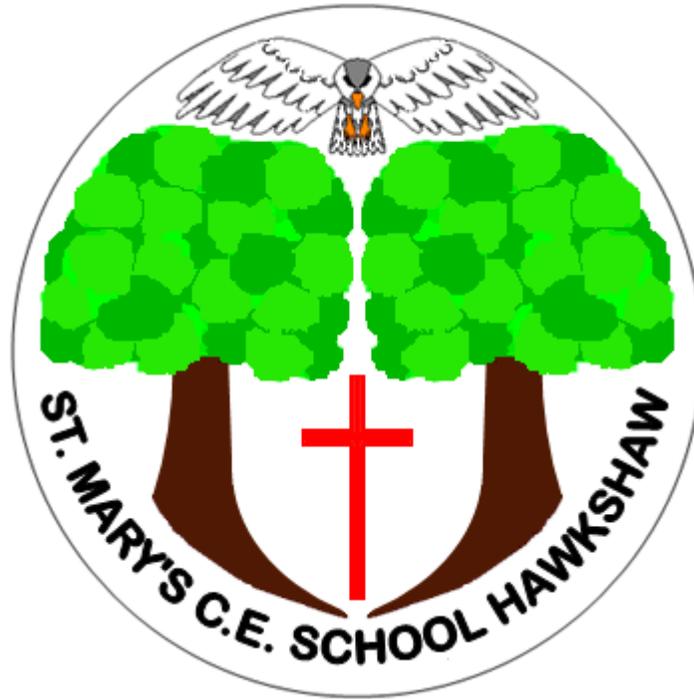


Believe and Achieve Together



St Mary's CE Primary School

Teaching and Learning Policy

Reviewed: December 2022

Next Review: December 2024

*"Give instruction to a wise man, and he will be still wiser;
teach a righteous man, and he will increase in learning."*

Proverbs 9:9

Introduction

At St Mary's CEP 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 and enjoyable experience for everyone. It should be fun. Through our teaching we aim to 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. Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.

Aims

Our Aim is to provide a happy, purposeful, Christian environment, in which each child feels secure and flourishes. We value parents and carers as partners in the learning process. We provide rich and varied learning experiences which lead to them developing their skills and abilities.

Planning for Outstanding Teaching and Learning

Our curriculum has been planned to deliver the statutory requirements of the National Curriculum 2014 and to reflect the ethos and values of St Mary's CEP School. Our long term plans demonstrate the high expectations we have for progress, attainment and achievement, whilst our Medium Term Plans provide a strong framework for each half term's learning and are the result of collaboration between teachers, support staff and pupils. Medium Term Plans provide clarity of expectation for pupils of different abilities and are sufficiently detailed to provide a robust foundation upon which short term planning can be built providing a clear structure for each lesson. They are learning, not task centred, to allow teachers the flexibility to adapt their teaching and/or the lesson to meet the needs of the pupils as the session develops. The Subject Leaders monitor Medium and Long Term Plans.

Effective Teaching

Effective teaching produces outstanding progress in learning, where children retain skills and knowledge in the long term and can apply this independently in a range of challenging contexts. The purpose of assessment is to check how effective teaching has been and to inform planning and teaching the next steps in learning. Through assessment, we evaluate successes in teaching and

learning.

There should be a good balance between;

- Whole class teaching and learning
- Kinaesthetic, visual and aural learning
- Independent work
- Paired work
- Group work
- Individual or group investigations
- Group teaching and learning
- Guided group work

At St Mary's we;

- Identify barriers to learning and provide appropriate support
- Have a high level of pupil involvement in all lessons
- Encourage, engage, praise and motivate pupils
- Establish high expectations of all pupils at all times regardless of their ability
- Provide appropriate levels of challenge for all children in order that they make progress throughout the curriculum. Our high expectations inspire, motivate and challenge pupils.
- Listen, observe and question pupils throughout the lesson to check understanding
- Intervene and revise tasks and explanations in order to improve learning
- Provide highly focussed lessons where children are encouraged to accept responsibility for their own learning and work independently
- Plan for all staff to work with all ability groups as appropriate.
- Ensure staff and children are clear about what they are learning through clear learning objectives and success criteria
- Alter the pace of the lesson appropriate to the needs of the children
- Use time available for learning to be maximised
- Children are given time to transfer and apply learned skills independently
- Model skills and processes
- Engage children and encourage their contribution to learning
- Assess the effectiveness of our teaching and reflect constantly on our practice

Differentiation and Personalisation

- By content – adapt what you want the children to learn or how they gain access to knowledge, skills and understanding
- By task – allocate different tasks to achieve the same goal
- By outcome – what is the child expected to produce?
- By learning needs – visual, aural, kinaesthetic
- Use of additional support – effective deployment to support learning
- By time – time allocated for task adjusted to meet need
- By scaffolding – writing frames, word lists, visual timetables
- By resources – accessible, appropriate and supportive
- By technology – use of ICT
- By peer group support – buddies, group work, peer tutoring
- By feedback – teachers give individual feedback and set individualised goals and targets
- By teaching strategy – focus on the vital role that teacher’s play in facilitating learning and removing the barriers to learning

Delivery of lessons

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children’s different ways of learning

Classroom environment

Our classrooms are attractive learning environments. We change displays to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their work. All learning spaces promote independent use of resources and high quality work from the children.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school we obtain permission from parents and follow the Off Site Policy.

We conduct all our teaching in an atmosphere of trust and respect for all.

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning;

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self assessment of personal teaching

The Evaluation of Practice

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

Learning visits are carried out by the Head Teacher.

Professional Development Reviews for teachers take place annually when targets will be reviewed and new ones set.

Parents' Evenings are held twice a year, and annual reports are written each Summer to inform parents of their child's progress. Staff are available for informal discussions or appointments can be made.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their child is learning by:

- Holding 2 Parents' Evenings per year
- Delivering a SATs Information Evening
- EYFS Welcome Evening
- EYFS Curriculum Evening
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term

at school in the form of a class newsletter.

- Publishing our long term plans on the school website
- Explaining to parents how they can support children with their homework
- Regular shared reading with the younger children, and support older children with their projects and investigative work.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning

The Role of The Governors

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

- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure staff development promoting good quality teaching
- Monitor the effectiveness of the school's Teaching and Learning Policy through the school self review processes.
- Monitor progress and attainment through the Curriculum and Effectiveness Committee.

Monitoring and Review

We review the Teaching and Learning Policy so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Appendix 2