



# St. Mary's Endowed CE VA Primary School

## Teaching and Learning Policy

At St. Mary's we take care of each other, aim high, enjoy learning and achieve success within the family of a Church school.



# Teaching and Learning Policy

## Rationale

St. Mary's is a voluntary Aided, Church of England School and as such, adheres to the Church of England Ethos which asks the school to preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with St. Mary's church, Roughton and the Diocese of Norwich.

At St. Mary's we believe that children learn best when they are able to take part in a range of practical activities; when they are able to use their senses, explore their environment and interact with people, things, places and events. In order for all of our learners to be able to exceed their potential academically, socially, emotionally and spiritually and to make the most of their strengths and overcome weaknesses, we aim to offer a creative, inclusive and challenging curriculum within a stable and secure environment where they feel safe to take risks and to take responsibility for their learning.

## The aims of this policy

This policy aims to ensure that the children at our school are offered an excellent quality of learning experience that results in high levels of achievement and attainment in all areas of learning and development . It will do this by:

- Clearly communicating the school ethos
- Outlining the agreed framework for good practice as discussed by staff and children
- Ensuring that there is consistency and continuity throughout the school
- Ensuring that there are equal opportunities for all
- Ensuring that the curriculum is engaging, purposeful and effective
- Enabling the children to take a full and active role in their learning and development
- Supporting all members of staff in fulfilling their roles to the best of their abilities

It will achieve this by outlining the expectations within the following areas:

### 1. Well - being and Relationships

We believe that children should feel happy, safe, respected and included in the life of the school and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. We will do this by:

- Ensuring that robust policies are in place to secure the health, safety and well - being of the children
- Respecting Pupil Voice and Involving the children in decision making through the election of a school council
- Creating a school and class charter annually
- Promoting the Christian Values through Collective Worship and British values through SMSC lessons
- Modelling respect and demonstrating high levels of emotional literacy
- Informing parents on policies, ethos and engaging them and others members of the local community in special activities
- Communicating with parents through regular reports, consultation evenings and through having an open – door policy

- Ensuring that safeguarding is a regular item in staff meetings
- Updating the Home / School Agreement annually

## 2. The Environment

The environment should be ready to start engaging and motivating the children from the first week of each school term and should maintain interest throughout the term. It should fully support children's learning and celebrate their achievements. This will be achieved by:

- Displaying a stimulating starter display based around the term's topic to initiate thinking
- Including a working wall and / or interactive displays for maths and literacy to guide children through the development of skills
- Presenting and celebrating children's work and achievements.
- Including a class charter that supports the children in managing their learning behaviours and respect for each other.
- Ensuring that each child has all s/he needs to complete each task and engage on each activity successfully including pens, pencils, learning aids and prompts
- Ensuring that all learning resources are clearly stored and labelled and accessible to each child.
- Being well organised and tidy and appropriate to the ages / needs of the children

St. Mary's is fortunate to have access to an extensive outdoor environment and we will ensure that children have full access to this space in order to develop good health, social skills (including team work and cooperation,) well – being, and academic knowledge and skills. This will be achieved by:

- Allowing and enabling every child in the school to take part in Woodland Learning throughout the year.
- Ensuring that the PE curriculum is well planned and includes opportunities for the development of skills in football, netball, athletics, tennis and field sports
- Allowing children to use the quiet outdoor spaces for reflection
- Seeking opportunities to use the outdoors in other curriculum areas wherever possible.

## 3. The Curriculum

We recognise that a motivating and exciting curriculum will encourage an engagement in and love of learning. Carefully designed topics will inspire learning to continue to take place outside the immediate school environment and will involve the wider community.

The curriculum will:

- Be creative yet rigorous and be carefully designed to ensure coverage appropriate to age
- Be incorporated into termly topics over a 2 year cycle which will have a history, geography or science central focus. Cross curricular links should be made wherever possible.
- Have a balance of all subjects, valuing the contribution of Art, Music, Design Technology, ICT and PSHE
- Be rich, varied and relevant, offering the children a wide range of learning experiences including:
  - school trips and residentials
  - real-life experiences such as shopping, preparing for a school event, solving problems
  - welcoming visitors and offering workshops to enhance learning
  - creating opportunities for learning together as a school including special focus days

- practical activities and learning from first hand experiences
- Be adapted to meet the needs of all learners and allow for the development of individual ideas or interests and further, independent study.
- Be well resourced

Children will be taught how to present their topic – based work and achievements and these pieces of work will be stored in a special topic book.

#### 4. Lessons and Learning

In the eyes of the children, learning should have a purpose and it is important that they understand why they are learning as well as what they are learning. During the learning process children will need to pay attention, observe, memorise, understand, set goals and to assume responsibility for their own learning. Children learn best when they are engaged on tasks appropriate to their ability and when they are challenged and stimulated. In order to achieve this, teachers will:

- Have high but realistic expectations and create a climate where confidence and risk taking is developed and encouraged
- Plan lessons that are stimulating and relevant to the lives of the children and relate to other areas of learning where possible. Objectives should be clearly displayed and they should be made clear to the children and referred to throughout the lesson. Steps to success should be made available to the children to support them through the tasks.
- Plan lessons that build on previous learning and assessments.
- Identify and utilise opportunities for reinforcement of prior learning regularly
- Prepare lessons well so that resources are appropriate and readily available.
- Develop a calm and purposeful learning environment wherein the children demonstrate positive learning behaviours.
- Use modelling to demonstrate techniques and support the children's progress through a task.
- Deploy appropriate questioning techniques that challenge the children's thinking
- Encourage autonomy by allowing children to choose from a selection of tasks rather than directing them to an ability – based task. (Teachers should develop the children's ability to understand their own levels and select the most appropriate activity to take their learning forward. )
- Allow the children to work individually, cooperatively in pairs, in groups and as a whole class as well as with other members of the school and community.
- Provide the children with a range of learning approaches including practical, hands-on experiences, self- study and the use of ICT.
- Make sure support assistants are clear about their role within each lesson and deploy them strategically to maximise learning.
- Be flexible to allow for diversity
- Ensure that each lesson includes mini-plenaries / plenaries to discuss the children's progress towards achieving the learning objectives and to allow for future planning.
- Avoid situations where the children are passive for long periods of time

Within lessons, children should be given the opportunity to:

- Make decisions and use their initiative
- Ask questions
- Be creative
- Discuss their ideas

- Work alongside others
- Develop independence
- Take risks
- Know how to seek support

### **Homework**

Homework is set weekly in order to give the children the opportunity to reinforce what they have learnt in their lessons and it also allows the parents to gain an insight into what their children have been working on.

Homework will consist of:

- A 3 x weekly reading expectation
- Spelling practice
- Times table practice where appropriate
- Practice of key concepts from both literacy and maths. The children will complete a weekly 'quiz' that will enable the teachers to assess the levels of understanding both from the week's learning and homework reinforcement.

## **5. Assessment and Progress**

Assessment at St. Mary's enables teachers to plan work that accurately reflects the needs of each child. We recognise that it is also important that each child is able to understand and demonstrate what they know and what they need to do to improve and take their learning forward. Assessment also provides the parents, Head teacher, Governors and external agencies with information that allows judgements of effectiveness to be made and further supports the development and improvement of the school's provision. In order to ensure that the children's education is effective we:

- Use Pupil Asset as our tracking system and update information on a regular basis. Teachers highlight achieved Key Performance Indicators (KPIs) for individual children. Termly data is recorded in reading, writing, maths and science and progress meetings are held between the Head teacher and class teacher to discuss achievement and attainment.
- Information about progress is attained through:
  - Careful marking against lesson objectives by the class teacher using the marking policy
  - Analysis by the class teacher of self and peer assessments within books.
  - Dialogue with children about their learning either verbally or through written responses in books. Where relevant, teachers will comment on children's work, give the children the time and opportunity to respond and react to the comments, be they verbal or written.
  - Observations of the children at work and appropriate questioning regarding their learning.
  - Regular quizzes centred on recent learning objectives in maths and literacy
  - Termly summative assessments.
  - Liaison with parents

Teachers will plan lessons using Assessment for Learning to ensure that children are building on their prior knowledge and skills development. Teachers will discuss progress with children and will work with them to agree personalised or class targets that will take their learning forward. Children will be given the opportunity to review their targets on a regular basis.

## 6. SEND and Pupil Premium

At St. Mary's we aim to enable every child to be the best they can be regardless of background, challenge or need. We understand that in order to achieve this we need to ensure that we have a structured approach to identifying and addressing the needs of each child. In order to do this we will:

- Assess and track progress across the school and identify concerns early
- Identify barriers to learning
- Involve children and their families in planning appropriate provision
- Enable the children to articulate what helps them to learn
- Design intervention programmes with SMART targets and regular progress measures
- Ensure Quality first teaching is taking place as a priority
- Provide appropriate support and resources
- Keep staff trained and updated in understanding the needs of the children in their care
- Deploy support staff effectively
- Ensure careful and considered spending of Pupil Premium money
- Monitor the impact of Pupil Premium grant expenditure

## 7. More able

Children considered to be more able will also be identified and appropriate provision and resources will be provided in order to allow them to make continued, accelerated progress.

## The Governors

The Governors of St. Mary's meet regularly to review the School Improvement and Development plan and to support and challenge the Head teacher in her leadership of teaching and learning within the school.

The Governing body does this by:

- ensuring that information is shared from the Teaching and Learning Committee to the full Governing Body
- receiving and discussing reports from the Head teacher
- making pre-arranged monitoring visits to observe the Teaching and Learning Policy in practice, look at learning environments and report back to the Governing Body
- receiving and discussing reports from the Teaching and Learning and Learning Environment Committees on relevant issues and follow up where necessary
- being well informed, updating knowledge and attending training as required to meet statutory requirements
- promoting and ensuring at all times equal opportunities in relation to race, gender, class, belief and supporting the practice of giving value and respect for all cultures and beliefs.