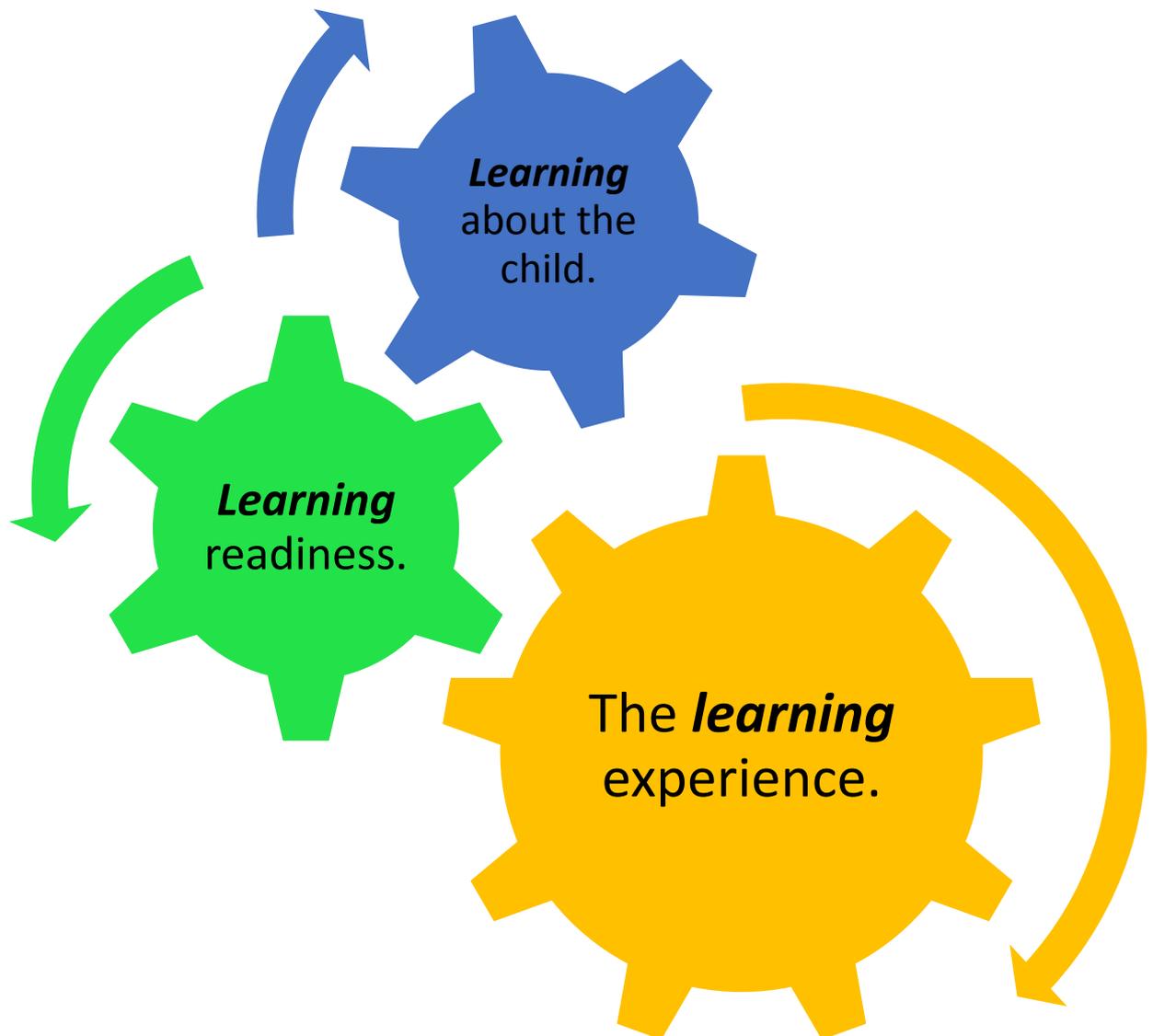


Learning by Doing-Bligh Primary School. Pedagogical approach-2018-2020



At Bligh Primary School, we believe that creating the right learning experience for our children is the key to their success at school and beyond. Our pedagogical model reflects the importance of the whole child and incorporates our love for active and engaging learning experiences. Learning by doing (children actively participating in learning) is at the heart of our school ethos. All three cogs of our model are interlinked and dependent on each other. We believe that the best learning is created when these three Learning cogs are both apparent and continually updated and monitored.

Learning about the child.

Well-being

At Bligh we take well-being of our children and all carer givers very seriously. We make sure we are fully informed about children's welfare and circumstances so that we can support them in a variety of ways, making them feel safe and eager to learn in school.

Interests

Where possible each child has the opportunity to follow their interests and talents. We offer a wide range of clubs which we encourage our children to get involved with.

Prior learning

Whether a child has just joined the school or been here since reception, we always expect that a child's prior learning and experiences are taken into account.

Barriers to learning

If any barriers to learning exist such as SEN, EAL, attendance or deprivation (as identified through PP), all staff are made aware and strategies and support is put in place to support learning.

Attitudes

We take time to find out about children's attitude to their learning. We encourage the children to learn the 'Bligh way' by focusing on the power of yet and growth mind-set (the work of Carol Dweck) and learning by doing.

Parental engagement

We put a number of strategies in place to ensure that we have a good understanding of every child from those who know the children the best- the parents. Home visits take place in EYFS and when children join the school in year. We gather parent's voice regularly through meetings and surveys.

Learning readiness.

RESPECT Values.

Our vision is that our children will become mature, independent and self-confident members of society. They will have a sense of social justice, moral responsibility and an understanding that their choices and behaviour can effect local, national and global issues. Every lesson at Bligh Primary will attempt to link to one of our key values. Bligh is a school with HEART (Honesty, Empathy, Achievement, Resilience and Teamwork).

PSHE

PSHE is a foundation for all teaching in the classroom. Children are encouraged to share opinions in a respectful environment, where there may be no right or wrong, only opinions listen to and respect. Through this our children become critical thinkers.

Growth Mind-set

Our academic year starts with an opportunity for our children to explore what having a growth mind-set means and the benefits that it has for them as young learners. This concept runs through our learning and is explicitly seen in classroom feedback, assemblies and in children's work.

Relationships

Our school behaviour ladder sets clear expectations of what the school rules are and the boundaries. It is used to promote good behaviour and ensure that the best behaviour is rewarded. 'Learning about the child' and 'Learning Readiness' are embedded so behaviour for learning is good.

Aspirations

All our year 6 children take part in interviews for roles such as school council leaders and house leaders. Guest speakers are invited into school to talk about employability and trips are arranged to allow them to see what opportunities are available to them and what they need to do to

Learning Experiences.

Inclusive Curriculum

At Bligh, we take a practical approach to learning. We believe that children learn best when they are actively involved. 'Learning by doing' makes work more interesting, more meaningful and more likely to make sense to the children and be more memorable. Activities such as problem solving and investigations follow this principle. This kind of learning helps our children to think clearer, to raise questions, try out new ideas and to remember their findings. It helps build independence and also make learning engaging (and FUN!). Our thematic curriculum enriches the learning experience through excellent resources, displays and quality text. Each topic has a Brilliant Beginning, Marvellous Middle and Excellent Ending with active learning and trips playing a key role in bringing topics to life. Relevant cross curriculum links are encouraged. Quality first teaching and differentiation ensure all children are challenged at their correct level, by catering for different learning styles we are fully inclusive in our classroom practice. Manipulatives are used frequently to support learning.

Quality Dialogue

Targeted, quality dialogue based on Blooms Taxonomy is used effectively to extend and deepen learning. Teachers give instant feedback and encourage children to question and reason. Live marking is encouraged to allow quality, instant feedback.

Dynamic AfL (Assessment for Learning)

Children work in flexible learning groups. Children often have the opportunity to make choices about the level of challenge they want to work at and targeted adult support is given when needed. Children are encouraged to explain their learning and convince the teacher that they understand the concepts through reasoning and mastery. Pre and Post teaching is used to ensure timely intervention and support for individual children- including those that are 'most able'.