Scoill yn Jubilee Encouraging Learning Policy Document

Aim
This policy aims to

Policy creation
This policy was created in consultation with all teaching and support staff at Scoill yn Jubilee.

Policy links
This policy should be read in conjunction with SyJ's Assessment and Marking Policies .

Glossary of terms used in this policy

At Scoill yn Jubilee we believe our core purpose is to help children learn how to learn. We see three major parts to learning; knowledge, skills and attitudes.

How we value and recognise learning at Scoill yn Jubilee

What is it that we do at Scoill yn Jubilee?

Knowledge, skills and attitudes

We believe that knowledge, skills and attitudes play a role in the learning process:
- knowledge is the familiarity with information, concepts, facts, ideas, theories and practices in different subjects
- skills are the abilities to carry out actions needed to increase understanding and achieve excellent performance
- attitudes are the attitudes towards learning such as curiosity, open mindedness, determinations
- in each lesson teachers emphasis two or three of these parts of learning
- teachers model good learning habits, such as making mistakes, we believe that children adopt the attitudes of adults around them

At SyJ, this is what we do to develop knowledge, skills and attitudes
- we talk about the attitudes that help the children to succeed during and at the end of lessons
- we talk about the attitudes of famous people past and present and fictional characters in books and how they have influenced their achievements
- we talk about progress individual children have made in developing their *knowledge, skills and attitudes* and we focus on learning goals to improve personal bests rather than comparing or ranking children
- we teach self control by giving children opportunities to 'save up' for rewards using Jubilee cards
- we encourage children to think creatively and solve problems by...
- we increase children's motivation to acquire knowledge asking them what the want to know and what they think they should know at the start of a topic and by asking them to carry out research at home
- we believe children will put effort into acquiring *knowledge, skills and attitudes* if they want to achieve (motivated) and they expect to achieve (growth mindset)

<u>Rapid Learners: catering for all abilities</u>

We believe that Rapid Learners could have:
- a disengaged or disruptive approach to their learning (could they bored, or finding learning to be 'too easy'?)
- a disparaging approach towards other children, adversely affecting their relationships
- an inclination to rush through work, making unnecessary mistakes
- a lack of resilience - they could struggle with problem solving and they could have a fear of failure (this can sometimes be exacerbated by parents who tell their children how 'clever' they are)
- social and emotional difficulties
- difficulties in applying their learning in different contexts
- a particular strength in a particular aspect or area of the curriculum

We identify Rapid Learners:
- through teacher observation
- through regular (termly) pupil progress meetings
- by tracking, using Pinks and Greys
- by tracking through target sheets
- in consultation with parents/carers
- in consultation with the SyJ SENCos

At SyJ, this is what we do and when we do it with regards to Rapid Learners:
- plan for rapid-learners at the medium and short term stage (identify rapid learners on MTP, plan for differentiation within lessons on STP)
- differentiate classroom challenges (including a weekly 'super' challenge)
- plan continuous provision opportunities to stretch children
- weekly 'rapid-learner' groups in assembly time (Infant-site only?)
- stretch children through quality dialogue and high expectations
- discuss rapid-learners at termly pupil-progress meetings
- reference and use of DEC 'Rapid Learners' booklet

<u>Growth Mindset</u>

We believe that children with SEBD could have:
- difficulties in accessing or coping in a learning environment without support
- difficulties with trusting adults
- difficulties with concentrating / motivation to learn
- lower than expected attendance at school
- a fear of failure
- difficulties recognising appropriate behaviour and the boundaries involved
- difficulties with following school rules and expectations
- parents who have difficulties in recognising the issues that their children have
- a dependance on adult support/intervention in school

We identify children with SEBD:
- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including Boxall Profiles, SDQs, Burnett Self-Scale assessments, observations and notes, ASD profiles, Social Inclusion Survey data.
- through conversations with parents/carers

- 'record of initial concerns' completed and passed to Nurture staff

At SyJ, this is what we do and when we do it with regards to children with SEBD:
- take advice from EdP team
- maintain strong links with the ESC
- maintain a core of TeamTeach trained staff
- SESO/ESO classroom support
- Nurture intervention
- classroom strategies employed by the teacher
- behaviour charts in class
- take a personalised/individual approach to each child

<u>Developing Thinking Skills</u>

We believe that children with medical needs could have:
- visual/auditory/sensory needs
- an identified condition which needs managing in school (eg epilepsy, asthma, diabetes, allergies etc)
- a short-term illness which requires the administration of medication such as antibiotics etc
- a long-term need for the administration of medication such as Ritalin anti-hystermine etc.
- physical difficulties
- emotional difficulties
- a life-dependance upon vital medication (eg insulin)
- a dependance upon / need to make use of special equipment (eg wheelchair, crutches etc)
- a need for immediate first aid

We identify children with medical needs:
- through communication with parents and by monitoring the child.

At SyJ, this is what we do and when we do it with regards to children with medical needs:
- Medical co-ordinators at both sites maintain an up-to-date medical needs register
- named staff are allocated to specific children to manage individual medical needs - eg diabetic children can rely on a specific person to carry out blood glucose checks and insulin therapy at pre-determined times throughout the day; children requiring medication can rely on a specific person to administer the medication at pre-determined times in the day etc.
- maintain close links with medical specialists such as the diabetic nurse and school nurse
- medical register, asthma cards and ventolin, epi-pens and medication is centrally stored in the school office for ease of access
- issue receipts upon administration of medication
- issue receipts when ventolin is given for asthma
- create and maintain individual care plans and health plans for children
- obtain permissions forms from parents for the administration of medication
- ensure that all staff in the school are first-aid trained

<u>Philosophy for Children</u>

We believe that children with EAL could have:
- a first language other than English
- a language other than English which is used more predominately than English, especially in their home life
- a feeling of being isolated and/or a feeling that they are an 'outsider'
- parents who feel isolated and/or feel that they are 'outsiders'
- cultural differences
- behavioural difficulties at school because of language frustrations
- parents with different expectations of school and of learning based on their own cultural/country backgrounds
- difficulties in communicating

We identify children with EAL:
- At 'induction' before starting in Reception
- through consultation with parents/carers prior to joining SyJ

At SyJ, this is what we do and when we do it with regards to children with EAL:
- maintain strong links with the DEC EAL team, and take support and advice from them as and when necessary - this may include receiving EAL support staff to deploy within the classroom
- maintain strong links with our link education liaison officer
- hold 'induction' meetings with translators if necessary
- use technology to assist in communication eg Google translate/iPads/iPods etc
- make use of 'language link' package and activities
- regular review meetings with teacher, SENCo and parents and translators if necessary)
- SENCOs at both sites maintain a register of children with EAL (submitted annually to DEC)
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Policy review
This policy was created during the 2015-16 academic year and became 'live' as of March 1st 2016. This policy is due for review three years from this date.