

TEACHING AND LEARNING POLICY



Kindness, respect, collaboration, resilience, aspiration, courage and friendship

This policy was adopted on: September 2023

The policy is to be reviewed: September 2024

1. Aims

This policy aims to:

- Explain how we will create an environment at our school where pupils learn successfully and become passionate about learning
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development.

2. Our guiding principles

Our friendly, nurturing School welcomes **all** to unite together through creative, stimulating and challenging learning opportunities. We aim to support and enable **all** to flourish and prosper in all aspects of their life as they begin their journey with St James and St John Church of England Primary School.

The Christian values of kindness, respect, collaboration, resilience, aspiration, courage and friendship underpin all teaching and learning at St James and St John Church of England Primary School.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the school community
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary equipment / materials
- Contribute to a calm environment in which all can focus
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. The home-school agreement is shared with parents/carers and pupils annually and agreed virtually via ParentMail.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via ClassDojo, newsletters, the school website and sharing assemblies, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress and attainment at parents' evenings, and produce an annual written report on their child's progress and attainment
- Meet the expectations set out in the behaviour policy, marking and feedback policy and assessment policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well 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 providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the behaviour policy, marking and feedback policy and assessment policy.

3.3 Subject and Phase coordinators

Subject coordinators at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Work with the Headteacher to use the curriculum budget effectively to resource their subject, providing teachers with necessary resources for learning

- Drive improvement in their subject, working with teachers to identify any challenges
- Work with teachers to ensure pupils have time to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the behaviour policy, marking and feedback policy and assessment policy.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the behaviour policy, marking and feedback policy and assessment policy.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their next step on how to improve
- Put maximum effort and focus into their work

- › Complete home learning activities as required
- › Meet the expectations set out in the behaviour policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning.

3.7 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Planning

At St James and St John Church of England Primary School we are committed to providing our pupils with a creative, stimulating and challenging curriculum that will equip them with the skills, knowledge and learning experiences that will provide a solid foundation for their journey of life-long learning.

We believe in the development of the 'whole child' and our school values of kindness, respect, collaboration, resilience, aspiration, courage and friendship are integral to our aim of helping children develop their social and moral code. These Christian values are what we live and breathe within our school and are incorporated into our learning opportunities.

We are committed to meeting the requirements of the Primary National Curriculum and the Early Years Foundation Stage Framework. Our schemes of work are specifically designed to reflect the content and challenge of these curricula. We ensure our curriculum is inclusive and enable **all** children to prosper academically, socially and emotionally.

Lessons will be planned well to ensure good short-, medium- and long-term progress with misconceptions being addressed and gaps being filled.

We use a variety of schemes to ensure that teaching and learning is progressive throughout the school and is subject skill focused.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place predominantly in classrooms, but also in outdoor spaces, halls and other teaching areas (The Cabin, Beehive or the Rainforest– intervention spaces)

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- A comfortable seating layout that allows everyone to see the board and participate
- Clearly labelled accessible and attractive resources for learning such as books, worksheets and other equipment
- Displays that celebrate and support pupils' learning.

6. Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able
- Pupils who are struggling with their mental health

Adaption strategies that we may use will include:

- Using support staff effectively to provide extra support
- Working with our SEND co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

Please also read our SEND policy and information report, and our statement of equality information and objectives.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available through ClassDojo or sent home as a physical copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

Feedback is pupil specific and is intended to move learning forwards and celebrate achievements. Feedback will be predominantly verbal with some written in pupils' books.

Please see our marking and feedback policy, for further details.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of ongoing formative and summative assessment. Formal summative assessment will take place at the end of each Key Stage. Summative assessment will take place three times a year for the core subjects.

We will provide next steps for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Please see our assessment policy, for further details.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Headteacher / phase coordinators / subject coordinators will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Pupil surveys.

Monitoring and evaluation of teaching and learning informs our performance management system.

11. Review

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full Governing Board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy

- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Feedback and marking policy
- Home-school agreement
- Assessment policy
- Equality information and objectives
- Staff appraisal and capability policy.