

St. John's C of E Primary Academy

Teaching and Learning Policy



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'Believe to Achieve'

Introduction

'A place of excellence that allows children to reach their full potential through faith, partnership and a creative curriculum'.

At St. John's C of E Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning based on the **current DfE Teaching Standards**. It is written against the key Teaching & Learning points from the OFSTED handbook and as such acts as a tool for internal Monitoring and Evaluation.

(see current OFSTED handbook for further details)

Teaching Standards Summarised (Part1):

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities eg deployment of support staff and communication with parents.

Aims

We believe that people learn in different ways through the seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Nurture children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.
- Encourage children to learn to trust God for every aspect of their lives and their learning.

Effective Teaching

When teaching we **focus on motivating the children by:**

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- ICT as a tool for learning
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies.
- Using interesting and good quality resources and visual aides to aide effective learning.
- Building on their skills, knowledge and understanding of the curriculum.
- Using the school curriculum plan to guide our teaching with clear learning objectives.
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils.
- Make effective use of time and insist on high standards of behaviour.
- Use homework effectively to reinforce and extend what is learned in school.
- Providing personalised interventions to ensure pupil progress and raise pupil confidence.
- Developing and widening children's language out of the sphere of their own experience, through varied opportunities.

We use our knowledge of the children's level of attainment to enhance our teaching.

Our knowledge of learners is gained by:

- Continually monitoring and assessing pupil progress to ensure that all tasks set are appropriate to each child's level of ability;
- Planning work for all children including those with special educational needs, giving due regard to information and targets contained within the provision map.
- Close liaison with parents and all members of staff who are partners in the learning process.
- Feedback from pupil intervention.

Effective Learning

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different forms of intelligence when planning teaching and learning styles in order to **achieve the following pupil learning outcomes:**

- Effectively acquire new knowledge and vocabulary or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.
- Use visual, auditory, kinaesthetic and other styles to access learning.
- Reflect, evaluate, edit, improve and present their work using evaluative comments.

We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements.

The learning styles used include:

- Independent work, paired work and group work;
- Whole-class work, mixed ability seating
- ICT as a tool for learning and the use of the computer net books and audio visual resources.
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities and designing and making things;
- Use of games and fun competitions and challenges;
- Outdoor work and visits to places of educational interest;
- Participation in athletic or physical activity.

Distinctive Learning Culture:

The teaching and learning at St. John's C of E Primary School is distinctive because it is conducted within the context of our **relational Church school ethos that enables pupils to learn within an emotional culture that is:**

- **'Open'**, whereby pupils feel able, encouraged and enthusiastic to ask for help from peers, staff and family members without being judged.
- **'Supportive'** whereby pupils are keen to offer to help other pupils to be successful by peer mentoring.

- **'Friendly'**, whereby pupils feel that no matter what they have achieved or not completed the staff will be friendly and focus on helping them achieve the learning goal rather than emphasising sanctions.
- **'Relational'** whereby staff relationships with pupils is a priority and always ever positive, nurturing and consistent - not dependent upon the learning outcomes achieved or not achieved. Our relationship with the pupils is not derived from their performance but from relationship of grace.
- **'Personal Responsibility'** whereby pupils are encouraged to take responsibility for their own learning and make positive choices to be successful; staff are committed to facilitating the pupil choices rather than enforcing them.
- **'Celebratory'** whereby the focus is on strengths rather than being reminded of their weaknesses on a consistent basis.
- **'Collaborative'** whereby pupils never feel isolated, excluded or 'on their own' when trying to achieve their learning goals.
- **'Faith based'** whereby staff are committed to pupils bringing into being the unseen and as yet undiscovered or undeveloped talents of pupils. This is through words of faith and encouragement, staff bring out the gifts and talents in pupils and a can do mentality towards pupils. Allow every child a 'Fresh' start regardless of previous challenging behaviour.
- **'Positive Identity'** whereby Staff always affirm the positive identity in the child and the language used towards pupils reflects our commitment to strengthening, uplifting and encouraging pupils for who they are and who they are going to be.
- **'Holistic'** whereby every effort to ensure all pupils have something they are good at, all pupils experience success and are proud of something they achieve at school – as we believe that the confidence, enjoyment and skills learnt in one area will eventually transfer to other maybe more academic areas.

At St. John's the start of every new topic children will be asked to 'mind map' what they know. By the end of the topic (in a different colour) they will write what they now know. Using another colour, children will also state what skills they have learnt to do during the topic.

During the first week of a new topic the children will be exposed / immersed in high quality language and knowledge activities that are recorded in a creative way. This supports the pupils with gaining experiences and developing vocabulary and language, which will be seen in the application of their writing across the curriculum, with a particular focus in the thematic subjects.

The desired outcome for children will be to improve the quality of writing within the foundation subjects.

Expectations of Teaching & Learning

At St. John's we expect teachers:

- Be a positive role model;
- Ensure that learning is progressive and continuous;
- Provide a challenging and stimulating programme of study to all children in their care;
- Recognise and plan for the individual needs of each child, with support where appropriate;
- Uphold professional standards, including being punctual, well prepared and organised.
- Manage change and the development of their own professional expertise.
- Maintain an up-to-date knowledge of the National Curriculum and educational developments, including Early Years.
- Work collaboratively and share expertise.
- Attend school regularly and be punctual for lessons.
- Take increasing responsibility for their own learning.
- Contribute and enjoy a positive attitude towards school life.
- Provide weekly, termly and yearly planning
- Deploy teaching assistants effectively
- Mark pupils work regularly (Literacy and Numeracy daily)
- Provide feedback to pupils that moves learning on
- Set and review pupils targets each half term
- Carryout assessments half termly
- Track pupils progress using the tracking system
- To receive termly lesson observations
- To take part in and provide pupils books for work scrutiny.

At St. John's we expect parents and carers to:

- Ensure their children attend school regularly, arrive on time and are in good health.
- Notify the school immediately of the reasons for any absences.
- Participate in discussions concerning their child's progress and attainment.
- Be aware of and support the school's behaviour policy.
- Support the teaching and learning in school by offering encouragement and praise to their children, supporting them at home by working on areas identified with the class teacher, such as hearing them read, helping them to learn spellings and maths tables, and understand the importance of homework.

Planning

In order for children to have an effective learning experience, each lesson must be well-planned. At St. John's, we use long-term, medium-term and short-term planning to cover all that will be taught within the classroom. This planning will be uploaded each term and weekly planning will be uploaded to the cloud based storage by Monday Morning each week.

- Long-term plans will set out the subjects and topics that will be covered over the whole school year for each year group. (Curriculum Map)

- Medium term plans are produced setting out in more detail the work to be covered over a term or half-term period.

- Teachers will then produce weekly plans setting out exactly what work is to be done each day.

These will include clear learning objectives, descriptions of the activity and how the work will be assessed. Plans are regularly checked to ensure that they allow for continuity and progression throughout the school.

High Quality Lessons

We have identified the main factors that contribute to effective teaching and learning in the classroom.

Before the lesson, the teacher will have:

- relevant knowledge of the subject.
- planned activities that take account of the needs of each individual child.
- identified the aims and intended learning outcomes of the lesson.
- the relevant resources available and accessible.
- planned the use of the teacher role.
- planned the use of other adult roles.

During the lesson, the teacher will:

- give clear information and explanations to the children.
- tell the children the aims of the lesson and how these relate to previous and future learning.
- ensure that the children know what is expected of them, both in terms of work and behaviour.
- inform the children about the way they will work – whether in groups or alone, silently or in discussion, what resources they will use etc.
- interact effectively with the children.
- act positively and with appropriate humour.
- have an awareness of the whole class.
- manage the children well, using clear and orderly routines with consistency, so as to achieve high standards of discipline.
- match work accurately to the children's abilities.
- develop children's language and social skills.
- give appropriate opportunities for the children to extend their learning.
- take steps to motivate and inspire the children.
- evaluate and assess the lesson as it progresses.

After the lesson, the teacher will:

- assess the lesson in light of what happened.
- evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate.
- mark work consistently and appropriately, depending on the work done.
- give verbal feedback and praise and written feedback where appropriate.

High Quality Teaching

When the quality of teaching is good, the following will be observed:

- well informed, planned and organised lessons.
- good knowledge of the subject being taught.
- clear learning outcomes, of which pupils are aware.
- high expectations of work and behaviour. - differentiated activities with appropriate resources.
- good relationships between the teacher and children.
- tasks which are challenging and give opportunities for further development.
- appropriate questioning skills to motivate and inspire children.
- good time management leading to well-paced lessons.
- other adult support being appropriately deployed.
- evidence of evaluation and assessment.

High Quality Learning

When the quality of learning is good, the following will be observed:

- children on task, knowing the time available to complete work
- children able to explain the purpose of their task.
- children involved in the decision making and learning process.
- children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application;
- quality outcomes in the work produced.
- evaluations and positive feedback.
- a safe, stimulating and comfortable work environment.
- acknowledgement of different approaches, including trial and error and learning from each other.

Classroom Observations

Work in the classroom is observed on a regular basis. The teacher will have the opportunity to discuss her/his professional needs as a teacher with the relevant people.

The aims of these observations are to:

- promote the effectiveness of the teacher in the classroom.
- support the teacher's professional development. - inform the senior management team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice.
- allow time for reflection on personal practice.