



WOOTTON PARK

'Ipsum quod faciendum est diutius'

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Author	Dan Rosser/ Jenn Watts
Governor Link	Andre Gonzalez De Savage
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Learning Policy

Wootton Park School Learning Charter

The Wootton Park School Learning Charter is the school's shared expectations of what constitutes excellent learning experiences. Teachers and learners meeting these expectations are actively working towards creating the 'best lessons' that typify an Outstanding School. It also forms the basis of the lesson observation framework.

Wootton Park School Learning Mission

In our effective learning environment, we will see motivated, self-aware learners excited and actively engaged in a variety of challenging and memorable learning experiences. We will see each individual learner working towards regularly reviewed targets and finding a personal learning route, which is influenced by their preferred learning style. In this environment, all learners will act with respect and self-control.

As a learner at Wootton Park School, I have the right:

- ✓ to be supported in my learning through a variety of strategies including coaching;
- ✓ to equal access to learning experiences;
- ✓ to enjoy learning and be excited by it;
- ✓ to be challenged in my learning;
- ✓ to improve my thinking and learning skills;
- ✓ to be encouraged and respected;
- ✓ to be (emotionally) healthy.

As a learner at Wootton Park School, I have the responsibility:

- ✓ of attending regularly;
- ✓ to be properly equipped;
- ✓ to behave appropriately to enhance learning for all;
- ✓ to be committed to fulfill my potential;
- ✓ to contribute to the whole school learning experience.

At Wootton Park School our Vision for Learning is:

- ✓ Intelligence is multi-dimensional and we are all intelligent in different ways;
- ✓ Schools and educators work in complex networks;
- ✓ Learners are adaptable to changes within and beyond school life;
- ✓ Learners feel they belong to a purposeful learning community;
- ✓ Learners experience personalised learning;
- ✓ Learners are optimistic about their future.

Towards A Definition of Learning

	Shallow Knowledge (What?)	Deep Thinking (How?)	Profound, Using & Creating (Why?)
Means	Memorisation	Reflection	Intuition
Outcomes	Information	Knowledge	Wisdom
Evidence	Replication	Understanding	Meaning
Motivation	Extrinsic	Intrinsic	Authentic
Attitudes	Compliance	Interpretation	Creativity
Relationship	Dependence	Interdependence	Independence

Definition of Curriculum

The sum total of learning that each member of our community engages with.

Key Principles:

For Learners it means:	Things are going wrong if:
<ul style="list-style-type: none"> • Learners will have their individual needs addressed in and out of school; • Support is coordinated to enable learners to succeed whatever their talent or background; • A safe and secure environment in which to learn, with problems effectively dealt with; • A real say about their learning; • Having their individual needs addressed, both in school and extending beyond the classroom and into the family and community; • Learners all have an individual coach. 	<ul style="list-style-type: none"> • Learners have to fit into school structures; • Learners are generalised; • Only learners of a “type” generally succeed; • Groups of learners suffer low expectations; • Learners feel unheard; • Learners do not exhibit control over their learning.

For Parents and Carers it means:	Things are going wrong if:
<ul style="list-style-type: none"> • Regular updates, that give clear understanding of what their child can currently do, how they can progress and what help can be given at home; • Being involved in planning their children’s future education; • The opportunity to play a more active role in the school community and know their contribution is valued; • Parents attend mentoring meetings 	<ul style="list-style-type: none"> • Mentoring is unsuccessful; • Parents do not know what learners need to do in order to improve; • Parents are not informed of future choices; • Targets are unsuitable, inappropriate and not based on knowledge, skills or understanding

For Professionals it means:	Things are going wrong if:
<ul style="list-style-type: none"> • High expectations of every learner, giving the confidence and skills to succeed; • Access to and use of data on each learner informing teaching and learning, with more time for assessment and lesson planning; • Opportunities to develop a wide repertoire of teaching strategies, including ICT; • Access to a comprehensive CPD programme; • Professionals recognise and take responsibility for impact of their role on learning and learner outcomes; • Opportunities to develop a range of skills that facilitate learning. 	<ul style="list-style-type: none"> • Learners don't feel responsible for their own learning; don't know how to improve, set their own targets. • Teachers cannot personalise learning because they do not know an individual's learning journey; • They do not plan lessons with regard to individuals but with regard to whole groups; • Lessons use only limited teaching strategies and do not regularly utilise E-learning; • Teachers cannot personalise their own learning; • Professionals are not supported in developing best practice; • Professionals do not take responsibility for their learners learning or outcomes.

For Schools It Means:	Things are going wrong if:
<ul style="list-style-type: none"> • A professional ethos that accepts and assumes every learner comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations; • A determination for every learners' needs to be assessed and their talents developed through diverse teaching strategies; • There is a comprehensive programme of CPD that supports personalised practice, recognises barriers and overcomes them. 	<ul style="list-style-type: none"> • The school expects its learners to fit into the structures it determines; • Learners do not experience all aspects of assessments for learning; • Staff and systems ignore learners' needs.

What We Will See at Wootton Park School?

- The diagnosis and profiling of learning styles, aptitudes, dispositions and preferences supported by mentoring and developmental strategies;
- Challenge within each learners' curriculum;
- A "cognitive curriculum," e.g. cognitive strategies – problem solving, analytical thinking creativity, reasoning, organising information, memory, persistence and, crucially, negotiation and choice;
- The development of social learning skills e.g. listening, cooperation and collaboration, small group learning, team learning, negotiation, mentoring and coaching;
- Access to coaching and development as a mentor and coach;
- Diverse choice in the curriculum by extending the definition of curriculum;
- Use of ICT to:
 - Ensure continuous access to learning through a school intranet
 - Support development of the cognitive curriculum
 - Support peer and self-assessments
 - Self-manage progression
 - Support coaching
 - Build support networks
- Flexibility into the school day so that there is choice as to what, when, where and how something is learned.
- The creation of sophisticated monitoring and self-monitoring procedures;
- The creation of consultative and participatory strategies, including the learner voice, to ensure learner engagement in learning;
- The development of flexible assessment strategies;
- Learners who are healthy to learn.

The Effective Learner

“The effective learner knows how to learn and has a disposition to do so. She can identify, on her own, and/or with others, a problem, analyse its components and then marshal the resources, human and non-human, to solve it.

She continuously questions herself and others as to whether she is employing the best methods. She can explain the processes of her learning and its outcomes to her peers and others, when such a demonstration is required.

She is able to organise information and, through understanding, convert it into knowledge. She is sensitive to her personal portfolio of intelligences.

She knows when it is best to work alone, and when in a team, and knows how to contribute to and gain from teamwork. She sustains a sharp curiosity and takes infinite pains in all she does.

Above all, she has that security in self, built through a wide and deep set of relationships and through her own feelings of worth fostered in part by others, to be at ease with doubt, and to welcome questioning and probing of all aspects of her knowledge.”

(Christopher Bowring-Carr) 2002