



LEARNING POLICY

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A AIMS:

- to provide learning which is engaging and which challenges and stretches students of all abilities;
- to develop each student's abilities, skills and talents so that each student is well equipped for a happy, independent, creative life as an employable and responsible global citizen;
- to achieve examination results which reflect each student's highest potential;
- to encourage students to see and equip themselves as lifelong learners.

These learning aims will be achieved by high quality teaching, the design and use of appropriate, differentiated programmes of study, the selection of styles of learning, target setting and whole school systems of assessment, recording and reporting.

Approaches to learning will be adopted that encourage students to take ownership of their learning and to develop resilience, resourcefulness, team-work, decision-making, self-reliance and an appreciation of the value of learning and its life-long benefits. To this end:

- staff are committed to removing any barriers to learning for County High School students;
- we are equally committed to offering a challenging and stimulating learning experience for students of all abilities;
- students will be given clear objectives and will know how to progress towards them;
- the clear premise is that students are working for themselves with the help of the teacher. Students will be expected to accept their responsibility to engage productively with their learning;
- tasks should be set which give a challenging but realistic expectation of success;
- students will be guided so that they recognise their positive achievements, the level or grade at which they are working and the next steps to be taken in their learning;
- teachers and students will select the most appropriate learning strategies and resources;
- opportunities for students to explore interests and talents will also be facilitated via our Enrichment Programme;
- learning outside the classroom will be used as an important element of learning. The school will provide facilities and support for this to occur; opportunities will be provided for learning at home, in the local community, through visits, field trips, ICT etc;

- the school will involve parents and carers in a three-way partnership with students; we will offer parents opportunities to be involved directly with their children's learning and their progress;
- short-term, partial failure is a usual part of the learning process and should be addressed by teachers giving clear guidance about how to improve and by students acting promptly on that advice.

B ASSESSMENT, RECORDING, REPORTING

The system of assessment, recording and reporting at The County High School, Leftwich will also contribute to learning by:

- regularly informing students of their achievements and progress;
- informing parents/carers of their children's achievements and progress;
- guiding the teaching staff in catering for the needs of individual students by diagnosing those needs and providing evidence for the evaluation of courses and approaches to learning;
- guiding the Governing Body, Principal and other relevant authorities in judging the performance of the school;
- informing relevant post-16 bodies, such as colleges and potential employers, and so aiding the guidance of students.

The principles and practices underpinning the system are that:

- teachers will encourage students and advance their learning by providing regular, positive assessment of and feedback on their work;
- all statutory requirements for assessment, recording and reporting will be met;
- assessment tasks should be designed to help students to demonstrate positively what they know, understand and can do;
- the tutors and learning leaders bear the main responsibility for the monitoring, evaluation and mentoring of students' learning and progress;
- students' evaluation of their own work and learning will be both encouraged and seen to be valued;
- recording systems should be clear, honest and constructive for all involved;
- assessment should be multi-faceted to accommodate the many different dimensions of learning, including the development of personal, learning and thinking skills;
- the assessment, recording and reporting system must be adopted consistently.

C SELECTION OF SYLLABUSES AND QUALIFICATIONS

Syllabuses will be chosen and programmes of study designed to further these learning aims, taking account of the requirements of national expectations and preparation for post 16 destinations. All syllabuses followed and their rationale must be approved in advance by the Principal.

Approved at Student Progress & Achievement Committee: 15th May 2018
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This document is part of the group which include Additional & Special Educational Needs, Literacy and Sex Education Policies.