

Aims and Implementation

Dussindale Primary School aims to provide children with an educational experience that will allow them to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Learning and Teaching Objectives

Learning and teaching are key functions of Dussindale Primary School.

During their education at Dussindale children will

- Know and respect themselves: their strengths, talents and skills;
- Respect others and build strong relationships both at work and at play;
- Investigate, analyse and understand their world;
- Apply problem-solving skills across a wide range of situations;
- Enjoy life mentally, physically, aesthetically and spiritually
- Become effective, independent, life-long learners making expected or accelerated progress

In order to achieve these objectives children will need:

- The ability to express themselves effectively;
- A sense of security, belonging to the community;
- Self-confidence, a sense of competence, freedom to take risks in their learning and learn from mistakes;
- Opportunities to learn in a way that is natural and makes connections;
- Opportunities to experience deep engagement and prolonged focus;
- Opportunities to work collaboratively with children and adults;
- An appropriate balance of cognitive, aesthetic, physical and social/emotional aspects of learning.

Procedures

Dussindale ensures all staff, pupils, parents/carers and Governors are aware of the aims for Learning and Teaching at Dussindale and that these are consistently applied in order to:

- Promote high quality learning and teaching across the school;
- Raise standards by ensuring consistency and continuity of good quality teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

To support the aims of Dussindale staff should:

- Promote positive relationships between all members of the School community;
- Provide a secure, stimulating environment where all children are supported in responding to the challenges involved in making progress;
- Provide a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Address issues of entitlement to ensure equality of opportunity for all children;
- Promote a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Provide the skills which encourage children to become confident, independent learners,
- Apply the successful learner web.

To support the aims of the School children should:

- Promote positive relationships between all members of the School community; Attending school regularly with a positive attitude, eagerness to learn and behaving in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevere with their learning and take risks, knowing that when they find it difficult they can ask for help;
- Take pride in their work, always trying their best and aiming to get better all the time.

To support the aims of Dussindale parents/carers should:

- Promote positive relationships between all members of the School community;
- Be understanding and supportive of the schools aims in learning and teaching and sign the School's Home-School Agreement;
- Attend and contribute to Teacher Consultation Meetings;
- Support their children with their homework activities including reading, spellings, Treasure Chest/Learning Logs
- Praise their children for the good things that they do in school;



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- Communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

To support the aims of Dussindale Governors should:

- Promote positive relationships between the Governing Body and all other members of the School community;
- Understand and challenge the school's systems for planning work, supporting staff and monitoring progress;
- Understand and question the allocation, use and appropriateness of resources;
- Understand and challenge how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations;

Implementation of the Learning and Teaching Policy

- The curriculum is progressive and covers the programmes of study from the Primary Curriculum 2014 in a long term plan. It is implemented through cross-curricular enquiries and themes relevant to pupil's lives and interests, using a variety of teaching tools to challenge, motivate and engage.

At Dussindale Primary School we believe that children learn best when they are encouraged to become increasingly autonomous learners. They are encouraged to do this by:

- i. Quickly settling to learning opportunities;
- ii. Using their individual learning targets to assess their own work, and those of other children, thinking of ways to improve their work;
- iii. Understanding their learning, steps to success and pace at which they are expected to work to achieve this;
- iv. Having the opportunity to plan and direct their own learning, developing their research skills using a variety of resources;
- v. Having access to clearly labelled resources;
- vi. Building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- vii. Developing an increasing awareness of their spiritual, moral, social and cultural development.
- viii. Managing their emotions and relationships knowing what to do both socially and in their learning;
- ix. Applying the School's Successful Learners Web to their learning.



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At Dussindale Primary School we believe that good teaching is when teachers (and other School staff when applicable):

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation,
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use high order questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Have the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.
- Provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Ensure resources are clearly labelled, so children can access them and use them with increasing independence;
- Deploy the Successful Learner Web in all lessons.

This policy should be read in conjunction with all other school policies.



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Signed _____ Chair of Governors

Date _____

Review Date: November 2017

Successful Learners Web

Dussindale Primary school aims to develop children who are:		In their words...
Enquirers	<p>They:</p> <ul style="list-style-type: none"> maintain and develop natural curiosity; acquire skills necessary to conduct constructive enquiry and research; become independent, self-motivated learners; have a love of learning that will be sustained throughout life. 	<ul style="list-style-type: none"> We are curious. We know how to find out about things. We ask the right kinds of questions. We keep on learning because it's fascinating and fun. Critic
Critical Thinkers	<p>They:</p> <ul style="list-style-type: none"> apply thinking skills critically to approach complex problems; look below the surface; Use reasoning based on logic and deduction. 	<ul style="list-style-type: none"> We look below the surface. We give reasons for our opinions, based on evidence. We use what we know to ask the next questions.
Creative	<p>They:</p> <ul style="list-style-type: none"> apply imagination; generate and extend ideas; suggest hypotheses; Look for alternative innovative outcomes. 	<ul style="list-style-type: none"> We use our imagination. We make suggestions about what might happen if... We try to think of new and different ideas and solutions.
Communicators	<p>They</p> <ul style="list-style-type: none"> Understand and express ideas and information confidently and creatively, using rich language and a variety of modes of communication. 	<ul style="list-style-type: none"> We enjoy learning and using lots of new words. We use the right words at the right time. We speak and write confidently. We put our ideas across in lots of different ways.
Risk-takers	<p>They:</p> <ul style="list-style-type: none"> approach unfamiliar situations with confidence and forethought; Have the independence of spirit to explore new roles, ideas and strategies without fear of failure. 	<ul style="list-style-type: none"> We are not afraid to try things out. We know that powerful learning comes from mistakes.
Ethical	<p>They:</p> <ul style="list-style-type: none"> have a sound grasp of the principles 	<ul style="list-style-type: none"> We know how to work out what is right and fair.



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	<p>of moral reasoning;</p> <ul style="list-style-type: none"> • have integrity, honesty, a sense of fairness and justice; • are assertive, courageous and articulate in defending those things in which they believe; • take responsibility for their own actions. 	<ul style="list-style-type: none"> • We take responsibility for our own actions. • We try to see everyone's point of view
Compassionate	<p>They:</p> <ul style="list-style-type: none"> • show empathy, compassion and respect towards the needs and feelings of others; • Contribute to positive change in local and wider communities and environments. 	<ul style="list-style-type: none"> • We help each other when we are feeling sad. • We think about how we can help the world to be a happy place. • We think about what we can do to help look after our planet.
Open-minded	<ul style="list-style-type: none"> • Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking 	<ul style="list-style-type: none"> • We understand the reasons for our own customs. • We understand that other people have different customs. • We respect each other's differences.
Well-balanced	<p>They:</p> <ul style="list-style-type: none"> • understand the importance of physical and mental balance and personal well-being for themselves and others; demonstrate perseverance and self-discipline; • Develop a sense of inner peace. 	<ul style="list-style-type: none"> • We know that work and play are both important. • We look after our bodies as well as our minds. • We persevere with things we find hard. • We love ourselves!
Reflective	<p>They:</p> <ul style="list-style-type: none"> • give thoughtful consideration to their own learning and personal development; • Are able to analyse their strengths and weaknesses in a constructive manner. 	<ul style="list-style-type: none"> • We know what we are good at and what we need to work on. • We think about what we want to learn next.
Collaborative	<p>They</p> <ul style="list-style-type: none"> • Understand the benefits of collaborating in a community to learn play and solve problems with others. 	<ul style="list-style-type: none"> • We work together so that we can learn from each other. • We use each other's strengths to get a better result.
Responsive	<p>They:</p> <ul style="list-style-type: none"> • exhibit an individual touch in responding to a wide variety of stimuli; • Develop a sense of awe and wonder at the richness of life. 	<ul style="list-style-type: none"> • We know ourselves very well. • We develop our own style. • We think that life, the universe and everything are really amazing!



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