

## **The Petersfield School Learning Policy**

The Petersfield School vision is to become a world class school at the heart of our community where all are happy, valued and challenged to perform to the highest standards. Central to this vision is the strategic intent to create for our students *a highly personalised, dynamic experience with a relentless focus on learning.*

Professor David Hargreaves defines ‘deep learning’ as being secured when, ‘through personalisation, the conditions of student learning are transformed, so that the student becomes, “*an articulate, autonomous but collaborative learner, with high meta-cognitive control and the generic skills of learning...*”

This policy sets out the ways in which, at TPS, we will create the conditions necessary for deep learning to take place. The policy is accompanied by two additional documents: *Learning Policy – the role of the teacher* and *Learning Policy – the role of the student*, which seek to articulate what is expected of staff and students in the collaborative creation of highly effective learning and exceptional progress.

### **Staff Recruitment, Deployment and Development**

In order to ensure the best quality teaching for our students, we will:

- recruit and nurture teachers who are ‘risk takers’ and innovators, who set high standards for themselves and their students, who are inspiring and make learning fun;
- provide high quality induction for all new staff, with a focus on the highest standards of classroom practice and lesson delivery;
- create a climate of improvement, in which classroom based action research and peer review are encouraged and rewarded;
- develop a programme of personalised continuous professional development for all staff;
- provide high quality, rigorous performance review for all staff;
- constantly re-define and review the role of associate staff so that teachers are enabled to focus on learning and progress.

### **Lesson Planning and Delivery**

Teachers at TPS are expected to make every lesson count. In an ideal lesson, enthusiasm and enjoyment will pervade the classroom. Students will be able to articulate, at the end of a lesson, what they have learned and what progress they have made. Teachers and other classroom based staff will use every opportunity to check that learning is taking place and progress is being made by all students. We will ensure that:

- teachers plan learning and progress based on students’ prior attainment and with challenging targets in mind, so that lessons are responsive to the diverse learning needs of all students;
- teachers’ subject, curriculum and pedagogic knowledge is extensive and reflects current best practice both locally and nationally;
- teachers are trained and empowered to embed personal learning and thinking skills into the curriculum and into individual lesson objectives;
- teaching plans for a wide range of learning styles, so that opportunities to learn are diverse and engaging for all;
- through their learning, students can make practical connections to the wider world and prepare for their future economic well-being;

- students with additional and specific learning and / or behaviour needs are specifically catered for through planning, collaboration with the Additional Learning Centre, and effective deployment of additional adults in learning and behaviour support roles;
- Individual Education Plans and Individual Behaviour Plans are written in partnership with students and their families, read by all staff and adhered to;
- lessons challenge all students to think, to talk and to engage actively in their learning and progress, through activities which are stimulating and interactive;
- lessons provide equal opportunities for all to participate and make progress, with no individual or group allowed to dominate;
- planning takes account of the exceptionally able student, providing choice, variety and challenge to meet their particular needs;
- student voice has prominence in lessons, because there is ample provision for structured talk through paired and group work and teacher talk does not dominate;
- lessons are characterised by a climate of mutual respect, where expectations are high and there is an insistence on high standards of behaviour;
- achievement of all kinds is valued through praise, public recognition and reward;
- staff and students utilise new technologies so that digital literacy is developed for all;
- the physical environment is stimulating and supports learning and progress through dynamic and interactive resources, displays and materials.

## **Curriculum Provision**

Effective learning is an active process and centred on the learner taking responsibility for their own learning and progress, their ability to exercise choice, set goals, be resourceful and work independently. We will continue to review and evaluate our curriculum to ensure that it continues to offer outstanding provision. This will include:

- developing students' capacity for 'deep learning' through embedding the personal learning and thinking skills, helping them 'learn how to learn';
- providing students with a language for learning and opportunities to use it, so that they ask questions, voice opinions, talk confidently about the learning process and their own learning styles;
- accelerating the curriculum where appropriate for individuals, year groups, or throughout a key stage;
- responding to changes to the national curriculum and GCSE syllabuses swiftly and effectively;
- adapting and personalising provision continually to meet the needs of students at risk of disaffection or under-achievement;
- working closely with local and national partners to provide leading edge personalised pathways in the 11 – 19 curriculum, including a diverse and exciting vocational programme;
- developing community cohesion through the promotion of equalities and the elimination of discrimination through curriculum planning, choice and delivery;
- ensuring that students understand and value diversity locally, nationally and internationally (develop as effective global citizens);
- investing in and implementing proven ICT resources so that digital technology is fully utilised and exploited to maximise learning and progress for all;
- maintaining a programme of home learning that fosters independent planning, personal accountability and extended study;
- showing students how to devise personal learning and progress plans and carry them out independently;
- building into the curriculum opportunities for students to devise their own tasks, take risks and work outside their comfort zones;
- promoting and rewarding instances of independent, self motivated learning and their outcomes.

## Student Voice

Highly effective learning is a collaborative process. Student voice is an integral feature of review and development at TPS. We will continue to seek every opportunity to collaborate with and listen to our students in order to maximise their learning and life chances. Specifically, we will:

- continue to develop and embed the *Pupil Panel* programme, so that students are given real opportunities to engage in learning and curriculum development and to make meaningful contributions to classroom practice;
- make 'learning conversations' an embedded feature of classroom practice, so that students expect to talk confidently about their learning and progress, to articulate what they are learning and why, what level or grade they are working at, and what they need to do in future to improve their personal performance;
- give students choices and help them to make wise decisions based on their awareness of themselves as learners;
- engage with the Junior Leadership Group in developing ways to enhance and enliven the learning experience at TPS.

## Setting and Achieving Aspirational Targets

Data collection and analysis at TPS is for the sole purpose of improving student aspirations and outcomes.

- All targets set for the whole school will be 'upper quartile' targets, so that our ambition of becoming a high performing specialist school is realised.
- All teachers will be expected to monitor student progress against prior attainment and towards challenging targets. Teaching and assessment practices will reflect this approach and make effective use of local and national strategies to improve performance (such as **APP** – *Assessing Pupil Progress*).
- Assessment for Learning will be embedded in all classroom practice and effective in raising standards of achievement.

## Assessment for Learning

*Assessment for Learning transfers to the student much of what has conventionally been seen to be the professional property of the teacher: the learning objectives and learning outcomes of a lesson or activity; the standard of work expected; and the criteria by which the quality of the work is judged. AfL is not an occasional teacher activity that comes at the end of a piece of student learning, but rather a complex joint activity between student and teacher. (Personalising learning – 2 David Hargreaves 2004)*

At TPS, this means that:

- criteria for assessment must be habitually and explicitly shared with students, so that they are able accurately to evaluate their own and others' performance and explain how to improve;
- students have ownership of their individual targets, know what they are based on and what to do to achieve or exceed them;
- students are able to see and explain the purpose of a lesson and its place in the 'bigger picture' of their learning and progress.

## **Culture and Creativity**

TPS aims to be a genuinely outward reaching, world class school. Our curriculum, whole school ethos and wider community participation will aim to:

- foster students' self-esteem and help them build positive relationships with other people;
- understand and respect cultural diversity and, in so doing, promote positive attitudes towards other people;
- help students grow into reliable, independent and confident world citizens;
- fully realise the potential of our Performing Arts status, so that creativity confidence is encouraged and developed in both staff and students and opportunities to explore diversity, creativity and culture are exploited.

## **Parents**

Parents play a critical role in developing their children's attitudes to learning and progress. We will work in partnership with parents to ensure that this learning policy is genuinely effective for every student at TPS. This will involve:

- keeping parents fully informed by all means available (including increasingly open access via electronic media) of their child's progress and attainment;
- using all communications with parents, formal and informal, to maintain a focus on learning and achievement and to remove any perceived barriers to success;
- communicating good news of success and progress to parents as frequently as possible, at subject, form, House and whole school level.

We expect parents to support us in the implementation of an effective learning policy by fostering positive and aspirational attitudes to learning and achievement in their children by:

- promoting excellent attendance and punctuality;
- giving positive support and providing, where possible, an environment supportive of study at home;
- ensuring the completion of homework and coursework;
- ensuring that they are fully equipped for school.

## **Governors will ensure the effective implementation of this policy by:**

- monitoring and approving the effective allocation of resources, including ensuring that the school buildings and premises are best used to maximise innovation and highly successful learning and progress for all;
- ensuring that staff development and performance review promote dynamic and effective learning and progress;
- taking account of students' views (for example, via the JLG) about how they are learning and progressing;
- receiving departmental review feedback, both as link governors and by reports to School Committee;
- monitoring, through link governance, reports from senior staff and policy review, the effectiveness of teaching and learning strategies in raising standards, achieving targets and realising our aim to become 'world class'.

## **Monitoring and Evaluation**

The effectiveness of the Learning Policy will be monitored through whole school self evaluation systems and external monitoring, such as School Improvement Partner visits and Ofsted inspections. First responsibility for the effective implementation of the policy lies with Heads of Department and Faculty, who will report its success through line managers, using:

- lesson observations (peer review, performance review, 'drop-in' etc.);
- student evaluation, in particular through student panels and the Junior Leadership Group;
- line management meetings;
- the departmental Self Evaluation Form;
- the Departmental Review and Action Plan.

Policy proposed by: Chris Raeside

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