

## St John & St James CE Primary School



## Teaching and Learning Policy

| Document Information   |               |                         |             |
|------------------------|---------------|-------------------------|-------------|
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### Our Vision

**Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven**

## **Our Aims**

- **To ensure consistent understanding and implementation of the school vision.**
- **To have a clear picture of what ‘Good’ teaching and learning at StJJ looks like**
- **To ensure that all members of the school community share in the highest expectations of the quality of education, that the children of StJJ deserve and expect**
- **To be able to analyse and self evaluate our own practice(as subject leaders and leaders of learning) to ensure we consistently offer the highest quality of education to all learners, including those with SEND**

## **Teaching and Learning Policy**

Our teaching and learning policy sets out our expectations and main aims for all children to receive the standards of teaching and learning that they deserve. This includes implementation of a relevant, progressive and memorable curriculum which builds towards end points identified in the National curriculum.

Learning environments provide children with a safe place to learn, take risks, develop curiosity and develop strong learning behaviours, which support them in accessing the whole curriculum, including those with English as an additional language and those with additional needs.

It is the responsibility of every class teacher to organise and maintain a high quality learning environment in their class. All learning environments must:

- Have high quality, well modelled working walls
- Be tidy and well organised, where children can independently access resources
- Boards should be backed neatly and work mounted neatly and carefully
- Be changed regularly to reflect the curriculum areas being covered
- Be colourful, interactive and designed to stimulate and excite the children’s interest in learning

Learning environments and displays will reflect the rich diversity, cultures and abilities of our pupils. All pupils will have the opportunity to contribute to work on display in the learning environment in the classroom and around the school.

The curriculum contexts reflects the school’s context, is ambitious in improving life chances and equipping children with cultural capital, that prepares them for the future.

## **Intent**

Leaders will ensure that the school’s curriculum sets out the knowledge and skills that the pupils will gain at each stage, in all areas of the curriculum.

Leaders are clear about school's high expectations of all teachers in intent, implementation and impact of teaching and learning.

Middle leaders ensure that subject progression maps and curriculum overviews follow the National Curriculum, are well sequenced, with clearly defined skills and knowledge outcomes that can be assessed and measured to monitor progress towards end points.

Teachers devise progressive Medium Term plans which enable children to build learning towards National Curriculum end points, in line with the whole school curriculum map and school vision, addressing social disadvantage and close gaps in skills and knowledge.

Teachers plan engaging lessons with a clear purpose and outcome, which develop skills and knowledge over time, building on previous learning and preparing for clearly defined future outcomes, in line with age related expectations, laid out in the National Curriculum.

Planning ensures that over time children know more and can do more and are encouraged to recall and apply previous skills and knowledge to reach clearly defined end points.

Teachers understand that every minute counts and good organisation, preparation and subject knowledge ensure that no learning time is lost. Teachers ensure that a full and sequenced curriculum is planned, the curriculum is not reduced or narrowed and remains broad, balanced and engaging for individuals and all groups of children, including those with SEND. All subjects are timetabled and the weekly timetable, including any weekly changes, is displayed on the classroom door.

Leaders will ensure that the schools vision and values are interweaved throughout all areas of the school curriculum and learning behaviours are consistently promoted and developed in all subjects.

## **Implementation**

Teacher talk is limited to what is necessary to help pupils to make excellent progress in any lesson; and pupils themselves produce a great deal in terms of talking, writing and doing in relation to their learning.

Lessons promote practical elements such as those from 'Talk less Teaching' so that children can all feel successful in contributing and taking a valuable role in their own learning.

Lessons include explicit learning behaviours, engaging materials and sentence stems that promote effective debate and discussion amongst pupils.

Key vocabulary is identified, planned for, shared and discussed in all lessons so that children are able to correctly articulate their learning in all subjects.

High quality modelling meets the needs of all learners and bridges a gap between what they already know and what they can do with support.

Modelling is interactive, with practical activities, which encourage rich dialogue about learning and metacognition. Pupil modelling and journalling is regularly included in well-structured lessons.

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively to enable accelerated progress and they identify pupils' common misconceptions and act to ensure they are corrected.

Concept checks are included at key points in lessons and misconceptions are quickly identified and addressed so that no learning time is lost.

Detailed planning is shared with all support staff, enabling them to have significant and measurable impact on children's learning. Support staff are deployed effectively and feel that they are valued educators of the pupils they teach.

Teachers will employ a wide range of assessment for learning strategies during lessons to help to make accurate assessments of the children. These include:

- Asking open ended questions
- Encouraging paired talk
- Encouraging reflection at every stage of the lesson
- Encouraging pupils to summarise or paraphrase key taught concepts
- Use response cards/whiteboards/hand signals to check understanding
- Choral reading with the teacher – to check for fluency
- Encouraging pupils to ask questions of one another
- Presenting pupils with misconceptions and challenging them to explain how they know they are wrong

Resources are planned, organised and fit for purpose to support learners in all lessons. These may include but are not limited to manipulatives, word banks, artefacts, internet devices, high quality texts, images and media, and graphical organisers. Teachers are mindful of overuse of worksheets and seek to find more interactive activities as often as possible.

Effective differentiated is evident that ensures that all children can access all areas of the curriculum from various starting points.

Children are challenged at all levels to ensure that they take risks in their learning, build on previous knowledge and apply skills, ensuring mastery of all areas of the National Curriculum.

Teachers ensure that intervention is swift and effective in ensuring that children are able to keep up with programmes of study and do not fall behind through unaddressed misconceptions and errors.

Teachers provide quality feedback, through application of the feedback and marking policy. They ensure opportunities for ALL children to receive pupil conferencing to support their understanding of how to improve their own learning.

Pupils are encouraged to transfer key knowledge and skills. This is celebrated and described so that other pupils know how to be successful in their learning.

Teachers will systematically adjust their planning/teaching based on formative assessment and marking:

- Teachers recap quickly – they know when to move on
- Pre-tasks drive teaching in certain curriculum areas (i.e. maths) by identifying gaps in pupils' knowledge
- Teachers employ flexible grouping strategies based on their assessment during the lesson and their marking of children's work
- Teachers know when to stop, address misconceptions, revisit learning and focus on key groups/individuals/move others on
- Teachers deploy TAs to work with pupils who need further challenge or reinforcement within lessons
- Teachers know when further immediate intervention will make all the difference – they plan for this at other times of the school day using themselves or their TA

Teachers use both formative and summative assessment effectively to inform planning and teaching, identify need for intervention, inform clear next steps and ensure pupils continue to access the whole curriculum.

Teachers encourage pupils to work hard, develop resilience, recognise their efforts and ensure that they take pride in all aspects of their work. Effort and achievement are valued and celebrated.

Leaders will ensure that summative assessment is not disproportionate or overused and always has purpose in better meeting the needs of pupils and address gaps in their learning, being mindful of the workload of teachers and other school staff.

### **Impact**

Pupils enjoy learning, through a well structure, sequenced, engaging curriculum that encourages engagement, curiosity and challenge.

In pupils' books, we expect to see:

- Rapid progress in lessons and over time
- The LI/SC and date is included for all pieces of work

- Excellent standards of presentation which demonstrates the children's pride in their work e.g. sheets trimmed and stuck in fully, ruler used for underlining, legible, fluent, joined style of handwriting (age appropriate)
- All written work is acknowledged and SC is highlighted so children feel their contributions and efforts are valued
- Teachers providing pupils with incisive feedback both orally and in writing which is always closely linked to the learning objective and success criteria
- Teachers using green and yellow highlighting to show areas of success and areas to develop/next steps
- Evidence of children responding to feedback either verbal or written. This should show where children have moved on in their learning or have had time to reflect.
- Evidence of pupil conferencing and addressing misconceptions, including scaffolding and examples.
- Evidence of challenge at all levels so that all children access a mastery curriculum.

Pupils are eager to know how to improve their learning and they are given the time to respond to all marking and feedback. They capitalise on opportunities to use feedback, written or oral, to improve.

Expectations are consistently high for all pupils amongst all adults. Within the classroom there is a shared responsibility that all pupils will make excellent progress. There is a shared culture and expectation that learning is engaging and challenging.

Work in books shows evidence that planning is ambitious and connected over time and across subjects. Pupils have opportunities to problem solve and apply skills in new and exciting ways and use learning across the curriculum to make a positive impact beyond school.

A well taught curriculum will lead to good results and end improved end of key stage outcomes, that reflect what pupils have learnt.

Disadvantaged pupils and those with special educational needs will make demonstrable process and master skills that will improve life chances and ensure future success.

All learning builds towards clearly defined National Curriculum end points and children will complete all programmes of study.

### **Teaching assistants**

Teaching assistants are expected to work in partnership with the class teacher to ensure that all children are able to succeed, access a rich, full and memorable curriculum and fulfil their potential.

Teaching assistants should be proactive and liaise regularly with the teacher to fully understand how they can best support the learning within the classroom. They are expected to be inclusive in their practice and to model good behaviour management skills where required.

All teaching assistants are expected to use the key strategies to promote key vocabulary for the lesson; model the task prior to independent work; use a range of practical resources as directed by the class teacher; to have high quality interactions with pupils which move them on in their learning; to provide positive feedback which acknowledges effort and builds confidence for the future.

## **Teaching and Learning in the Early Years**

The learning environment helps children to learn. Key learning areas are clear, including creative, writing and maths areas.

The high quality indoor learning environment is reflected outside is fully enabling with engaging and exciting resources accessible to children. These are carefully planned and set up at the start of each session (AM & PM). Freeflow between indoors and outdoors is in operation as per timetable

Children are engaged, purposeful and using the environment independently. They are clearly aware of expectations and routines that reflect whole school behaviour and learning expectations.

All adults promote rich speech and language, thinking and learning, during planned and independent play. Challenge at all levels is evident and all share high expectations for all pupils.

High quality questioning is evident. Questions are open ended, and children are encouraged to articulate their understanding and knowledge. Children are always given sufficient time to respond.

Children's own interests are followed and learning relates to their experience and the school context.

Learning environments are multi-sensory and support all styles of learning, providing the children with rich experiences.

Whole class teaching is well planned for, purposeful and engaging, with clear objectives linking with the focus activity. Adults are deployed effectively to support children.

There is a strong focus on early maths, emergent writing, early reading and speaking and listening, that improve outcomes for all children, including those with low starting points.

The children access a structured, daily RWI lesson, that is appropriate to their reading age and ability.

Children have texts which are well matched to their reading age, enabling them to make good progress in reading, preparing them for future learning and develop skills in other areas of their lives.

Children develop a curiosity and love of learning, that they develop and grow throughout their time at school and beyond, through access to a rich and

engaging curriculums which allows them access to new experiences and language which they can use and develop over time.

Focus activities clearly match the Early Learning Goals and support all the children completing programmes of study. The needs of individual children and groups are considered and supported effectively and all children are challenged at their level.

Learning Journals are up to date, and follow school's guidelines. Progress is evident and shows skills and knowledge being developed over time. Clear end points are identified and learning is sequenced in all order that children are able to achieve.

Teachers understand progression and links to National curriculum outcomes, including the knowledge and skills that children need to secure in order to access the next stage in their learning.

Observations are high quality and linked to Early Learning Goals and Development Matters objectives.

Teachers and support staff use assessment effectively to inform planning and teaching, identify need for intervention, inform clear next steps and ensure pupils continue to access the whole curriculum.