Principles of learning at Sandringham Primary School

This document outlines the key principles of learning which we follow at Sandringham Primary School. These principles guide our teaching and learning, shape our school curriculum and demonstrate our school ethos.

Principles of learning	What would this principle look like at Sandringham?	Key research/ evidence to support this principle
Engagement **Children engage with learning opportunities when they find the curriculum relevant, enjoyable and fun**	● The children show enthusiasm and excitement when discussing their curriculum. ● Engagement during lessons is high. ● Learning projects at home are completed with pride and involve parents/carers. ● Topic outcomes are of a high quality and have a genuine purpose/audience. ● Teachers aim for children to have some control over what they learn and how they present their learning. ● The curriculum reflects the children in the school – their cultures, interests and aspirations. ● Children have access to a whole education, with a wide range of subjects taught and valued and trips and visitors integrated into topics.	Spirals project Pupil interviews Ken Robinson - creativity in schools
Assessment for Learning **Children are more likely to succeed and achieve the highest standards when assessment is used by learners and their teachers to decide where they are at in their learning, where they need to go and how best to get there.**	● Through discussions with the teacher, children have a clear understanding of their next steps and can articulate what they need to do to achieve them. ● Teachers are able to share previous successful outcomes or examples of model work with the class. ● Children are able to articulate what they need to do to be successful. ● Staff have a good understanding of critique and this is embedded in lessons. ● Children are able to identify their next steps via a critiquing process. Models and strategies for critique are used effectively. ● Mistakes are seen as opportunities for learning. ● Children are able to articulate what they have done to improve their work. They are able to talk about their successes and reflect on previous learning.	Ron Berger – leaders of their own learning Shirley Clarke – Assessment for learning Learning ladders
Mindset, the attributes and metacognition **Children are more likely to learn well if they develop a growth mindset and can speak clearly about their thinking, the strategies they use and the process of learning.**	● All children know what a growth mindset is. ● The school has a consistent language used to discuss learning so that children build a vocabulary around metacognition. ● Parents are informed about growth mindset and the attributes. ● Children are able to articulate their ideas, thoughts and learning processes clearly. ● The attributes help children to assess and discuss their learning ● The school environment promotes growth mindset, attributes, thinking skills etc, ● Children are able to identify the skills they have learnt in a lesson, unit or topic. ● Learning journey displays are used to discuss learning with the children. ● There is support in place for children who struggle with learning behaviours and mindset	Carol Dweck - Mindset Metacognition – Sutton trust Guy Claxton and Bill Lucas - Building Learning Power Barry Hymer

Mastery **Children should be given opportunities for mastery so that they can deepen their understanding.**	In mathematics: ● Mathematics Lessons follow a clear sequence (as highlighted in the staff handbook) ● Anchor tasks will provide the opportunity for children to talk to each other to help them develop their mathematical thinking as well as question and challenge each other. ● Children will be using the correct mathematical vocabulary when discussing their work. ● Children's workbooks will show progression through the areas taught and reasoning and explanation will be clear in children's journalling and written reflections. ● Independent work and intelligent practice will allow children to become fluent mathematicians. Across the curriculum: ● Planning shows that teaching does not rush from one thing to the next but encourages children to deepen their learning by exploring it in different contexts, making connections and using higher order thinking skills. ● Teachers think about how to move children towards the mastery characteristics of being a geographer, scientist etc and this is reflected in planning. ● Time is given for improving and redrafting work ● There are opportunities for higher order thinking and ● Children are supported to understand connections with other learning ● Learning is never final, progress is the widening and deepening of essential knowledge and skills, not ticking an objective off a list.	CPA approach (Concrete, pictorial, abstract) based on the research by Bruner. Richard Skemp Jean Piaget Bloom's taxonomy
Oracy **Children's life chances are improved if they are able to articulate themselves well.**	● There is a clear framework for thinking and talking about oracy. ● There are shared expectations for oracy ● There are opportunities to develop speaking skills across all curriculum areas as well as in P4C and drama ● Children speak clearly and confidently in a range of situations ● Children are given opportunities to debate, present, discuss and act in role. ● Oracy training is undertaken by all staff	School 21 - University of Cambridge Robin Alexander Aidan Chambers Bruner
Technology **To be successful in a digital world our children need to be confident in using a range of technologies to support their learning.**	● Children have a wide range of opportunities to use various technologies across curriculum areas. ● Staff are trained and confident in using technology. ● Technology in school reflects the endless opportunities to connect and communicate with instant success.	Google apps for education Google classroom
Values and Responsibilities **British values need to run through the curriculum and children need to have opportunities and responsibilities which enable them to explore and demonstrate these values.**	● Teachers, children and parents have a shared vision of values and responsibilities ● Children have the chance to take on important responsibilities during their time at school e.g. sports leaders, school council, librarians ● Diversity is celebrated and tolerance of others is promoted ● Children respect one another, staff and the school. ● School events and strategies such as peer reading and cross phase projects foster a sense of community across the school. ● Behaviour is exemplary. ● Assemblies provide opportunities for collective worship and reflection on values and moral issues. ● Children have a sense of responsibility towards one another and help each other to succeed.	Action for Happiness Prevent Duty 2015 Promoting fundamental British values as part of SMSC in schools, 2014 Parent questionnaires identified that morals and values are one of the things parents most

This will enable children to become well rounded citizens, who will make the right choices for themselves, their community and the wider world.	● Children make meaningful links with their wider community. ● Bullying and extremism are explicitly discouraged and their impact explored. ● Children understand the rule of law and the values of democracy	want their child to learn at school.