

St John & St James CE Primary School



Teaching and Learning Policy

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Signature (FGB)		Signature (Head)	P Cuncarr

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 senior leaders, 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, that are backed neatly, with work mounted neatly and carefully
- Be tidy and well organised, where children can independently access learning resources, in clearly labelled drawers or shelves
- Have a well placed Visual Timetable, with supporting images.
- Have displays changed regularly to reflect the curriculum areas being taught, to include sentence starters, key vocabulary, worked examples for current areas of learning
- Be colourful, interactive and designed to stimulate and excite the children's interest in learning
- Have a reflection area, that prevents children from being triggered or disturbed by others, allowing them time to self regulate and return to learning
- Have an attractive, well organised reading area, which is inviting, well stocked and comfortable.

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 content 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. This curriculum is progressive and ambitious for all pupils.

Leaders are clear about the 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 closing gaps in skills and knowledge through careful scaffolding and adaptation..

Teachers plan fully inclusive, 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. Lessons are adapted and scaffolded for those working below the standard, particularly children with EAL and SEND.

Planning incorporates effective retrieval strategies, where children are supported to revisit previous learning in order to commit this to long term working memory.

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 interwoven 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. Teachers will consistently use the key Walkthrus of *Think, Pair, Share, Cold Calling, No Opt Out* and *Check for Understanding* as well as *Low stakes Quizzing* and *Retrieval Practice*, children will become more responsible and engaged in their learning.

Lessons promote practical elements that include all learners, such as those from '*Talk less Teaching*' so that *all* 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.

Teachers use the [5-a-day](#) teaching tools to plan lessons, such as [5-a-day SEND](#) outcomes and [5-a-reading](#) strategies. 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.

Teachers demonstrate deep subject 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.

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 task planners, 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 adaptation is evident and ensures that all children can access all areas of the curriculum from various starting points.

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. Support staff are well planned for in the classroom and in delivering a range of interventions, that support children in closing gaps and making good or better progress.

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.

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 along side gap analysis of summative assessments
- 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 to move learning on
- 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. All colleagues are responsible for asking for support and advice from the SENCO and other leaders in supporting children's learning and sharing areas of concern.

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 addressing gaps in their learning, being mindful of the workload of teachers and other school staff.

Impact

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

In pupils' books, we expect to see:

- Rapid progress in lessons and over time
- The Learning intention 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 a margin and underlining, legible, fluent, joined style of handwriting (age appropriate)
- All written work is acknowledged and key marking symbols are used in the margin so children know how to be successful
- Teachers provide pupils with incisive feedback both orally and in writing which is always closely linked to the learning objective and success criteria

- 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 improved end of key stage outcomes that reflect what pupils have learnt.

Disadvantaged pupils and those with special educational needs will make accelerated progress, mastering 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 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 inclusive in their practice and to model good behaviour management skills where required.

All teaching assistants 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. Children should be given a high level of independence through well organised, labelled and accessible resources.

The high quality indoor learning environment is reflected outside and is fully enabling, with engaging and exciting resources accessible to all 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. Routines are explicitly taught and well embedded throughout the day.

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, through whole class teaching, small group work and play partnering. 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. High quality texts, rich vocabulary and quality resources support children in understanding new concepts and fully immersing themselves in learning.

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 at all parts of the lesson.

There is a strong focus on early maths, emergent writing, early reading, listening and attention and communication and language, 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. As well as having texts that are well matched to their reading age, enabling them to make good progress in reading, preparing them for future learning and developing 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 curriculum 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.

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.

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. Support staff are well planned for in the classroom and in delivering a range of interventions, that support children in closing gaps and making good or better progress.