must be given opportunities to share with others and to experience open ended challenges through enquiry based learning and problem solving.
* Children should know class procedures and what is expected of them. They should feel confident in knowing that their contribution is valued, even when they are not correct.
* Learners must be given time to reflect on marking and address their next steps, as indicated by the teacher. Teachers must indicate successes with follow up remarks.
* Learners may share what they have achieved or need to do next with a partner or in a group. Where possible peer assessment should be used to encourage an open learning ethos.
* The focus of the learning is driven by the learning objective and connected, where possible to real life experiences and purpose. It is important that learners have an understanding of the concept that underpins what they are learning rather than the completion of a task. The learning objective should be referenced throughout the activity and outcomes discussed.
* The plenary or consolidation phase of learning should invite learners to reflect on what they have learned and this must be evidence based. Learners should be encouraged to consider what they could do next and in what ways their learning might benefit them.
* Cross curricular links between reading, writing, maths, and ICT must be made where possible. Pupils need to be aware of those links through explicit teaching.

***Non Negotiables***

* Engagement at Eastgate should include; Talk Partners, Whisper Partners, Peer group Assessment, Drama, Learning Circles, Investigative Learning, Problem Solving, Independent Writing in all subject areas, RWI Praise in all lessons.
* Teachers must train children in the characteristics of good learning; persistence, self-belief, problem solving, reasoning, communication and a thirst for learning.
* Language for learning is rooted in encouraging children to articulate and recognise personal progress and the progress of others through adoption of metalanguage to explain ideas.
* Teachers must have high expectations for learning behaviour. They must use 1,2,3 procedure to move children around the classroom and the raised hand for getting them to stop get whole class attention after talk partners etc.
* Top down teaching in all lessons.
* Weekly planning for each lesson which shows Top up teaching and evaluations.
* Effective questioning which deepens learning (not ping pong).
* Marking – asking specific questions for children to answer, review your past marking and ensure pupils have responded correctly.
* Working walls for maths English and science, to include vocabulary and metalanguage specific to learning
* ICT to be used in lessons across the curriculum.
* Use of restorative practises to solve issues with children.
* Pupil voice
* Good manners have to be insisted on at all times.

***Monitoring of Policy***

***Having a sense of pride within our school community.***

The monitoring of this policy is carried out by SLT through;

* Learning Walks
* Pupil progress and Performance Management Meetings
* Lesson Observation
* Drop-ins
* Discussion with Learners and parents

Attachments;

Eastgate Academy Curriculum Ethos Statement

***The Hundred Languages of Childhood*** - Loris Malaguzzi, *Founder of the Reggio Approach*

**Eastgate Academy Curriculum Ethos Statement**

**Eastgate Academy believes;**

**“Quality of your thinking will determine the quality of your future” E De Bono**

Our aim is to provide a personalised education for every pupil, based on individual needs and aspirations, and focussed on ability, not age.

**To do this we will offer a curriculium that:**

* Is engaging, relevant, and challenging
* Encourages creativity, problem solving and risk taking
* Develops highly confident, independent learners
* Focuses on the development of literacy and maths skills
* Encourages students and teachers to be enterprising and explore new technologies
* Readily provides for meaningful progression to further study
* Is coherent through the key stages and supports transition
* Supports personal growth, development and good behaviour
* Enables pupils to develop a view of the wider world and take pride in their place in it

***The Hundred Languages of Childhood***

The child

is made of one hundred.

The child has

A hundred languages

A hundred hands

A hundred thoughts

A hundred ways of thinking

Of playing, of speaking.

A hundred always a hundred

Ways of listening of marveling of loving

A hundred joys

For singing and understanding

A hundred worlds

To discover

A hundred worlds

To invent

A hundred worlds

To dream

The child has

A hundred languages

(and a hundred hundred hundred more)

But they steal ninety-nine.

The school and the culture

Separate the head from the body.

They tell the child;

To think without hands

To do without head

To listen and not to speak

To understand without joy

To love and to marvel

Only at Easter and Christmas

They tell the child:

To discover the world already there

And of the hundred

They steal ninety-nine.

They tell the child:

That work and play

Reality and fantasy

Science and imagination

Sky and earth

Reason and dream

Are things

That do not belong together

And thus they tell the child

That the hundred is not there

The child says: NO WAY the hundred is there--

-Loris Malaguzzi

*Founder of the Reggio Approach*