

# COMPTON ALL SAINTS' C OF E PRIMARY SCHOOL

*Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.*

*All its work is underpinned by its core values of compassion, gratitude and honesty.*

## **POLICY FOR LEARNING AND TEACHING**

### **November 2021**

At Compton All Saints' C of E Primary School the staff and Governors are committed to the learning, progress and well-being of everyone in school. We seek to provide an environment where children learn how to become good friends, hard workers and confident individuals, and where they begin to appreciate the wealth of their own and others' potential. We believe that everyone can shine and that our school should be a place where all learners have the encouragement, support and opportunity to do just that.

At Compton, we care about each other and our school. We are proud of our good relationships with parents, carers and the wider community. We consider these, and our Church Aided status to be essential factors in our success.

#### **Aims**

We strive for everyone in school to:

- Develop effective learning behaviours
- Be literate and numerate to a high standard;
- Develop a love of learning
- Understand how they might solve problems and find solutions;
- Understand the importance of the contribution they make to society, both in and out of school;
- Be independent people who are confident, flexible and able to co-operate with others;
- Be conscientious citizens of our multi-cultural society who are tolerant and respect others' values;
- Be aware of their mental health and know how to take care of their own well-being;
- Take responsibility for the care and support of our environment - places and people;
- Be imaginative and creative through a wide range of media and contexts;
- Try their best and recognise their efforts and achievements;

#### **When you come into our school you will see:**

- A safe, caring and stimulating environment that is conducive to learning;
- Evidence of our awareness of the wider world and other communities;
- Commitment to equality and equity in educational provision.
- Evidence of our links with the local and wider communities and Church;
- Children and staff working together in a way that shows they care about their school and each other.
- Children and staff purposefully engaged in enjoyable learning activities;
- School grounds which are interesting and attractive and provide a stimulating outdoor learning environment;
- Bright and engaging displays of children's work that reflect our broad and stimulating curriculum and our learning progress;
- Environments that reflect the diversity of ability and support learning;
- Evidence of the ways in which we celebrate children's achievement.

**When learning is happening you will see/hear:**

- Attentive children who are enthusiastic and keen to learn;
- Effective listeners who ask appropriate and searching questions and can take part in discussion;
- Meaningful dialogue about learning and next steps;
- A variety of approaches to learning eg whole-class teaching, partner/ group work, focussed individual activities;
- Children given opportunities to be independent, to choose, and to use their initiative;
- A clear learning purpose that is part of a well-structured and innovative curriculum;
- Effective use of a relevant resources, including ICT and digital media;
- Learning opportunities that are tailored to meet the needs of every child;
- Activities that support and challenge in equal measure;
- Children's efforts rewarded positively;
- Lessons that assess and build on prior learning;
- Effective use of additional staff and other adults.
- Teachers developing high-quality learning behaviours: enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, self-awareness, managing feelings, motivation, empathy, social skills and communication, including metalanguage for discussions.  
(See Appendix 1)

**When people describe our school they have said:**

- It's a vibrant and happy community where children are able to thrive.
- The nurturing environment of Compton All Saints was absolutely the best place for our daughter.
- We were both delighted at how quickly our child settled into school life at Compton. I believe it was interesting, stimulating, welcoming, friendly, and most importantly, a place he wanted to be.
- A family-centred, caring school that aims to achieve high standards for all abilities.
- Compton is a lovely school with a stimulating and varied curriculum which the children love.
- It's lovely to be able to attend the weekly 'Celebration' assemblies on a Friday afternoon.

**Appendix 1 - Key Aspects of Learning - definitions****Enquiry**

These skills enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate responses, to test conclusions and improve ideas.

**Problem Solving**

The key skill of problem solving involves pupils in developing the skills and strategies that will help them to solve problems they face in learning and in life. Problem solving includes the skills of identifying and understanding the problem, planning ways to solve a problem, monitoring progress in tackling a problem and reviewing a solution to a problem.

**Creative Thinking**

These skills enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

**Information Processing**

These skills enable pupils to locate and collect relevant information, to sort, classify, sequence, compare, contrast, and to analyse part/whole relationships.

**Reasoning**

These skills enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

**Evaluation**

These skills enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

**Self-Awareness**

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

**Managing Feelings**

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to help regulate their learning and behaviour-for example, managing anxiety or anger, or demonstrating resilience in the face of difficulty.

**Motivation**

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.

**Empathy**

Being able to empathise involves understanding others and anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's response, if appropriate, in the light of this understanding.

**Social Skills**

Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

**Communication**

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. Skills in reading and writing include the ability to read fluently a range of literacy and non-fiction texts and reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing.

**This Policy should be read in conjunction with all Learning & Teaching appendices.**

Headteacher

Name:

Signature:

Date:

Chair of Governors

Name:

Signature:

Date: