

Eastgate Academy Learning Policy



Eastgate Academy

We believe children learn best when they feel safe and secure. We aim to offer an outstanding education that encourages each child to be the best they can be. We recognise individual talents and develop confidence so every child is motivated, inspired and enjoys learning.

Aims and Values

- A safe and happy environment to provide the opportunity for each child to reach their potential and recognise high aspirations
- An ethos of nurturing and caring, appreciating different qualities and recognising each child as an individual
- Exciting learning opportunities that will develop knowledge and skills, both academic and social, to prepare children for the future
- A secure yet challenging atmosphere where children feel confident and self-motivated to take risks and so become active and independent learners
- Outstanding teaching and support to bring about an inspiring, imaginative and innovative curriculum

Our definition of learning

Learning is a continual process by which we gain knowledge and skills in an engaging and creative way within a challenging, secure environment. Learning is about creating meaning from experience.

Drivers – these are what we strongly believe should be the basis of our curriculum

- Community – local, national, international
- Problem solving and challenge – all topics start with a big question
- Practical, creative and based on real experiences and interests
- Children steer the curriculum

Behaviours

- Resilience
- Risk takers
- Thinkers
- Respect
- Reflect
- Independence
- Active/motivation

Resilience – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none">• Getting things wrong leads to better understanding• The process of learning	<ul style="list-style-type: none">• Pushing towards a target• Accepting failure and being able to accept it	<ul style="list-style-type: none">• How can I ?• What rethinks have made my learning better?

<p>is as important as the outcome</p> <ul style="list-style-type: none"> • Learning should be challenging • There will be highs and lows • I enjoy it being a challenge 	<p>happens</p> <ul style="list-style-type: none"> • Learning from failure • Rethinking • Considering • Using trial and error • Trying again • Confident to pick themselves up after a failure 	<ul style="list-style-type: none"> • I can get better at this • If I practise more • Can I try... • I don't fail, I rethink..
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Risk takers – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • It doesn't matter if I get it wrong • I can solve the problem • I can try • I want to find out more for me • Things usually turn out ok in the end • I want this to happen it's my choice. 	<ul style="list-style-type: none"> • Giving it a go • Sharing learning • Good in groups • Lots of effort • Trial and error • Not phased if they get it wrong • Listen to others and share willingly 	<ul style="list-style-type: none"> • What if.. ? • Let's try this.. • What shall we try next...? • What now....? • I need to find out how to make this happen.

Thinkers – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • I can solve any problem • Believe that they have the strategy to solve a problem • My own thoughts are valuable • Time to think is needed • There's more than one way to do this 	<ul style="list-style-type: none"> • Use heuristics • Make connections • Add and contest • Accept I might be wrong • Change opinion • Use thinking time • Identify strategies • Talking with others and working through ideasq 	<ul style="list-style-type: none"> • What about • I think • What if • How • Why • How else

Reflect – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • I can identify how to make improvements • Take active thinking time • Believe they need to evaluate • I can always improve • I can always learn 	<ul style="list-style-type: none"> • Use targets • Evaluate work • Identify improvements • Link prior knowledge • Recognise others achievements • Take pride in own achievement 	<ul style="list-style-type: none"> • I can use this • This didn't work • What might be better is • Because • Next time I should • This has gone well... • My next step..

something new <ul style="list-style-type: none"> • Learning is on going • I can control my learning 		
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Respect – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • My opinion will be valued • Everybody has a right to an opinion • Not everyone is going to think the same as me • It's okay to think differently • You can change your opinion 	<ul style="list-style-type: none"> • Mutual respect – child to child, adult to child, child to adult, adult to adult • Active listening • Confident and happy to express opinion • Be considerate of other opinions • Respectfully disagree • Adapt and change opinions • Ask for feedback • Add and contest • Good manners 	<ul style="list-style-type: none"> • I accept you think x but what about • I hadn't thought about that ... • That's an interesting thought.. • What do you think?

Active/Motivated learners – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • The responsibility for learning – they have a role to play • Take initiative with their learning • Take pride in their work • Want to learn • Enthusiastic • Believe it's for them • Best effort is important • Motivated • Enjoy learning 	<ul style="list-style-type: none"> • Completing tasks eg homework • Involved deeply in tasks • Go above and beyond to find out • Taking learning beyond the classroom, bring in learning from home • Involve parents • Share willingly with the class • Willing to give it a go • Know and use targets • Know why they have targets 	<ul style="list-style-type: none"> • I am responsible for my learning • I need to know • Can I share • Can I show mum • Can we learn about • Can I find out about • My targets are • What's my next step?

Independence – if someone is very skilled in this dimension of learning

What would they believe?	What would you see them doing?	What would you hear them saying?
<ul style="list-style-type: none"> • they can help 	<ul style="list-style-type: none"> • Accessing resources 	<ul style="list-style-type: none"> • I can do it

<p>themselves to a large extent</p> <ul style="list-style-type: none"> • I can solve the problem • I know when and who to ask • I can do this • 	<ul style="list-style-type: none"> • Self-initiated learning • Listening to each other • Co-operation • Collaboration • Asking bigger questions • Adapting if wrong, trying another way • Using different strategies if stuck 4B's • "Magpieing" ideas • Planning and achieving • Asking to adapt the learning to them 	<ul style="list-style-type: none"> • I know how to find out • What if I • Next time I will • How about • What happens if
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Non negotiables – this is what you would expect to see in every lesson throughout the school day

- Visible progress
- Engagement with learning
- Clear learning intentions and success criteria (not always shared with the children)
- Reflection – both within the lesson and recorded in a week “How have you been the best you can be?” “What have you learnt this week?”
- High expectations
- Differentiation
- High quality feedback

Discussed, written and agreed by staff – September 2015.