

MERE SCHOOL

Learning Policy

This policy is a statement of the aims, principles and strategies for learning at Mere School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

We are committed to helping children develop within an enjoyable, exciting, creative and caring environment.

Our belief is in the positive approach where we build on success, treating each child as an individual and starting with what they already can do. We aim to provide a learning environment in which children are able to achieve their full potential in all aspects of their development - intellectual, social, physical, cultural, spiritual and moral.

Aims

Our aims for learning are that all children will:

- achieve their potential in terms of academic achievement, moral values and spiritual awareness,
- be tolerant and understanding with respect for the rights, views and property of others,
- develop a responsible and independent attitude towards work and towards their roles in society.

Mission Statement

“Working together to do our best”.

This statement will be in evidence around the school. Teachers will aim to develop strong and respectful relationships with children and their parents.

Principles for Learning

- All people have the capacity to learn but do so in a variety of ways and at different rates.
- People learn best when they are self-motivated and confident.
- Relationships influence learning.
- Language in all its forms is a major means by which most people do their thinking and come to understand their world.
- Early experiences of schooling have a fundamental and long term effect on subsequent personal, social and educational development.
- Learning involves all aspects of human development: physical, emotional, spiritual, social and intellectual.
- Learning is a dynamic process involving exploration, practice, mastery and application.
- Learning requires the active involvement of the learner.
- Mistakes and misconceptions are part of the learning process.

Implications for the Curriculum

In order to fulfil the principles of effective learning the curriculum should:

- be based on equal access and entitlement for all learners,
- provide opportunities to build self esteem,
- enable learners to acquire the skills of independent study, self review and target setting,
- build positively on what pupils already know, understand and can do,
- include well structured and sequenced opportunities to develop and extend thinking,
- involve the learner, be relevant and interesting,
- offer opportunities for pupils to be adventurous and creative in their learning and to learn from mistakes,
- offer opportunities for a wide range of theoretical and practical ways of working,
- be based on a large degree of mutual trust and respect between learners, teachers, parents and the wider community,
- include opportunities for pupils to work alone, with other pupils and with adults,
- incorporate opportunities for pupils to reflect on and discuss ideas, listen to others, ask questions and follow their own lines of enquiry,
- provide opportunities from first hand experience using a wide range of resources.

Monitoring and Evaluation

Teachers will regularly review their own teaching to ensure it matches with the Learning policy.

They will share practice and progress in teaching and learning at scheduled staff meetings. This will include the collection of evidence, moderation of work and critical reflection.

The head will make systematic classroom observations and provide written reports based on the criteria identified in this policy. All evaluations will be discussed and used to improve further the quality of learning.

Subject leaders will observe classroom teaching in their designated areas and follow the Subject Leader Policy on monitoring. They will feedback on 'whole school' issues at staff meetings and contribute written reports when required.

LEA advisers will be invited to observe classroom teaching. They will provide both verbal feedback and written reports to the head and teachers.

Governors will continue with and develop their monitoring role. They will receive regular updates on the effectiveness of this policy at their meetings.

Autumn term 2007

Review: Autumn 2010

