

### We aim to make learning at our school

- Meaningful
- Enjoyable
- Forward looking

### To achieve this we aim to–

1. Provide a rich and varied curriculum which encourages children to think creatively
2. Make learning relevant ( vivid and real )
3. Ensure that all pupils have equal opportunity to access all aspects of school life, to achieve high standards, and to celebrate success.
4. Encourage the enjoyment of learning beyond the school day
5. Create a learning environment which supports every individual and promotes achievement
6. Prepare children for the challenges of adulthood in a changing world.

## 1. Providing a rich and varied curriculum

We aim to provide a rich and varied curriculum that not only meets but builds upon and extends the National Curriculum requirements.

We encourage teachers to think creatively when planning a term's work and to use cross- curricular links to provide depth and interest

### Examples of this in practice:

- Each year group has an over- arching theme each term and lessons are planned to make full use of the opportunities that theme could provide – to both broaden and deepen understanding.
- Schemes of work for each subject provide guidance and ensure coverage of the statutory curriculum, but they are enriched and extended by a cross- curricular approach.
- Every theme is enriched by at least one off site visit or in-school 'workshop' event.
- We make imaginative use of ICT as a stimulating learning resource and aim to maximise the children's use of appropriate technology to explore, enhance learning, and communicate.

### We provide opportunity for children to think creatively through:

- Lessons which provide opportunity for higher order thinking skills to be used
- Thinking skills starter activities every morning.
- Philosophical discussion



- Whole school events such as:
  - Enrichment weeks
  - The Great Egg Race
  - Comic Relief / Children in Need days
  - National and local competitions in many curriculum areas
  - Charity markets
  - School productions / performances
  - Inter – school Maths challenges for the most able pupils

**In order to enhance teachers' creativity and expertise:**

- Teachers in each year group work in teams to share in and gain from each others' expertise and enthusiasm
- Teachers observe each other teaching in a supportive atmosphere to exchange ideas
- As long as the learning objectives are covered, teachers exploit their own interests and are prepared to be spontaneous and flexible when responding to children's input.
- Continuing professional development recognises the importance of practical training experiences

## **2. Making learning relevant**

We aim to make learning relevant by planning interesting work that stimulates imagination.

We recognise that when children ask their own questions, they are more interested in finding the answers.

We provide first hand and practical experiences and use as many resources as possible to bring the subject matter to life

**Examples of this in practice:**

- Teachers preview topics with their classes and children have a chance to suggest their own ideas which are then incorporated into planning.
- Children are encouraged to do their own research and present their findings.
- Members of the local community/ families/ businesses are invited to address classes and the whole school.
- In lessons, we create a questioning environment in which children are encouraged to ask questions to deepen their understanding.
- We recognise that conflict and confusion are prerequisites for meaningful new learning.
- Subject co-ordinators keep abreast of and evaluate new resources.
- Themes are not necessarily taught in the same way each year as new resources and ideas are introduced.

- Activities are planned to help learning ‘stick’ in children’s minds by using various techniques and stimuli e.g. music, pictures, role-play, hands-on investigations, visitors and visits.
- Teachers present material in a variety of ways to accommodate visual, auditory, oral and kinaesthetic learners.
- Teaching technique matches learning need – a week’s lessons include whole class direct teaching and modelling, ability group work, mixed ability work, practical tasks, paired work and individual work.
- Teachers keep individual records on each pupil, including strengths, targets and preferred learning styles.

### 3. Providing Equal Opportunities

Henleaze Junior School is an educationally inclusive school. The achievement, well being and attitudes of every person in the school matter and this is made evident in our ethos and values.

#### Examples of this in practice:

- Work is differentiated according to the needs of the children in each class.
- Each child with a special educational need is identified and monitored.
- We have an experienced team of support teachers and learning support assistants, led and co-ordinated by our SENCO, who work closely with class teachers to give support.
- We have good relationships with a range of other professionals who give their support and advice to help us to meet children’s needs.
- We have a school council which meets monthly and the children’s views are valued and acted upon. Children’s views are sought through questionnaires and suggestion boxes.
- We educate children on our site on a regular basis from both Claremont Special School and Henleaze Infant School. There is a campus working committee to promote shared experiences and joint policies are in place to monitor this.
- There are opportunities for the campus to celebrate occasions together.
- We identify and monitor our more able children. We aim to provide appropriately challenging activities within the classroom. Able groups are sometimes withdrawn for extension activities.

**We have high expectations of all children and we set high standards. We celebrate success and achievement.**

- Children's quality work is displayed attractively and children are proud to have their work on show. We aim to display at least one piece of each child's work.
- Our Friday assembly is a celebration of the children and their achievements.
- Achievements are mentioned in our newsletter and on the website.
- Classes present an assembly to the school and invited parents. This provides each child with the opportunity to perform in front of an audience.

## **4. Encourage the enjoyment of learning beyond the school day**

We aim to provide quality learning experiences for all children beyond the school day.

**Examples of this in practice:**

- There is a wealth of extra-curricular opportunities provided in the form of lunchtime and after school clubs run by teachers and volunteers e.g. parents and ex staff, and each child has the opportunity to belong to a club of their choice.
- Opportunities are created for children, where relevant, to compete in out of school and inter school events.
- Challenges are given to children to pursue at home – e.g. competitions, own research about a topic.
- Year 5 and 6 children have the opportunity to go on a residential visit – away from home for up to a week.
- All children have the opportunity to learn a musical instrument.
- Some classes communicate with pupils from other schools by e-mail and letter writing.
- Groups of children perform out of school at local events.

## **5. The Learning Environment**

The environment in which people learn has a significant impact upon their attitude and receptiveness to learning. We recognise that the senses need to be stimulated, that emotional states are affected by the physical environment, and that the environment provides a valuable learning resource.

Healthy diet and lifestyle contribute to more effective brain function.

We aim to create an environment which fosters positive attitudes to learning and which maximises the impact of teaching.



### **Examples of this in practice:**

- Classrooms are attractive and stimulating with a balance of children's work and information on display.
- Children learn to take a pride in the presentation of their work and in the state of the school.
- Affirmations are displayed to build confidence and celebrate achievement.
- Adults model the behaviours and attitudes which contribute to positive inter-relationships and emotional well-being.
- Circle time is used to develop emotional intelligence and inter-personal sensitivity.
- Learning resources are organised to encourage independent learning.
- Lessons and activities are variable in length.
- Drinking water is available during lessons.
- Children only eat healthy snacks at break time – fruit and vegetables.
- The role of physical activity in stimulating the brain's learning capacity is recognised by regular short physical breaks.
- The school buildings and grounds are used as resources to support learning.
- Children take responsibility for looking after parts of the school grounds.

## **6. The challenges of adulthood in a changing world**

We recognise that the children we teach will enter the world of work in at least 5 years time. The rate of technological change and changing work practices mean that it is hard to predict precisely what knowledge and skills will be essential. However, it is certain that the capacity to learn and to be receptive to change will equip children to deal with whatever challenges they may face. We aim to provide children with key generic skills and learning habits. We aim to teach children to take responsibility for their own actions and their learning.

We aim to teach children to be resourceful and resilient in their approach to learning and problem solving.

### **Examples of this in practice:**

- We explicitly teach children how to improve their thinking skills, both in dedicated 'thinking skills' lessons, and throughout the curriculum.
- We use the language of ELLI (Effective Lifelong Learning Inventory) and HOTS (Higher Order Thinking Skills) to help children understand how to improve their learning capacity. Further detail can be found in Appendix A
- We have a growth mindset approach to learning. Children are taught that intelligence can be shaped through sustained effort and learning

from mistakes. See the [Growth Mindsets](#) page on our website for further information.

- We encourage children to pursue their own independent projects, such as a school magazine, film-making, the school shop.
- We provide up to date ICT hardware and software and integrate its use fully into the curriculum, so that children are able to use ICT as an effective tool to aid learning and to communicate.
- We provide opportunities for children to think 'outside the box' through enrichment and extra-curricular activities.
- Children are encouraged to be aware of their actions and their effect on others – Golden Rules have been compiled by the staff and children jointly and there is a peer support network and playground 'buddy' scheme.
- Children make choices about charitable giving by both nominating charitable causes and participating in fund-raising events.
- Children in Years 4, 5 and 6 receive 'first-aid' training.
- Children in Year 4 and 5 have the opportunity to receive cycling proficiency instruction.