



Rye Community Primary School



"A Gateway to learning"

Right to Learn Policy

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Introduction

At Rye Community Primary School our vision is that we are a 'Gateway to Learning'

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners, both adults and children, learning something new every day. We are a Rights Respecting School and focus on Children's Rights in every aspect of school life.

Key Principles

Teaching at Rye Community Primary School is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart, whilst always promoting our pupil's spiritual, moral, social and cultural development.

We are committed to Article 28; Your right to learn and go to school, underpinned by the principle that all pupils are entitled to effective learning and teaching in lessons, regardless of levels of achievement, gender, ethnic origin, socio-economic status, disability and additional education needs, following Article 23. We believe the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in the society in general is at the heart of our curriculum. This is underpinned by our whole school ethos which is centred on the philosophy of a Rights Respecting School.

At Rye Primary School we believe learning is best when:

1. Adults have the highest expectations of every child and every child has the right to be the best they can be, Article 29.
2. Teaching and Learning activities enthuse, engage and motivate children to learn; intrinsically fostering their curiosity and passion to learn.
3. Assessment informs teaching and involves the child, so that there is provision for support, repetition and extension of learning for each child, at all levels.
4. Learning activities are well planned, developing independent learners and ensuring continual progress in the short, medium and long term.
5. Individual differences are promoted by rigorously implementing equal opportunities, through a spirit of understanding and friendship among all peoples and communities in which they live.
6. The learning environment is ordered and flexible. The atmosphere is purposeful and children feel safe, valued and considered in order to develop their pride and self-esteem.
7. There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.



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8. Our children are given opportunities to make sense of the world around them and to respect and discover where they fit into it.

1. **Adults have the highest expectations of every child:**
 - ensures thinking time and gives time to answer;
 - creates a climate for mutual trust;
 - uses positive talk and praise;
 - is approachable and uses humour when appropriate;
 - ensures adults and children know what is expected of them;
 - shares planning objectives and outcomes with children;
 - offers all children equal opportunities to contribute e.g. talk partners, random selection following the Shirley Clark approach;
 - teaching is lively and well-paced;
 - there are opportunities for reflection and discussion;
 - look for opportunities to catch individuals doing well and celebrate this;
 - ensure that everyone experiences success and praise every day.

2. **Teaching and Learning activities enthuse, engage and motivate children to learn, intrinsically fostering their curiosity and passion to learn:**
 - differing learning styles accounted for;
 - a 'buzz' in the classroom;
 - the expectation of an appropriate noise level;
 - minimal teacher voice;
 - children taking control of their learning;
 - opportunities for self and peer assessment;
 - children are allowed to make mistakes and learn from them.

3. **Assessment informs teaching, involves the child, so that there is provision for support, repetition and extension of learning for each child, at each level of achievement:**
 - opportunities for reflection and formative assessment;
 - opportunities for metacognition following the Shirley Clark approach;
 - children being given the tools and support to become independent;
 - pupils have clear and instant feedback from adults and peers and know their next steps;

4. **Learning activities are well planned developing independent learners and ensuring continual progress in the short, medium and long term:**
 - planning is shared with support staff;
 - quality questions follow Bloom's Taxonomy;
 - new learning builds on prior learning and is in small achievable steps;



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- children's interests identified and included in the planning, giving children the right to say what they think should happen and be listened to, Article 12;
 - clear objectives on view with success criteria which are generated by and shared with pupils where appropriate;
 - clear modelling of the task;
 - differentiated and engaging activities sometimes self-selected by the child;
 - resources ready and appropriate;
 - teaching vocabulary identified, pre-taught and displayed on vocab mats and working walls;
 - planning using a skills based curriculum;
 - rigorous deep curricular links identified;
- 5. Individual differences are promoted by rigorously implementing equal opportunities, through a spirit of understanding and friendship among all peoples and communities in which they live:**
- children feel happy, comfortable and safe;
 - implement appropriate induction and transition arrangements;
 - make time to listen to what individuals have to say;
 - treat everyone fairly and consistently;
 - rigorously implement equal opportunity, anti-bullying and race equality policies;
 - talk to individuals about their own lives, hobbies, interests and cultural background;
 - acknowledge and value the variety in culture, religion, language, sexual orientation and disability;
- 6. The learning environment is ordered and flexible. The atmosphere is purposeful and children feel safe, valued and considered in order to develop their pride and self-esteem:**
- setting clear boundaries following the Golden Rules, which will be displayed in all rooms;
 - through consistent use of the behaviour protocol throughout the school children understand their right to be looked after and kept safe, Article 19;
 - through clear expectations that have been agreed with the children;
 - through mutual respect between all adults and pupils;
 - through praise, positive reinforcement and modelling of appropriate behaviour;
 - support for children with challenging behaviour – personal or physical resource e.g. individual reward card, individual behaviour plan;
 - ensure optimum conditions for learning;
 - ensure that the school is visually attractive and welcoming;
 - provide opportunities for physical movement in learning activities;



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- provide opportunities for relaxation or energising in and between activities, therefore providing children with the right to relax and play, Article 31;
 - use music to create appropriate moods;
 - everyone is greeted with a smile;
- 7. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed:**
- inform parents about the curriculum, achievements, behaviour and events;
 - communicate regularly with parents using a range of media;
 - communicate to children's families that we value their contribution;
 - set homework appropriate to age and ability;
 - offer opportunities for parents to engage with their children's learning;
- 8. Our children are given opportunities to make sense of the world around them and to respect and discover where they fit into it:**
- involvement in collaborative working; e.g. local industry and teaching communities;
 - enable parents to share achievements through display, class assemblies and workshops;
 - provide a range of extra-curricular activities;
 - encourage past pupils to maintain contact;
 - opportunities are made within curriculum planning to experience a range of places and cultures;
 - the wider community is involved through school trips and visitors in school e.g. fire brigade, school nurse, community police etc.;
 - there are links with other schools in different environments and a close relationship with our cluster schools and partnerships;