


Learning at St Denys Primary School					
<b>Learning Powers</b> The learning behaviours we encourage our children to develop throughout our school.  Our Learning Powers also reflect the cooperative principles of the REACH Trust	<b>Respect</b> Being kind and respectful to everyone Knowing and understanding British Values and how they relate to me and my learning: tolerance, the rule of law, individual liberty, democracy and mutual respect.  <b>Care, democracy, equality, equity, social responsibility</b>	<b>Resilience</b> Not giving up! Carrying on in the face of difficulties Accepting that learning can be a slow and uncertain process Learning to manage distractions, becoming absorbed to achieve success  <b>Self Help, Self responsibility</b>	<b>Resourcefulness</b> Being able to use a range of learning strategies and what to do when I get stuck Drawing on the full range of resources to support learning Questioning, making links, imagining and reasoning to find a learning pathway to success  <b>Self Help, Self responsibility</b>	<b>Reciprocity</b> Being able to learn with and from others as well as on my own Collaborating effectively Respecting and recognise other view points Constructively adopting effective learning strategies used by others Showing empathy and understanding  <b>Honesty and openness, solidarity, care, democracy</b>	<b>Reflection</b> Thinking about myself as a learner and how I might be able to do this better Using the planning process to support learning Revising plans and seeing new opportunities Showing flexibility Being able to talk about the learning process  <b>Self responsibility, honesty and openness</b>
<b>Curriculum Drivers</b> Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	<b>Well Being</b> Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	<b>Creativity</b> Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	<b>Communication</b> Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	<b>Choice</b> Our curriculum provides children with the knowledge, skills and understanding to make informed choices	<b>Challenge</b> Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it
<b>Professional Values</b> Consistent features of teaching and learning that foster good outcomes for all	<b>Positive culture</b> High quality relationships are fostered across the school, so that children feel seen and celebrated for who they are and what they achieve. As a school community, we celebrate achievements of our pupils in all aspects of learning, in and out of school. Through our Learning Powers, children are encouraged and supported to recognise and celebrate their own achievements and successes.	<b>Learning Behaviours</b> We have high expectations of all members of our school community which are shared through our School Agreement. Through our Learning Powers we explicitly teach children how to learn. Clear and consistent routines and expectations support children to make appropriate learning choices. Individual needs are taken account of and supported. We want our children to leave our school not only with good outcomes but also the skills, values and attitudes that will help them succeed in the next stages of their learning journeys.	<b>Assessment for Learning</b> Using a range of strategies including questioning and observation, teachers gather feedback and assessments, using this information to enable them to adjust their teaching both within and across sequences of lessons. Children are provided with timely and purposeful feedback that furthers their learning. Children are actively engaged in assessing their learning, including collaboratively through working with their learning partners. Teachers focus on what children can do rather than what they can't and starting points meet learners where they are.	<b>Modelling</b> Lessons are based on clear modelling to pupils of what is expected. This is exemplified through use of 'Wagolls' and clear representations, frameworks or structures to support learning. Practical resources are provided to support pupils and children demonstrate independence in selecting and using appropriate resources. Specific, technical vocabulary is explicitly taught. The learning environment reflects and supports what is being learnt.	<b>Purposeful Learning</b> Learning is purposeful and relevant to the needs and interests of pupils. Links between previous, new and future learning are made explicit and learning is revisited to support long term retention of new learning. Teachers plan a coherent sequence of learning both within and across lessons. Teachers plan opportunities for a variety of learning activities across the curriculum.
<b>Teaching and Learning</b> The underpinning principles that guide all planning, teaching and assessment in English, Maths and the wider curriculum	<b>English including Early Reading</b> High quality talk Systematic teaching of reading as soon as children start school Use of high quality texts Writing across the curriculum and with a clear purpose High quality modelling and subject knowledge Integrating teaching of spelling, grammar and punctuation Explicit teaching of proof-reading, editing and drafting skills	<b>Mathematics</b> Coherent learning journeys building in small steps Mathematical talk and reasoning Use of representation and structure Development of fluency Careful and planned variation of task exposing the structure of the mathematics Deep and sustained learning and conceptual understanding Development and refinement of problem solving and reasoning skills		<b>Curriculum</b> Planning overviews set out the learning journey Learning resources build and sustain engagement Purpose of learning driven by subject specific intent Proof of progress tasks enable children to showcase their knowledge and promote long term retention Dashboard learning keeps skills and knowledge current and supports long term retention 'Characteristics of' promote subject specific skills development and enable children to understand each subject beyond school-based learning Explicit focus on language and vocabulary	

