

Teaching and Learning Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This includes referring and monitoring cases of suspected abuse.

Reviewed by: FGB Autumn 2021

Review period: Annually

Next review due: Autumn 2022

The Teaching and Learning policy is a core policy at our school as it sets out how we will achieve high standards in achievement and puts learning and the child at the centre of all that we do. The policy ensures that everyone is committed to achieving a high-quality consistent approach to learning.

We are committed to providing an excellent educational and holistic experience for all our children.

- Expectations are always challenging and creative
- Children are active and have a voice in their learning and development
- Teachers enjoy teaching and always strive for excellence

We seek to be an outstanding school whose Christian character and educational excellence provides all our children with the strongest of foundations for their lives ahead, whatever their faith or background. We strive to provide true '**Learning for Life**' by educating the whole child, preparing them intellectually, emotionally and spiritually for the future and giving them the confidence and self-belief to realise their full potential.

School Aims

- A happy, safe and supportive environment for learning
- A broad balanced and exciting curriculum
- All pupils achieving their full potential
- A Christian ethos whilst learning respect for others
- Strong links between home, school and community
- The wise and effective use of financial resources

This policy sets out the philosophy of how we want to work and learn at St Peter's school.

“For I know the plans I have for you....plans to give you hope and a future”

Jeremiah 29

Ethos

We believe that children learn best when

- the school is welcoming and friendly
- the school is part of the local community
- the school teaches Christian values
- there is concern for the well-being of others
- there is a family atmosphere which is caring and understanding
- they feel safe and secure, included and valued
- there is respect for the school environment
- achievement is celebrated
- the atmosphere is disciplined and organised
- rules are meaningful and kept to a minimum

Relationships

We believe that children learn best when ...

- there is good communication between all members of the school community
- there is a strong home school partnership
- there is an awareness of, and sensitivity to, home circumstances
- there is support from everyone involved with the school
- the atmosphere is caring, understanding and positive
- there is mutual respect and trust
- individuals are valued and their opinions respected
- there are shared goals
- equal opportunities exist for all within the school
- induction into school is managed sensitively

The Curriculum

Our Curriculum is designed to engage the children's interest and is bespoke to our School, our location, and our community. Each year groups' curriculum map is based on quality core texts and exciting cross - curricular topics that inspire and engage. This is reviewed and revised annually. Planning has sharp objectives, based on pupils' prior knowledge and skills development. Planning is informed by formative and summative assessment and sequential steps in learning linked to evaluation of pupil's current understanding.

We believe that children learn best when ...

- the curriculum is carefully planned and structured
- the curriculum is broad, balanced and challenging, catering for all individual needs and abilities
- the curriculum provides rich and stimulating experiences
- teaching staff have a clear awareness of the knowledge, skills, understanding and attitudes children need in order to achieve their full potential
- they are well prepared for the next stage in their education
- teaching staff understand that children learn in different ways and from each other
- they are able to make links between different areas of their learning
- learning builds on what the children can do already providing continuity, application, embedding and progression
- teaching staff observe and respond appropriately, sometimes following pupils' interests
- child initiated and teacher directed play is valued as a vehicle for learning

- there are very high expectations of work and behaviour
- they have many opportunities for enquiry, problem solving and are asked rich open-ended questions
- effective use is made of outdoor space so they can work on a larger more active scale and have unexpected and unforeseen opportunities
- the local environment is used purposefully but creatively as a resource
- curriculum policies are negotiated, agreed and reviewed by staff and governors
- staff work in a reflective way and continually evaluate the quality of the curriculum
- the curriculum is well resourced
- the curriculum is supported by all members of staff and outside agencies
- pupils extend and reinforce their learning at home because parents have the information they need

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of activities to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- listening;
- thought showers;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

Our policy emphasises a wide variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At St Peter's Infant School we recognise the importance of developing key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;

- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

Learning Processes and Learning Styles

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for quiet work.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning.

Classroom organisation

We believe that children learn best when ...

- the classroom environment is vibrant, safe, stimulating, challenging and motivating
- the classroom promotes self-discipline, resilience and independence in a continuous learning environment
- activities are purposeful and differentiated
- the organisation is appropriate for the age of the children, their ability and for those children with special educational needs and disabilities
- there is flexibility in the grouping of the children
- the organisation and resources are reviewed regularly and updated in line with current practice
- resources are well organised, labelled and easily available to teachers and children

Displays

We believe that children learn best when ...

- their work is valued and celebrated by being displayed
- display is relevant to ongoing work across the whole curriculum
- display is attractive and exciting
- display stimulates new work
- display is questioning and interactive
- display sets a consistent standard of quality work

Continuing Professional Development

- Teachers are instrumental in their own Professional Development; actively taking part in CPD sessions within school and elsewhere.
- Teaching and learning is monitored by the Senior Leadership Team and subject leaders through work scrutiny and lesson observations, for example.
- Verbal and written feedback is given to individuals and at times generic feedback to staff in staff meetings.
- Best practice is shared through a variety of channels e.g. Staff meetings, lesson observations, coaching.
- The National Teaching Standards are used for both monitoring and appraisal purposes.
- Teachers evaluate themselves against these standards for self- appraisal.

What must staff at St Peter's School do to teach well and support learning?

Teachers must:

- Know their children and differentiate teaching to meet each individual learning needs
- Plan and assess what is taught and identify next steps in learning
- Provide interesting and challenging lessons; make learning opportunities relevant to the needs and interests of learners and plan opportunities for deeper learning and understanding
- Motivate, inspire curiosity and promote a good attitude to encourage positive learning behaviours
- Use effective marking and feedback to engage and extend learning to include ways forward/now try this etc
- Have high expectations for all learners and celebrate achievement with the child
- Address underachievement and intervene promptly and robustly
- Have strong subject knowledge and follow the school's policies at all times
- Create a safe, secure and stimulating learning environment
- Actively engage parents and carers in their children's learning in school and at home
- Adapt questioning to test and challenge children's understanding and promote deeper thinking
- Moderate children's work regularly with colleagues to ensure accuracy of making judgements
- Engage in high quality CPD through a range of opportunities including staff meetings, twilights, courses at and beyond St Peter's and observing and sharing good practice

To effectively promote learning Support staff will

- Know the children and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in planning and providing inspiring lessons
- Communicate and feedback observations of children to teachers
- Ask questions to ensure clarity of expectation
- Support the teacher with preparing resources to support learning
- Have high expectations for all learners and celebrate achievement
- Demonstrate and model self as a learner
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Leaders will support learning by

- Model respect, consideration and kindness to all

- Inspire all members of the learning community to achieve personal excellence
- Celebrate achievement at all levels
- Have high expectations for all staff and children
- Provide support and guidance through coaching and mentoring
- Hold staff and children to account for their behaviour and actions
- Plan and evaluate policies and strategies to secure high quality learning
- Manage resources to support high quality learning
- Promote team working at all levels
- Address underachievement and intervene promptly

Learners will support learning by

- Take responsibility for their own learning
- Be able to work alone with confidence and independence
- Be able to work co-operatively and support other learners
- Respect the rights of others to learn
- Put maximum effort into all work, staying focussed at all times
- Know their targets and how to improve
- Complete home learning activities regularly
- Follow the school rules and behave responsibly towards self and others
- Show enthusiasm and curiosity for ideas

Governors will support learning by

- Know the school well and understand the strategic overview of the school
- Be known to and familiar to all staff and pupils
- Attend meetings, monitor activities and special events
- Monitor progress and standards of teaching and learning throughout the school
- Observe and monitor the life of the school according to agreed protocols
- Promote the school in the wider school community
- Represent the school to outside agencies
- Feedback observations in the appropriate forum
- Provide positive role model as volunteers
- Respect confidentiality
- Support staff in providing a range of curricula and extra-curricular activities

Supporting documents for this policy

- Accessibility Policy
- Assessment policy
- Behaviour Management policy
- Equalities Policy
- Home School Agreement
- Marking and Feedback policy
- School Development Plan
- Special Education Needs and Disabilities Policy
- Remote learning policy