



THE MORE THAT YOU **READ**,
 THE MORE THINGS YOU WILL **KNOW**.
 THE MORE THAT YOU **LEARN**,
 THE MORE PLACES YOU'LL **GO**.
 --Dr. Seuss

Beormund primary school aims are:

- To empower and educate children to achieve their very best – academically, emotionally, socially, morally and spiritually.
- To provide a fun, purposeful, happy and stimulating environment where people feel safe
- To foster a life-long learning philosophy – that school is a place where everyone learns, not just the children.
- To develop independent, cooperative and reflective learners who are prepared for the opportunities, experiences and challenges of life in an ever changing world.
- To promote a wide range of enrichment experiences which enable children to make connections.
- To recognise, value and celebrate success in its many forms and the achievements of all
- Our school aims to bring learning to life; raise aspirations and help children meet the challenges of today and tomorrow.

Principles for Effective Learning

We believe children learn best when...

All children are set high expectations and are appropriately challenged

| Expectations of children | Expectations of staff | Examples and strategies |
|--|---|--|
| To strive to be the best they can be | To provide a positive role model – lead by example | Appropriate use of teacher assessment to set children's next steps |
| To primarily focus on their own development and set to improve each day/week | To challenge individual learners appropriately | Set individual personalised targets |
| To be keen and eager to learn | To give opportunities to develop higher level thinking skills | Provide an exciting, stimulating classroom |
| To have a thirst for knowledge and understanding | To know age appropriate learning | Well planned, well matched lessons that facilitate learning, develop key skills and fuel inquisitiveness |
| To support and encourage others to do the right thing | To know where your children are and be explicit in sharing their next steps and why | Lessons draw upon different learning styles |

All children are actively engaged in their own learning and it is enjoyable

| Expectations of children | Expectations of staff | Examples and strategies |
|---|---|--|
| <p>Children are self motivated and working in a range of different ways</p> <p>Children take an active role in all discussions and activities</p> <p>Lead their own learning by formulating questions and applying enquiry and research skills</p> <p>Have time to complete own research, fueled by their interests during Basics</p> <p>Believe in themselves and have high expectations</p> | <p>Clear purpose for learning. Learning intentions evident and shared. Children know how to measure success</p> <p>Modelling and demonstrating of tasks</p> <p>Key questioning to support and guide learning</p> <p>Provide for different styles of learning</p> <p>Tailor planning to meet the needs of the children and base it on initial assessment</p> | <p>Learning based around questions formulated by children. KWL chart completed at the start of each topic.</p> <p>Use talking partners and other strategies to promote higher order thinking skills</p> <p>Teachers encompass visual, auditory and kinesthetic teaching styles to engage the learner</p> |

All children are happy and safe

| Expectations of children | Expectations of staff | Examples and strategies |
|--|--|---|
| <p>Acknowledge and follow the school's Rights and Responsibilities</p> <p>Show respect and courtesy to all staff and children</p> <p>Encourage, support and listen to each other</p> <p>Take pride in your own learning. Respect other children and their desire to learn.</p> <p>Be able to communicate how you are feeling</p> <p>Behave responsibly on school outings</p> | <p>All staff adhere to effective Safeguarding Policy and Practices</p> <p>To help pupils understand their own beliefs and accept the beliefs, values and cultures of others.</p> <p>Know children individually and the contents of the Personalised Files</p> <p>Promote independence</p> <p>Promote self esteem</p> <p>Respect everyone</p> <p>Be aware of children's health issues and know how to spot illnesses</p> <p>Check equipment used is safe</p> <p>Risk assessments for school trips</p> | <p>Make time for children to discuss important issues/worries</p> <p>Positive feedback – orally and through marking and constructive criticism</p> <p>Encourage healthy eating and promote the importance of water</p> <p>Two way communication with parents and staff and children and staff</p> <p>Ongoing safeguarding training. Regular visits and training from the school nurse.</p> <p>Promote healthy living and encourage an active lifestyle</p> <p>Weekly Personalisation Meetings</p> <p>Complete Pupil surveys and reflect and act upon results given</p> <p>Children to have access to the relevant therapies appropriate to their needs.</p> |

All children are supported and enjoy a trusting, positive relationship with peers and adults and know what is expected of them

| Expectations of children | Expectations of staff | Examples and strategies |
|--|--|---|
| <p>To reflect on their behaviours in</p> | <p>To model positive relationships</p> | <p>Facilitate collaborative Morning</p> |

| | | |
|---|---|--|
| <p>the day and award themselves shillings</p> <p>To develop their emotional literacy and learn to verbalise how they think and feel</p> <p>Earn House Points and identify as a positive contributor to a team.</p> <p>To recount learning and key events during the day enthusiastically at home</p> <p>Take responsibility for their Home School book (ensuring positive and productive relationships between Home School)</p> | <p>with colleagues. In particular, demonstrate thoughtful, caring and plutonic male-female relationships.</p> <p>Approachable and encouraging manner towards children that is conducive to learning</p> <p>Use restorative approaches when talking to children</p> <p>To be approachable and ready to listen to children and their parent/carers regarding concerns</p> <p>To provide opportunities for parents to be involved in home learning</p> | <p>Munch sessions fostering roles and responsibilities</p> <p>Buliding positive relationships of those children in each House</p> <p>Build in circle time/Philospohy for Children (P4C) discussions</p> <p>Recapping and discussing the learning that has happened during the day</p> <p>Developing parental awareness of what their children are learning and how best to support them</p> <p>Welcoming and nurturing staff team</p> <p>Approachable and effective Pastoral Support Managers</p> <p>Prepare and support the children for and during mainstream experience.</p> <p>Work collaboratively with all stakeholders: children, parents, carers, governors, LEA and other external agencies</p> |
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The learning environment is stimulating and well managed

| Expectations of children | Expectations of staff | Examples and strategies |
|--|--|--|
| <p>Know where relevant learning resources are kept</p> <p>Always feel they can ask for help and support</p> <p>Use the learning environment to help them learn</p> <p>Have respect for and utilise the resources around them</p> | <p>To provide an environment that encourages autonomy</p> <p>Provide clearly labelled resources (pictures as well as print) to enable the children to navigate around the classroom.</p> <p>Engaging, up to date and often interactive displays</p> <p>Celebrate the achievement of all pupils</p> <p>The use of appropriate furniture and age related resources</p> | <p>All displays will be fixed, enhanced or replaced if damaged</p> <p>Learning walls, celebrating completed work</p> <p>Working walls showing the process of learning e.g. drafting and editing</p> <p>Subject displays. Key questions to encourage further learning</p> <p>Celebration displays showing individuals and/or groups who have achieved</p> <p>Stickers/rewards/shillings/behaviour charts.</p> <p>Photos showing children learning, having fun, enrichment experiences</p> |

Teaching is purposeful, positive, well paced, varied and stimulating

| Expectations of children | Expectations of staff | Examples and strategies |
|--|--|---|
| <p>Make connections in their work.</p> <p>Complete learning at home: Reading, Bug Club, Abacus</p> <p>Ask questions and respond sensibly</p> <p>To work independently and be confident to "have a go"</p> <p>To know when to seek help</p> | <p>Make learning fun and engaging</p> <p>To teach the new National curriculum and personalise according to the needs of your class.</p> <p>Draw cross-curricular links across subjects. Incorporate the IPC alongside the Creative Curriculum.</p> <p>Value contributions/cultures and provide a curriculum that is reflective of the children you teach.</p> <p>Plan for different learning styles</p> <p>Make learning meaningful and purposeful.</p> <p>Use effective Teacher Assessment to plan next steps of learning for each child. - To give opportunities to learn and develop new skills</p> | <p>Celebrate talents</p> <p>Make use of technologies and computer programmes readily available</p> <p>Personalise learning</p> <p>Use Basics to revisit, reinforce and consolidate learning.</p> <p>All staff will be encouraged and have access to relevant CPD.</p> |

Monitoring of Teaching and Learning will be carried out through formal and informal lesson observations, book looks/book scrutiny, learning walks, computer generated assessments e.g. on Bug Club or Abacus and through dialogue with the children

Lesson observations will be completed in relation to the Teaching Standards. Namely:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach structured lessons
5. Adapt teaching to respond to strengths and needs
6. Accurate and productive use of assessment
7. Manage behaviour effectively to ensure good and safe learning environment
8. Fulfil wider professional responsibilities

Please refer to the observation proforma to seek further information under each heading.

Effective learning should include

- Enjoyment and fun
- Encouraging children to be independent and choose their own strategies for learning
- Opportunities for working individually, in pairs and groups
- Providing activities involving problem solving and creative thinking
- Challenging children to take risks and make mistakes to aid their learning
- Children being aware of their targets for learning
- Using new information and skills in different contexts
- Being challenged in a supportive environment

- Developing / employing learning to learn skills
- Use planning frames for children to structure their work

Effective teaching should include

- All children being actively engaged in the lesson
- Elements of fun, humour
- A good pace throughout
- Appropriate, relevant modeling or demonstration and clear instruction
- Asking challenging questions
- Responding positively to children's questions/answers
- Input using visual, auditory and kinaesthetic strategies
- Leading children to understand and use their preferred learning style
- Peer teaching – explaining to others, peer assessment, talk partners, hot seating, role play etc
- Secure subject knowledge
- Developing pupils skills systematically so they become increasingly independent
- The ability to adapt teaching in light of ongoing assessment
- Instructions and explanations that are clear
- Fully engaging support staff in the teaching and assessment process
- Appropriate use of ICT

We know we are successful when...

Children can share their tasks and explain what and why they are learning

Staff know their class as individuals and can identify children's learning and the next steps needed

In lessons, there is evidence of learning and children are making progress

Classrooms are stimulating and are full of engaged, happy children, eager and motivated to learn.