

The Learning policy of Bishop Barrington School

Vision	<p>Learning is at the core of Bishop Barrington School life</p> <ul style="list-style-type: none"> ♦ we place the pupil at the heart of the learning process ♦ we believe that effective learning leads to raised achievements and improved life chances for all ♦ we strive to develop confident and enquiring learners ♦ we foster a love for learning in all people within the school ♦ we plan for and deliver a high quality learning experience to all our pupils
<i>We achieve these aims by:</i>	
Climate	<ul style="list-style-type: none"> ♦ creating a culture of high expectations ♦ creating an environment that supports learning ♦ using strategies to promote good standards of pupil behaviour ♦ using homework effectively to reinforce and extend what is learned in lessons ♦ ensuring that school is seen as a community of learning, with learning role models ♦ creating displays that place learning at core of school ♦ developing relationships to encourage learning ♦ developing a balance between challenge and support ♦ recognising and celebrating the successes of all pupils
Equal Ops	<ul style="list-style-type: none"> ♦ ensuring that learning is the right of all pupils ♦ ensuring that all pupils have a full access to the National Curriculum ♦ ensuring that all pupils have access to a range of enrichment and extra curricular activities.
Effective Learning Framework	<ul style="list-style-type: none"> ♦ we plan and teach lessons to a planned framework that leads to effective learning ♦ in lessons, links are made to past and future learning ♦ a big picture of the learning is given early in a lesson ♦ a variety of learning experiences is planned ♦ there is time for reflection on the learning process and outcomes ♦ higher order learning opportunities are built into schemes of work including use of Blooms Taxonomy ♦ we encourage thinking skills and analytical skills ♦ input through VAK is created ♦ there are opportunities to work as an individual, in a small, collaborative group, one to one with an adult and with a whole class, according to need <p>We use assessment FOR learning in learning and teaching:</p> <ul style="list-style-type: none"> ♦ we share the learning objectives with the learners ♦ we share the meaning of standards ♦ we involve learners in peer and self-assessment ♦ we give written and oral feedback that helps learners recognise and take the next steps ♦ we ensure all learners have confidence to improve
Role of teaching assistants	<ul style="list-style-type: none"> ♦ We ensure that teaching assistants are effectively deployed and make a significant contribution to learning
management of policy	<ul style="list-style-type: none"> ♦ this policy will be monitored by HOD and SLT in accordance with the whole school M.E.R policy ♦ this policy will be evaluated by HOD and SLT in accordance with the whole school M.E.R policy ♦ this policy will be reviewed in July 2006 ♦ outcomes of the review will inform future school learning and teaching policy and school practice.

Policy to be read in conjunction with:

Assessment policy, Behaviour policy, Homework policy, Curriculum policy, School Monitoring, Evaluation and review policy, S.E.N policy, MAT policy, Supporting children policy

Policy approved by Governors on: 9th November 2010, Curriculum Committee
Policy review date: November 2011