

Teaching and Learning Policy

St John with St Augustine Primary School

2018

At St John with St Augustine Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Mission Statement

We aim within a caring and Christian environment to educate every child in our safekeeping to achieve his or her true potential. We seek to create a welcoming, stimulating, positive and disciplined learning environment where children develop independence, interdependence, self-confidence and self-esteem.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- To seek to encourage an understanding of faith and promote Christian values through the experiences we offer to our pupils.

Learning Culture

- A sense of independence, whereby children can maximise their potential through self –assessment
- Children are engaged in a challenged culture within the classroom
- Children understand the behaviour for learning principles (Learning Goals: IPC) which will create a positive attitude to learning
- Feel safe – respect, value and support for each other as learners
- Take appropriate risks
- Recognise mistakes and errors as a learning opportunity
- **High expectations** – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in the first half term), then further developed and reinforced throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners, including:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for learning will be evident in planning and lessons to ensure lessons are **well paced and all pupils make progress** in learning.

- **Learning Objectives**
 - clear and focused based on skills to be learnt rather than task
 - clearly displayed in the classroom and in books
 - discussed and explained to the children
 - based on prior attainment, knowledge and understanding
- **Success Criteria**
 - break down the learning which will take place
 - include the steps or 'ingredients' the children need to be successful in their learning
 - are identified by the teacher during the planning process
 - are sometimes generated with the children during the lesson
 - are written up and referred to during the lesson
- **Plenary**
 - Planned times during, and at the end of, the lesson as necessary
 - Reviews progress towards learning objective and success criteria

- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt
- **Outcome**
 - what will be achieved by the children by the end of the lesson
 - the learning activity/evidence of learning
 - sufficient time given to enable children to achieve meaningful learning
 - differentiated according to the levels at which the children are working
- **Differentiation**
 - Takes place throughout the lesson
 - Is matched to children's levels and their appropriate next steps
 - When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
 - Range of differentiation will include adult support; a range and level of resources; time; task; different outcomes
- **Adult Input**
 - Engages children in the learning
 - Is active and interactive
 - Has good pace to ensure maximum learning takes place
 - Responds to, and is adapted to, ongoing assessment during the lesson
 - Clearly models successful learning/the learning activity
 - Generates success criteria
 - Is flexible according to the learning taking place eg.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc
 - Effective questioning
 - Re-shaping of tasks as necessary
- **Questioning**
 - questions will be asked to assess learning, challenge and deepen thinking and understanding
 - The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
 - Will be differentiated
 - Opportunities will be planned for children to develop their own questions and thought-provoking questioning
- **Feedback & Marking**

Marking and feedback will be in line with our Marking and Feedback Policy

However, the general principles are:

 - Quality marking will take place daily in Literacy and Numeracy
 - Regular feedback will be given to the children
 - Identifies success and areas for improvement/next steps learning
 - Refers to learning objectives, success criteria, and level related spelling, punctuation and grammar
 - Opportunities are planned for children to regularly respond to feedback and marking (Fix it time/responding red)
- **Self & Peer Assessment**
 - Children at Key Stage 2 are trained to self and peer assess
 - Guidelines are discussed, agreed and developed with the children

- Is used regularly to enable children to address misconceptions and make improvements to their work
- Children use talk partners to support their learning
- **Active Learning**
 - Children are given opportunities to be involved in the learning throughout the lesson
 - A range of strategies are used
 - There is an appropriate balance of adult/pupil talk
 - Children are given opportunities to use working walls within the classroom

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- Classrooms will have tidy, stimulating and attractive entrances
- A stimulating environment sets the climate for learning
- EYFS will have an environment conducive to promoting calmness and meeting the emotional needs of our pupils
- an exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy and should be word and number rich.
- Each classroom will have a CPOW board
- Each classroom will have a literacy and numeracy interactive working wall
- The Golden Rules and behavioural systems will be displayed in each classroom.
- The Teaching and Learning Charter should be displayed in each classroom.
- Reading and challenge areas will be set up and stimulating
- Displays should be used to:
 - Celebrate success - achievement, Star/Learner of the Day/Week
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote Independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, presentation examples, interactive & challenging,
 - Displays are changed regularly and reflect the current topic/themes/ learning
 - Encourage appropriate behaviour: What Makes a Good Learner

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- supporting assessments of children's understanding

- developing children's independence
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Teaching Assistant will only be assigned by the class teacher to work with children to accelerate their progress.

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular parent/structured conversation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- sending information to parents via the school website and newsletters in which we outline the learning areas and topics that the children will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;

- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.
- Attend Governor Days in which focus on the key developments within the curriculum and assessment

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review: Autumn 2020