



What learning looks like at Leadenham CE Primary School?

Vision Statement

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our home/school agreement.

Ethos and Values

At Leadenham CE Primary School, we aim to provide a creative education which will develop each child's social, emotional, physical and intellectual potential. Children are at the heart of everything we do. We aim to create a caring, co-operative and stimulating environment based on mutual respect. We pride ourselves in the relationships we build with our children, our parents and our Church Community.

All the school community promotes good relationships and strive to work together with care and thoughtfulness. We make good use of the opportunities offered by using the Church for some of our celebrations and inviting the whole community as well as parents to join with us.

Throughout all our work the school will focus on the spiritual, moral, social and cultural development of the children. We also promote British Values which are at the heart of our society, equipping our children with the skills to become positive and active members of the wider community. This is only possible where children are valued and time will be given to celebrating our achievements, personally and collectively.

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

These are just some of the ways our teachers effectively facilitate pupils learning

Teachers (learning facilitators):

Facilitate pupils learning so that all pupils fulfil their potential and succeed.

EYFS (in addition to relevant below criteria)

- Opportunities for Early Years to extend their learning through well planned activities which the pupils access independently
- Free flow learning – outdoor learning
- Challenge and extension through layered provision

KS1

- Quality First Teaching
- Individual resources to support specific need-independently selected by pupil
- Effective open ended questioning which is targeted to inform knowledge and understanding
- Actively promote Outstanding learning behaviours displayed by pupils
- Contextual creative learning. Immersive learning environments
- Working walls / support different learning styles VAK
- Effective SEN support via 1:1 support / group support / provision mapping / assessment and team communication
- Opportunities to encourage talk and discussion

- Learning opportunities and pupil observations
- Small group teaching
- Knowing the pupils well – whole pupil picture (pastoral care)
- Effective home school communication
- Working as a team school team
- Effective assessment informs planning and next steps
- Outdoor learning opportunities
- Independent pupil learning / Group pupil learning
- Use effective pupil peer and self-assessment
- Use blooms taxonomy when considering planning
- Effective marking and feedback (see marking policy)
- Singapore maths – Inspire maths
 - Problem solving curriculum
 - Independently selecting equipment
 - Pupil discussion about maths
 - Language modelling and vocabulary building
 - Looking at maths concepts from different angles
 - CPA approach (concrete, pictorial, abstract)
 - Fewer topics / greater depth
 - Doing and talking mathematics

KS2

- Quality First Teaching
- Individual resources to support specific need-independently selected by pupil
- Effective open ended questioning which is targeted to inform knowledge and understanding
- Actively promote Outstanding learning behaviours displayed by pupils
- Contextual creative learning. Immersive learning environments
- Working walls / support different learning styles VAK
- Effective SEN support via 1:1 support / group support / provision mapping / assessment and team communication
- Opportunities to encourage talk and discussion
- Learning opportunities and pupil observations
- Small group teaching
- Knowing the pupils well – whole pupil picture (pastoral care)
- Effective home school communication
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What does Active and Engaged Learning look like?

Active and Engaged learning is generally happening, when **students are**:

- answering questions on the topic;
- responding to questions and ideas on the topic;
- asking questions on the topic;
- suggesting, explaining, describing, acknowledging, confirming, concurring;
- interacting, collaborating;
- discussing the topic with peers;
- presenting;
- trying out ideas; applying;
- relating ideas, knowledge, examples, the topic or experiences to another situation;
- making decisions, initiating;
- investigating problems, solving problems;
- self---monitoring, self---correcting, self---evaluating;
- estimating, approximating;
- calculating; analyzing, comparing, contrasting;
- writing (that is not just copying);
- summarising, actively reading;
- drawing e.g. drawing a concept map, a diagram, a graph, a model;
- engaged in production of knowledge; knowledge creation;
- setting goals;
- writing or discussing the aim, hypothesis or purpose;
- writing or discussing the method or procedure;
- listing equipment needed for an investigation, experiment or study;
- assessing risk and safety;
- managing risk and safety;
- doing an investigation, experiment or study;
- drawing a data table ready for the data;
- drawing a graph of the results;
- discussing the results from an investigation, experiment or study;
- drawing conclusions;
- writing or discussing the implications of an investigation, experiment or study; and
 - making recommendations, judgments;





What is Active Learning?

- Active Learning happens when students are given time to work with the topic by interacting, games, activity, drawings, making maps
- Students are no longer mere receivers of information but they work and understand to generate knowledge.
- The role of the teacher shifts to being a facilitator.

