

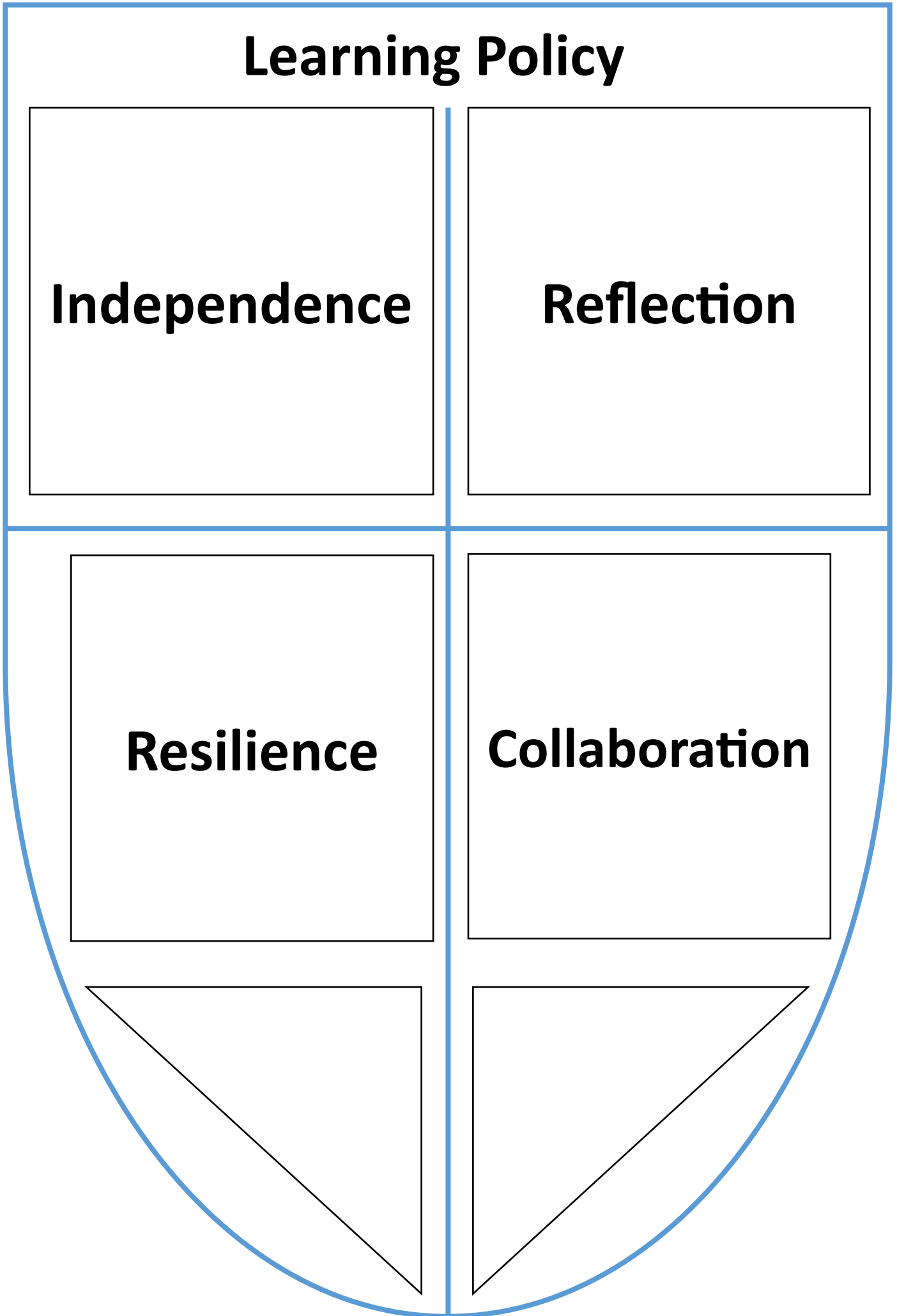
Learning Policy

Independence

Reflection

Resilience

Collaboration



Our Learning Policy

This policy was developed by the children, staff, parents and governors at Swalecliffe Community Primary School through a process of consultation.

Independence, collaboration, reflection and resilience are the four qualities and skills that we have identified as being the most important ingredients for our children to become outstanding learners.

This policy sets out targets for our learners and how teachers will support them to achieve these.

The policy was reviewed and adopted in March 2022.

The policy will be reviewed in March 2026.

Shared Vision

An exciting school where children are healthy and safe in a caring and supportive environment.

A happy, welcoming and inclusive school where communication is highly valued and everyone has a voice.

A school focused on high expectations of pupils' learning and achievements.

Independence

As an independent learner:

- ◆ I can choose what I need to help me with my learning.
- ◆ I know my next steps for learning and take responsibility for achieving them.
- ◆ I can use the success criteria to guide my learning.
- ◆ I can use different approaches and be creative in my problem solving.
- ◆ I use my time well to make progress in my learning.
- ◆ I try to improve my work each time, always trying to do my best.
- ◆ I can ask questions and find out further information when I need to.
- ◆ I can decide how to present my work.
- ◆ I can decide when to work with others or on my own.

Teachers will help me to become an independent learner by:

- ◆ Providing clear guidance and feedback verbally and in books.
- ◆ Displaying Essential Learning and Success Criteria from which to learn.
- ◆ Allowing me to make mistakes but helping me to learn from them.
- ◆ Providing opportunities for me to make choices and do things for myself and offering open ended tasks.
- ◆ Encouraging me to make good use of time and to pace my learning well.
- ◆ Creating an independent, friendly, accessible environment - which is tidy, attractive and well labelled.
- ◆ Making learning accessible to my needs.
- ◆ Teaching me strategies from which I can select.
- ◆ Encouraging a positive/on task learning environment.

Independence

The confidence and ability to think and act for oneself.

‘Thinking for myself’



Reflection

As a reflective learner:

- ◆ I can reflect on things I already know and apply them to new learning.
- ◆ I can take my time and explain my learning.
- ◆ I can explain why this is important.
- ◆ I can evaluate my learning and reflect on how to improve my learning.
- ◆ I can talk about how I learn best.
- ◆ I can explain what went well or not and why.
- ◆ I can think about what to do better next time.
- ◆ I can give useful feedback to others.
- ◆ I take pride in my achievement.
- ◆ I can respond to marking/developmental comments.

Teachers will help me to become a reflective learner by:

- ◆ Praising my efforts and celebrating my achievements.
- ◆ Providing clear advice on how to improve my work.
- ◆ Allowing time for me to respond to verbal and written feedback.
- ◆ Showing me examples of good work and clear expectations.
- ◆ Giving me opportunities to undertake self and peer assessment.
- ◆ Modelling how to learn from mistakes.
- ◆ Encouraging me to set clear and challenging targets for the future.

Reflection

To think about or give careful consideration to tasks and work, deciding how to improve.

‘Reviewing carefully’



Resilience

As a resilient learner:

- ◆ I can reflect on my own understanding and set myself targets.
- ◆ I am brave enough to share my thinking without worrying whether I am right or wrong.
- ◆ I am able to make mistakes and not give up.
- ◆ I can independently access additional resources to support me if I get stuck.
- ◆ I can choose more challenging tasks when I feel confident about my learning.
- ◆ I can problem solve independently.
- ◆ I can listen to advice and ideas.
- ◆ I can accept that there is more than one way of doing things.
- ◆ I can accept that sometimes I might fail.
- ◆ I know how to manage distractions.
- ◆ I realise that others might get there before me.

Teachers will help me to become a resilient learner by:

- ◆ Providing me with time to think about what I have learned and help me to discuss my next steps.
- ◆ Praising my efforts.
- ◆ Providing the resources that I need including those on the working wall and in toolkits.
- ◆ Providing me with tasks that deepen my understanding – challenge me!
- ◆ Teaching me how to work with others, actively listening to their ideas/ suggestions.
- ◆ Setting and agreeing class expectations/ learning behaviours. Establishing an environment of trust.
- ◆ Explaining that the process of learning is as important as the product.
- ◆ Helping me to learn from my mistakes.

Resilience

The ability to recover from setbacks, adapt well to change, and keep going in the face of adversity.

‘Bouncing back!’



Collaboration

As a collaborative learner:

- ◆ I know how to take turns and listen to others' ideas.
- ◆ I can ask questions and make suggestions.
- ◆ I know that working with others will benefit my learning.
- ◆ I can share my learning with others.
- ◆ I understand that everybody learns differently and I can take this into consideration.
- ◆ I know that everybody has a voice or opinion and everybody has a responsibility to use this.
- ◆ I am able to choose the right person to work with; the best person to support my learning.
- ◆ I can work with others to produce joint outcomes.

Teachers will help me to become a collaborative learner by:

- ◆ Giving me opportunities to work in pairs/groups.
- ◆ Using IT to support collaborative opportunities and showcase our work.
- ◆ Developing strategies to encourage all children to have a voice.
- ◆ Being flexible with seating, room arrangements and use of school facilities.
- ◆ Modelling effective collaboration.
- ◆ Valuing all contributions even when we make mistakes.
- ◆ Celebrating different learning styles and finding alternative ways to evidence coverage.
- ◆ Teaching me effective ways to collaborate with others by assigning roles and responsibilities.

Collaboration

Two or more people working together to achieve the same goal.

'Working together'

