

Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.

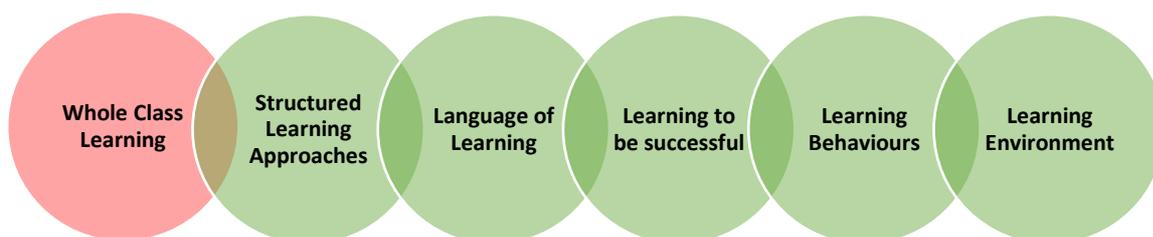
- **Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.**
- **Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**
- **Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.**
- **Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.**
- **Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.**

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Introduction

At Aycliffe Community Primary School we believe that our core task as teachers is to evaluate the effect of our teaching on pupils' learning. We recognise that everything we do as teachers has an impact on pupils' learning and we reflect on our teaching so that pupils are successful.

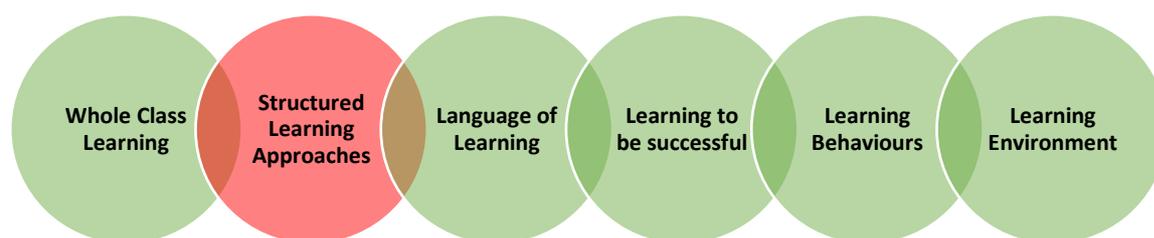
Whole Class Learning



Aycliffe Community Primary School believes that maximising the impact on learning within quality whole class teaching has the most impact on attainment for all pupils. The school incorporates strategies to support pupils with additional needs into classroom practice to ensure all pupils are being successful.

Leaders monitor lessons and pupils' outcomes to give teachers feedback on developing the learning of different groups of pupils. Our school also uses Pupil Progress and Provision Meetings to make adjustments to approaches to learning for individual and groups of pupils.

Structured Learning Approaches



Leaders in school design and implement structured approaches to teaching and learning across the school to develop consistency for our pupils. All approaches developed reinforce the school's pedagogy of collaborative learning, teaching pupils to be problem solvers and developing communication skills.

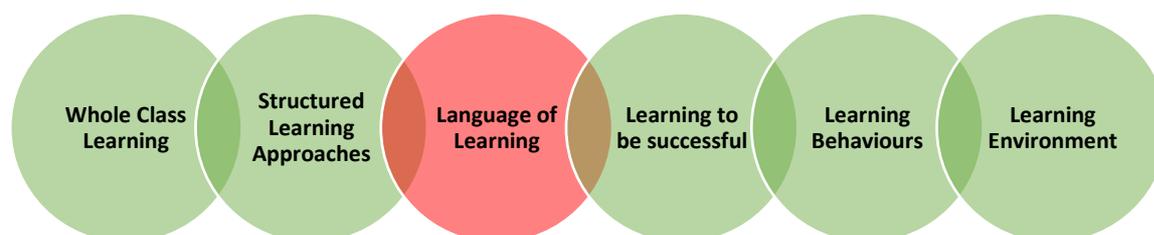
Examples of current approaches include our reciprocal reading structure, collaborative approaches to spelling, learning how to be expert writers and a consistent use of mathematical manipulatives. Our structured learning approaches are detailed in teaching guidance policies, for example our reading and calculations policies. Teachers receive professional development and feedback to ensure these approaches are effective within their teaching.

Our school continues to develop structured learning approaches using our School Improvement Plan. In 2021/2022 the school is strengthening the learning journey within our projects so that it clearly defines the key concepts to be taught, deepening of learning and progression in knowledge, skills and vocabulary.

When making planning notes, our school encourages teachers to consider:

- how learning will be seen through the eyes of a child in their lessons. Through reflecting on how children will be able to access the learning, what their misconceptions might be and how they know when they have been successful, teachers are supported in planning to meet the needs of all children
- prior knowledge - prior knowledge is one of the most important factors influencing a person's ability to learn. Pupils make sense of new concepts and ideas by making connections to what they already know. Medium term planning defines this knowledge and ensures that teachers have planned for opportunities at the start of a project or lesson for children to retrieve and show what they already know, and misconceptions that they may have
- how the key knowledge, discipline skills and vocabulary that pupils will learn can be clearly organised into medium term plans and subsequently knowledge organisers to support pupils in embedding knowledge and understanding from short-term memory (working memory where concepts and ideas are consciously processed) to long-term memory (where knowledge is stored and retrieved). This frees up space in the short-term memory for pupils to problem-solve
- regular opportunities for retrieval practice which supports pupils in embedding knowledge into the long-term memory and accessing knowledge from the long-term memory to use in new contexts

Language of Learning



Our school has a language of learning which is reinforced with pupils in lessons. This helps teachers and pupils to reflect on and describe their learning. This language includes our learning values which motivate our learning:

- Collaboration
- Resilience
- Resourcefulness
- Curiosity
- Perseverance
- Reflectiveness

and our learning words which describe what we do when we are learning;

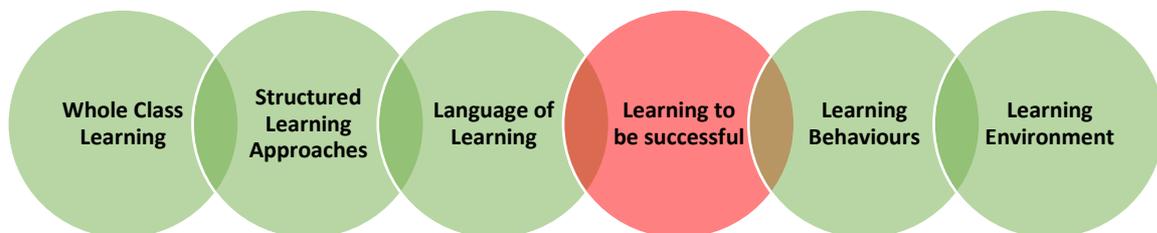
- Explore
- Connect
- Think
- Question
- Share
- Connect

The school has also considered the core attitudes promoted through our curriculum. This language is used to reflect on pupils as learners within our school.

- Eager
- Collaborative
- Confident
- Inquisitive
- Compassionate
- Creative

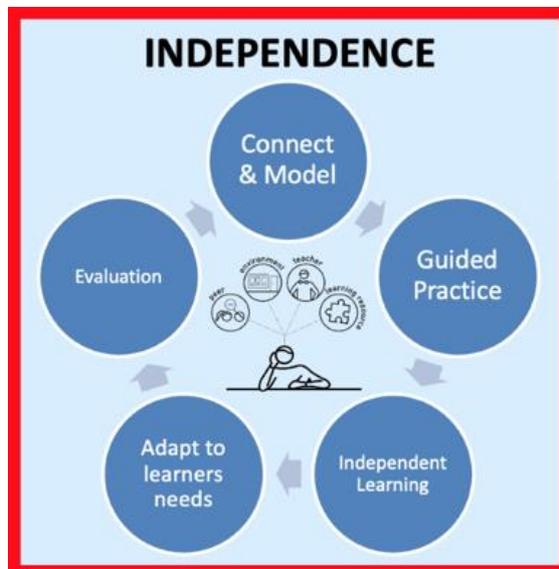
Our core attitudes are defined at the end of this document (*Appendix 1*).

Learning to be Successful

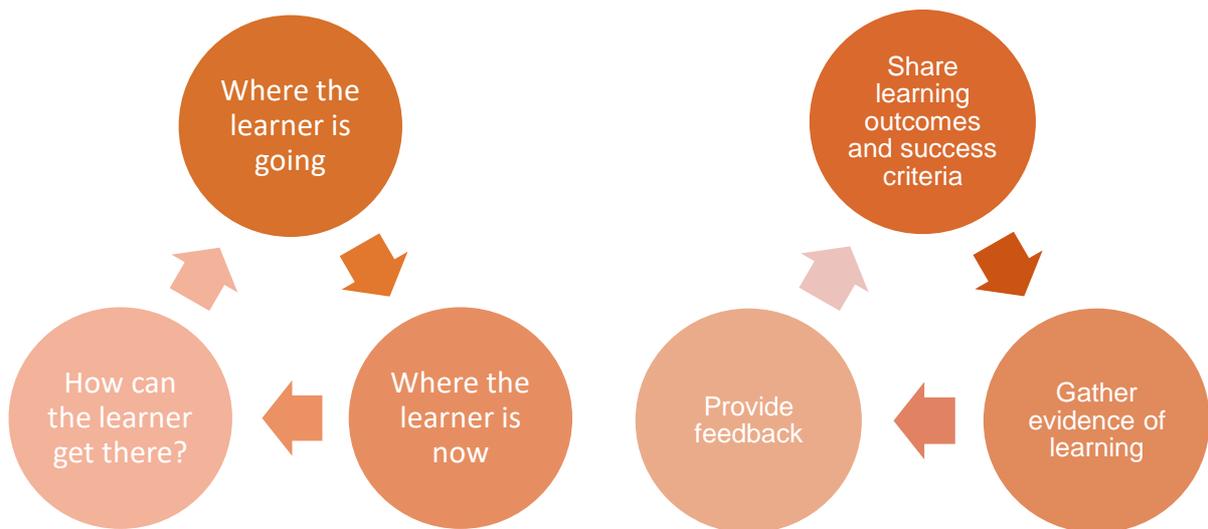


Our school believes that it is vitally important that teachers show pupils how to be successful and that teachers allow pupils the opportunity to show how they are being successful. When showing pupils how to be successful teachers use a range of approaches including co-constructing success criteria, scaffolding and guided practise, modelling, modelled examples, guided examples, self-verbalisation and demonstration.

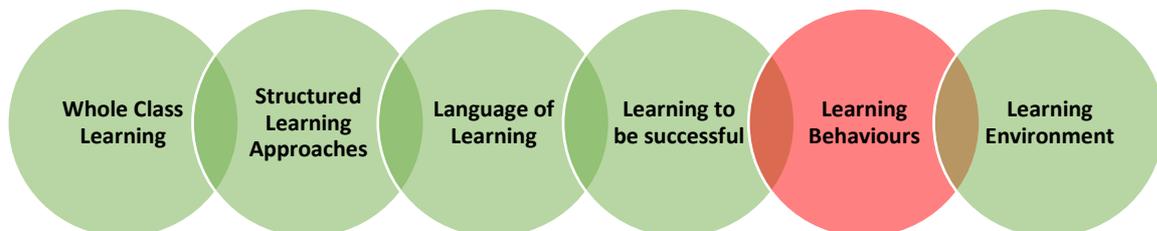
During the school's study week we developed our journey to pupil independence within the structure of a lesson, to enable pupils to understand the process and identify where they are in that journey (*appendix 2*), along with the journey to independence within EYFS child-initiated (*appendix 3*). Pupil-friendly posters depicting this journey are displayed in the environment (*appendix 4*) and pupils have a reminder on their desks for support (see below). Guidance on the school's approach to pupil independence was sent home for parents to help them to support their children with homework (*appendix 5*).



Teachers use assessment for learning strategies to understand how pupils are being successful. During the formative assessment process, teachers engage in a range of techniques, in particular, the use of: listening and observing; effective questioning and dialogue; catching in the moment; regular low-stakes quizzing/retrieval practise to find out what pupils have remembered over time and to embed key knowledge; knowledge organisers as an assessment tool to help teachers check whether pupils have learned the key knowledge intended. Catching in the moment is detailed in our assessment policy.



Learning Behaviours



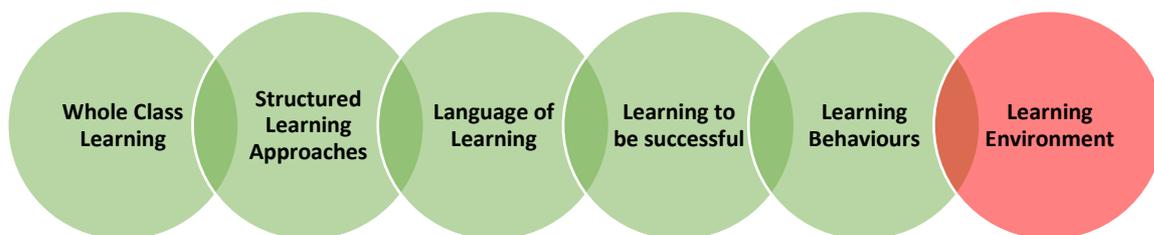
Our school believes that collaboration is at the centre of our approaches to teaching and learning. As the ability to collaborate is an important life skill, we teach our pupils how to collaborate when learning. Collaborative learning approaches are encouraged in the classroom and are part of our approaches to teaching reading and spelling.

Every pupil in our school has a learning partner. Learning partners are organised by the class teacher so that learning is maximised in the classroom. Careful consideration is given to the partnerships and they are reviewed as part of pupil progress meetings. Pupils are taught how to be an effective learning partner and this is modelled within the classroom. Pupils are encouraged to reflect on the following learning partner prompts:



Teachers support pupils in reflecting on their learning so that they become more aware of the learning process and how they learn. This, in turn, supports pupils' independence as they develop more awareness of, for example, strategies that are effective for them and resources and manipulatives that support them in accessing the learning and being successful.

Learning Environment



Our school provides a learning environment which supports pupils' learning. Each classroom has a range of learning walls that reflect current English, mathematics, science and project work. Each learning wall contains a range of supports for pupils, including how to be successful, worked models, key vocabulary, knowledge organisers and questions to prompt independent learning. Pupils are taught how to use the learning walls effectively. There are opportunities for children to engage with their learning environment through interactive learning tables which provide key questions and a range of tasks carefully planned to: motivate and to support independence in learning; consolidate prior learning and provide challenge.

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We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Appendix 1

Aycliffe Community Primary School Core Attitudes

Definition	Year 2	Year 4	Year 6
<p>Confident means to feel secure in your gifts and talents</p> <p>Through Article 29 of The Rights of a Child, I know that my right to an education will support the growth of my personality and abilities as much as possible</p>	<ul style="list-style-type: none"> • I am inquisitive and excited to learn • I share ideas, thoughts or feelings • I recognise that I have things that I am good at • I ask questions when I am unsure • With encouragement, I can adapt to change and learn from failure 	<ul style="list-style-type: none"> • I recognise my strengths and practise the things I find more difficult to improve • I express my ideas and feelings to others • I can talk about how I learn • I ask for support, so I understand how to be successful • I can adapt to change and learn from failure 	<ul style="list-style-type: none"> • I feel ready and excited about the transition to secondary school • I use my strengths in my learning and feel that I am able to improve the things I find more difficult • I express my ideas, thoughts and feelings • I understand how I learn and use this to help my learning • I demonstrate my resilience under a variety of challenging situations
<p>Compassionate means to feel or show concern to other people</p> <p>I know children have a right to be safe, cared for and protected, and this helps me to be more compassionate (RRSA- Article 19)</p>	<ul style="list-style-type: none"> • I understand that I and other people feel different emotions • I understand that people may think or feel differently to me • I understand that the things I do can make people feel different things 	<ul style="list-style-type: none"> • I recognise other people's emotions and I act to support when I can • I understand that the things people do are influenced by their emotions and I show concern • I am starting to consider how other people would feel before I do or say something • I feel that I would like to act and go out of my way to 	<ul style="list-style-type: none"> • I recognise that people may have a range of feelings in situations I have not experienced • I show empathy and tolerance in my relationships with others • I advocate by giving or acting for people in the school community and beyond who I am concerned about

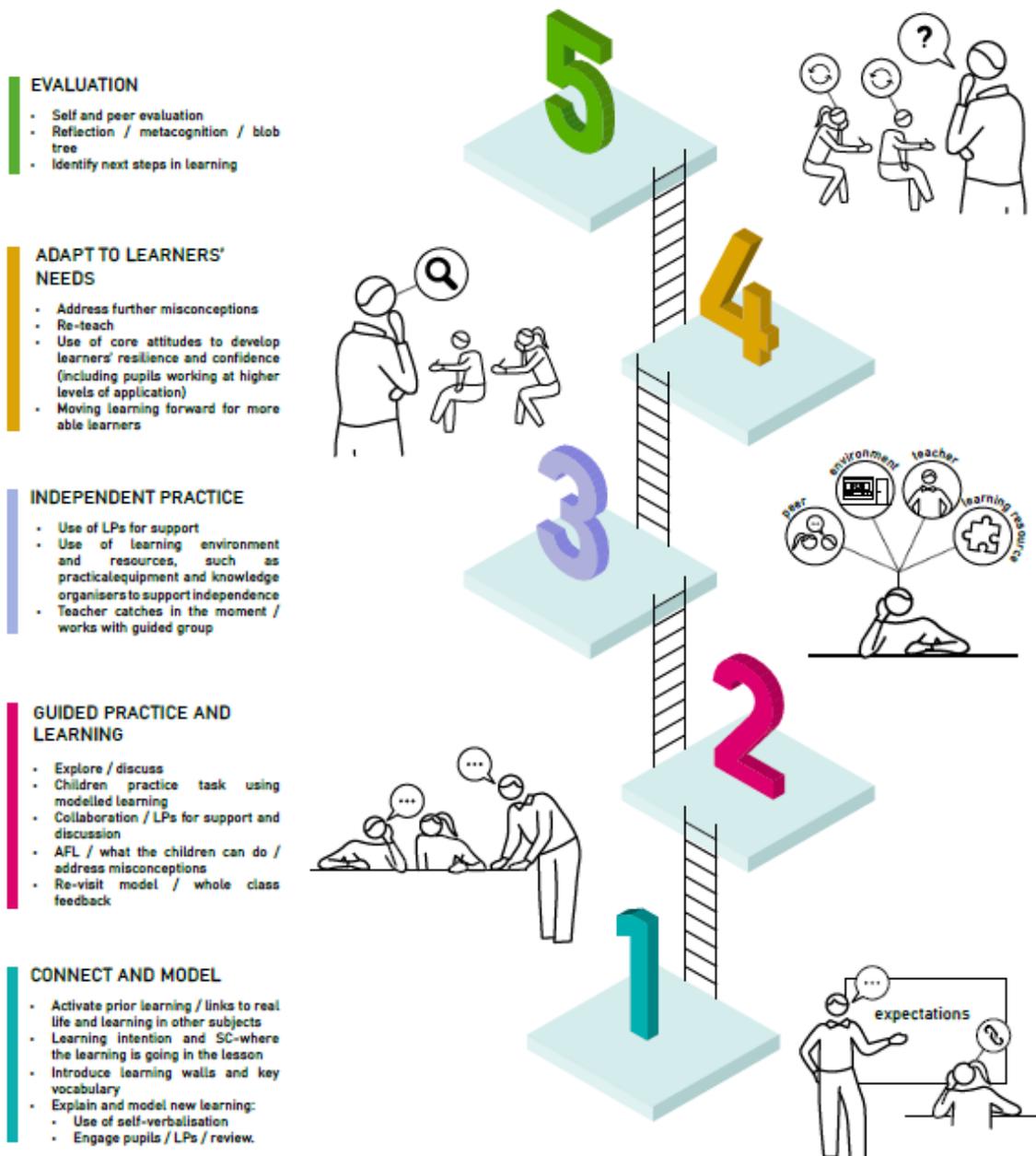
		help other people	
<p>Creative means to be imaginative and develop ideas</p> <p>I know that children have the right to find things out and to express their ideas through art, speaking or writing (RRSA – Article 13)</p>	<ul style="list-style-type: none"> • I use my imagination when creating pieces of work • I understand that taking risks is sometimes part of learning • I use different methods to solve problems with support • With guidance, I contribute to the ideas of others 	<ul style="list-style-type: none"> • I use my imagination to create pieces of work, starting to use knowledge from different subject areas • I take risks in my learning and talk about how I learnt when I was taking a risk • I use different strategies to solve problems • I contribute to the ideas of others 	<ul style="list-style-type: none"> • I use my imagination to generate ideas, incorporating knowledge from a range of subject areas • I am resilient when I take risks in my learning • I adjust the strategies I use when solving problems to use the most effective one • My creativity helps me to actively seek out and find out more • I contribute to the ideas of others, and to hear how my own ideas might be improved
<p>Collaborate means to work together with another person or group to achieve a purpose or goal together</p> <p>I know that we have the right for our opinions to be listened to and taken seriously (RRSA Article 12)</p>	<ul style="list-style-type: none"> • I am able to express my thoughts and feelings with somebody else • I listen to my learning partner and respond • With guidance, I learn from my learning partner and others in a group 	<ul style="list-style-type: none"> • I communicate confidently and effectively within a group • With guidance, I identify collaborative opportunities in order to support my learning • I am an active listener and can reflect on the opinions of others in the group 	<ul style="list-style-type: none"> • I communicate confidently and effectively within a group, understanding the intended outcome • I understand when it is appropriate to collaborate in order to maximise my learning • I am an active listener and am able to reflect, and constructively respond, with others in the group • I understand and anticipate

			difference, recognise it in myself and others, and use it to my advantage.
<p>Inquisitive means to want to discover as much as we can about things and are curious, engaged learners</p> <p>The United Nations Convention on the Rights of the Child (UNCRC) support the fundamental right to achieve potential and to be listened to- to have a voice</p>	<ul style="list-style-type: none"> • I am curious about the world around and ask questions • With guidance, I make simple predictions about what might happen • I reflect on my learning and say what has worked well and what could be improved 	<ul style="list-style-type: none"> • I am curious about the world around me and this enables me to think things through and to want to find out more • I make predictions and speculate about what might happen • I can reflect on my own learning and make decisions about learning that will improve my success in future learning 	<ul style="list-style-type: none"> • I am curious about the world and this motivates me to develop new ideas and to further my learning • I hypothesise and speculate using prior knowledge to explain my thinking • I reflect on my own learning and regulate my thinking to alter behaviour that will enable increased performance
<p>Eager means to be willing, enthusiastic and interested to learn something or have something / new knowledge and skills</p> <p>Article 29 supports the development of my willingness to learn so that I achieve my best</p>	<ul style="list-style-type: none"> • I am willing, and show interest in learning about things that interest me • I enjoy participating and engaging in adult directed learning • With guidance, I am beginning to lead my own learning 	<ul style="list-style-type: none"> • I am willing, enthusiastic and motivated to learn • I enjoy participating and engage in learning independently or with others • I can lead my own learning and enjoy learning more at home 	<ul style="list-style-type: none"> • I am willing, enthusiastic and motivated to learn, both in school and outside of school • I am keen to participate and engage in learning independently or with others • I show enthusiasm to lead my own learning in order to become a successful life-long learner • I can describe the results and benefits if learning knowledge and new skills.

Appendix 2



Aycliffe Community Primary School Independence



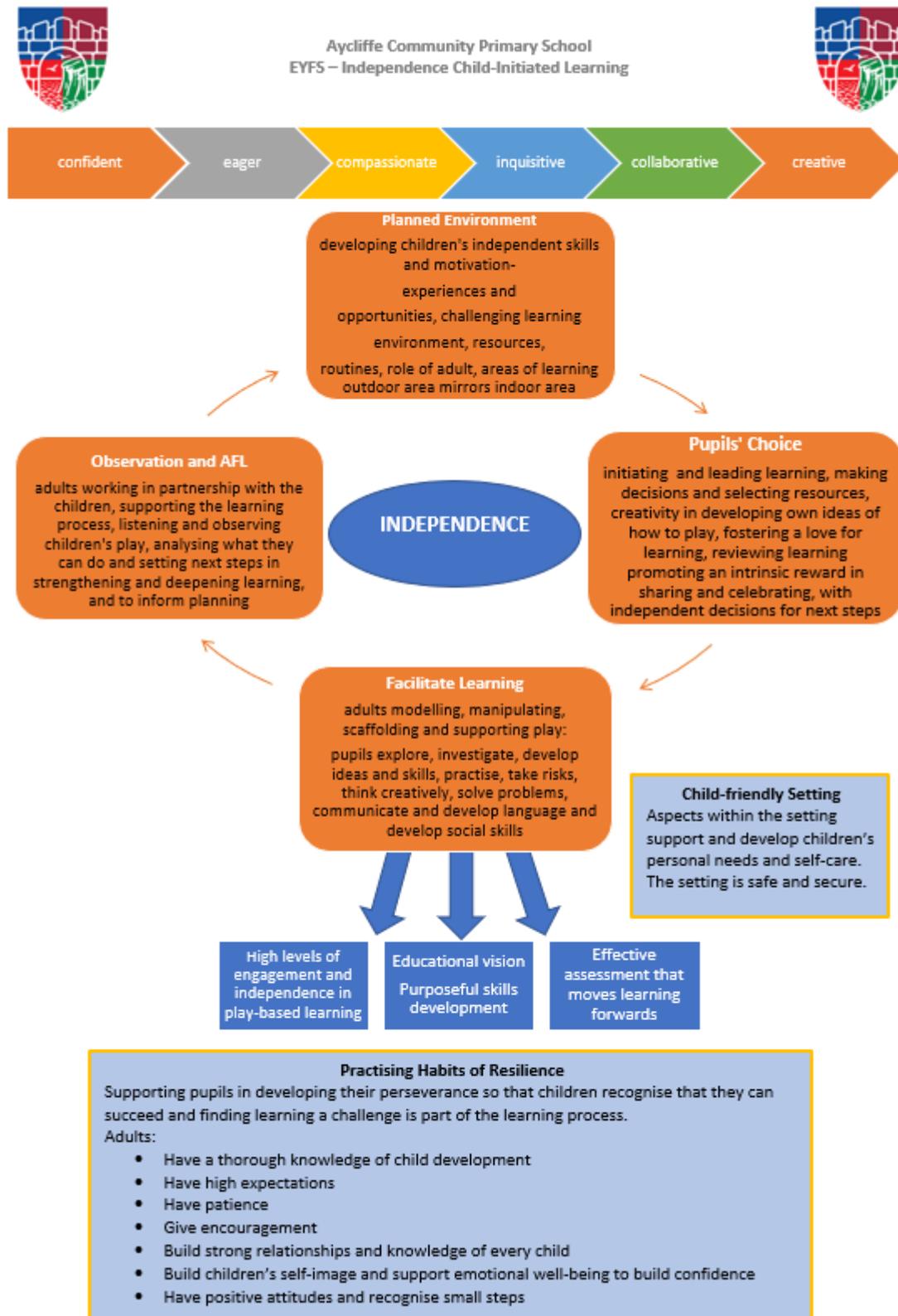
Learning Zone Rationale

Pupils learn well and are stretched because:

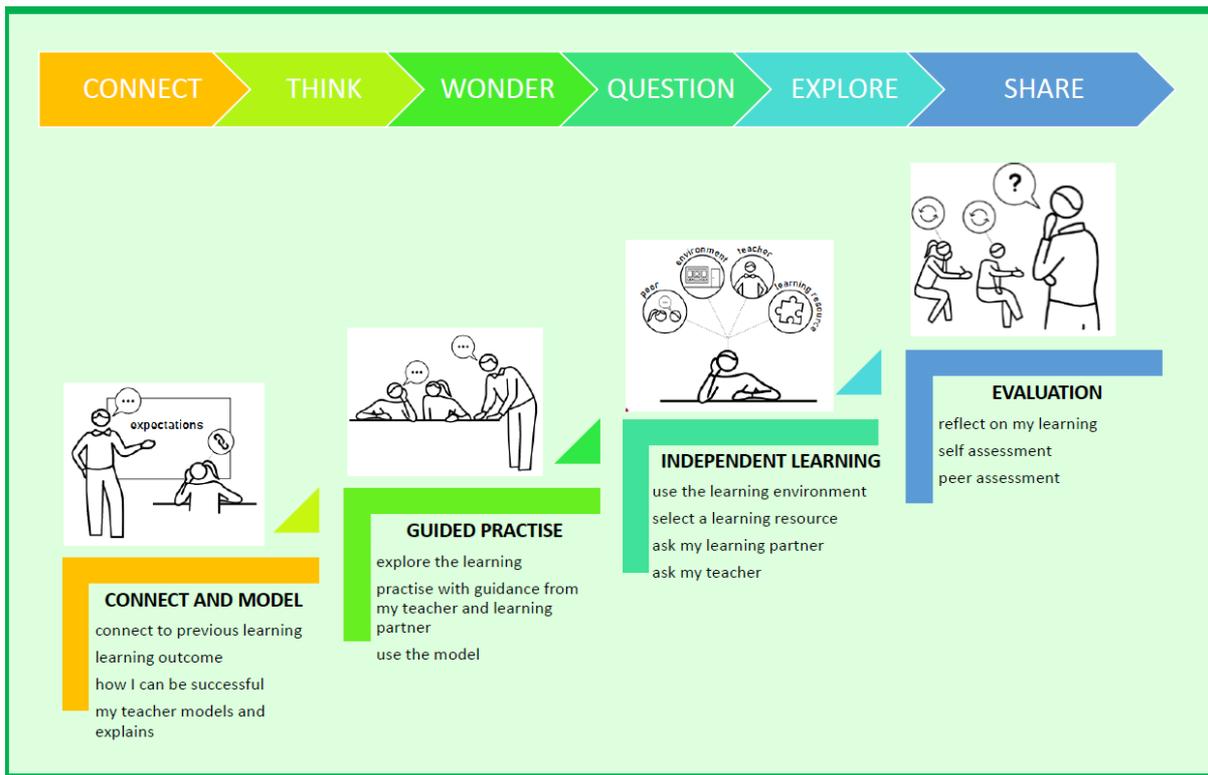
- Pupils feel safe
- Strong relationships enable pupils to take risks
- Teachers use core attitudes to develop confidence and resilience
- Pupils are supported so that they feel ready to be independent
- Teachers help pupils to think positively and self-regulate
- There is a supportive school and classroom climate which promotes well-being

Dialogue
Collaboration
Learning Environment
Questioning
Feedback
AFL

Appendix 3



Appendix 4



Appendix 5

