

ST. CHAD'S C.E.(C) PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

'Building together, with Jesus, for a better future.'

1 Introduction

1.1 At St Chad's Primary School we believe that good teaching means effective learning and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Rationale

Our teaching for learning policy is at the heart of all we are doing at St Chad's. It sets out clear expectations, provides a standard uniform approach, can be easily monitored, and ensures equal opportunity for all our pupils.

2 Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- enable children to make healthy choices in their everyday lives, and to stay safe;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community, and to help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century

3 Effective learning

3.1 We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

3.2 Effective learning results in:-

- Knowing that you have succeeded
- Feeling that you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn.

4 Effective teaching

4.1 Effective Teaching is the key to effective Learning. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum for English and Maths, the Staffordshire Agreed Syllabus for Religious Education, and the school's own Key Skills Curriculum overview to guide our teaching (based on the National Curriculum). These documents set out the elements of learning; objectives; key skills and suggested content for each year group / ability group.

For effective teaching to take place there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:-

- A clear learning objective shared with the children both visually and auditory;
- A clear link to previous and future learning;
- A clear outcome to be achieved at the end of the lesson;
- A review of the learning at the end of the lesson; including self and peer assessment;
- A purposeful well prepared plan;
- Appropriate challenge for all children;
- Teacher modelling;
- Use of high quality resources;
- Use of interesting texts, where appropriate;
- Guided practice;
- Skilled questioning;
- Interaction between teacher and pupil and pupil and pupil;
- Pace;
- Enthusiastic delivery;
- Fun;
- Involvement of all the children;
- Visual, Auditory and Kinaesthetic elements;
- Concrete, Pictorial and Abstract teaching in maths;
- Focused support for pupils from other adults.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge, skills and understanding of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's APDR, and in the case of Children in Care, Personal Education Plans (PEPs). We have high expectations of all children, and we believe that their work at St Chads Primary School should be of the highest possible standard. St Chads is currently Dyslexia Friendly Level 1 and aims for all staff to be fully aware of the needs of the children with SpLD, for those children to have full access to the curriculum and for all classrooms to be dyslexia friendly environments.

4.3 We set progress and curricular targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National English and Maths curriculum and the school's Key Skills Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal

opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and discipline. We set and agree with children a class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission and complete risk assessments and submit a request for the visit to the Local Authority (EVOLVE).

4.7 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

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

5 The Curriculum

5.1 An exciting, engaging, and effective curriculum is essential to enable high quality teaching and learning to take place.

5.2 At St Chads, children in the Early Years Foundation Stage follow short topics that address the requirements of the EYFS Curriculum, and enable all children to make at least expected progress across the six areas of learning. In Reception and Key Stage One the children engage in structured phonics sessions that enable them to develop early reading and writing skills. Children in EYFS and Key Stage One work in groups at an appropriate level to their individual needs.

5.3 Children in Reception and across Key Stage One take part in a daily Maths and English lessons supported by the National Curriculum. These lessons take place in mixed ability classes.

5.4 Children across Key Stage Two take part in a daily English lesson in mixed ability classes

5.5 Children across Key Stage Two take part in a daily Maths lesson in mixed ability classes

5.6 Children in Key Stage One and Key Stage Two follow the school's bespoke Key Skills Curriculum in which they develop key skills for learning through engagement with termly cross-curricular topics. Topics are designed to be relevant, motivating and engaging for the children and inclusive of all groups of children and individuals across the school.

5.7 Topics are carefully planned in advance to ensure that the children develop key skills for learning at the appropriate level as outlined in the school's success criteria booklet, and the knowledge, skills and understanding as required by the National Curriculum.. Subject areas are linked to the topic theme where appropriate, contrived links are avoided, enabling areas of particular subjects to be taught in isolation from the topic theme where appropriate. The key skills curriculum topic is used as the context for the development of literacy across the curriculum, including within the daily literacy lesson.

5.8 Learning outside the classroom is firmly embedded within our curriculum. Children undertake termly educational visits linked to their Key Skills Curriculum topics, and make use of the school grounds and local area to contextualise and support their learning.

5.9 Religious education is taught through the Staffordshire Agreed Syllabus for Religious Education. Where natural links with the Key Skills Curriculum are not present RE is taught in isolation, but links are made to the children's context and community, and other areas of learning where appropriate.

5.10 French is taught to children in Years 3, 4, 5 and 6. Children's receive one 60 minute lesson each week.

5.11 Information and Communication Technology (ICT) is taught as a separate subject in our ICT suite; children receive one 60 minute session per week. Children are given the opportunity to apply the knowledge, skills and understanding developed in these sessions in the Key Skills Curriculum, English and Maths sessions, using the ICT suite, laptops and classroom computers.

6 The Learning Environment

6.1 All areas and resources of the school including the classrooms are clearly labelled. The learning environment is organised to ensure that the children have the opportunity to learn in different ways.

These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things
- Participation in athletic or physical activity.

6.2 Learning takes place in an environment which is:

- challenging and stimulating;
- peaceful and calm
- happy and organised
- well resourced and clearly labelled
- makes learning accessible;
- encouraging and appreciative
- welcoming
- provides equal opportunities
- provides a working atmosphere

6.3 Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that children have the opportunity to display their best work at some time during the year. All classrooms have a range of resources, including dictionaries, to support learning, as well as displays relating to literacy and numeracy and learning targets. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources and high-quality work by the children. Each classroom has well-ordered clearly labelled resources.

6.4 Routines and Rules

Routines and rules in the classroom contribute to a healthy, safe and effective learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- daily activities such as basic skills with which the children are familiar

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour policy.

6.5 Achievement

- verbal or written praise by teachers, peers, Head teacher and parents;
- displays of work;
- opportunities to perform or share;
- positive written comments;
- the awarding of house points
- Class Awards.

7 Assessment for Learning

7.1 Assessment is an integral part of the school's teaching and learning policy and practice, and enables teachers and learning support staff to match the planning of learning to children's needs.

7.2 Children undergo Baseline Assessment when they enter the school Nursery and Reception departments. These assessments are used to support staff in matching learning opportunities to children's needs, and to monitor children's progress throughout the Early Years Foundation Stage.

7.3 Throughout EYFS the children's progress is monitored against the Early Learning Goals for the Six Areas of Learning, and at the end of Reception summary assessments are made using the Early Years Profile/E-Profile.

7.4 Across Key Stage One and Key Stage Two on-going assessment of children's knowledge, understanding and skills is undertaken to inform planning; summary assessments are made for Reading, Writing, Maths and Science

7.6 Summary judgements for Reading, Writing, Maths and Science for each pupil are entered onto the school's tracking system half termly for children in Key Stage One and Key Stage Two.

7.7 Teachers interact throughout the year with the data analysis, and use this information to plan, monitor and review provision for individuals and groups of children.

7.8 Pupil Progress Meetings (PPM) are held in October and February, in which teachers and teaching assistants work together to analyse the attainment and progress made by individual pupils and key groups of pupils in Reading, Writing and Mathematics. The Achievement and Standards Leadership Team report on the data to Governors, which is discussed in detail in Governors Achievement and Standards Committee meetings.

7.9 Children are fully involved in the assessment for learning process, are made aware of their current level of working/achievements, and of the next steps in their learning. This is achieved through the use

of assessment/targets; carefully targeted marking; discussions of marked/completed work with the teacher or teaching assistant, and peer and self marking.

8 Special Educational Needs (SEN)

8.1 St Chads is a fully inclusive school and meets the learning needs of all children regardless of ability. The school's Special Educational Needs Coordinator (SENCo) works closely with teachers, teaching assistants, children, parents/carers and outside agencies to ensure that appropriate provision is maintained for all pupils.

8.2 APDR's, supported where necessary by Care Plans, are produced for each child on the SEN Register. These set out clear targets for each child, and the provision necessary to ensure that he/she can achieve them. APDR's are shared with parents/carers, and reviewed at least termly.

8.2 The school undertakes detailed **Provision Mapping** to ensure that the school's resources are carefully targeted to meet the needs of children with SEN, FSM and Highly Able. This process enables appropriate intervention strategies to be planned and timetabled to support individuals and groups of children. Interventions are carefully monitored by teachers using information such as on-going teacher/teaching assistant assessment.

9 The role of governors

9.1 Our governors determine, 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 self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

9.2 Governors further support the monitoring and review of teaching and learning by having representatives linked to the Leadership Teams. Link governors meet with their allocated Leadership Team, and discuss issues such as attainment, progress, resourcing etc. Link governors feedback to governors at committee meetings.

10 The role of Parents

10.1 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 children are learning by:

- holding parents' information evenings/ workshops to explain our school strategies for teaching literacy, numeracy and our curriculum;
- holding 'Meet The Teacher' sessions in September;
- Holding termly Parent Forum meetings;
- sending curriculum newsletters 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;
- sending a full academic report at the end of the summer term;
- Parents Evenings are held in November, February and July during which parents/carers can discuss issues in detail with their child's class teacher;
- sending targets home at each parents evening;

- explaining to parents how they can support their children with homework, including a learning Log. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

10.2 We believe that parents have the 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 in general;
- fulfil the requirements set out in the home/school agreement

11 Monitoring and review

11.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Policy details

Approved	Spring 19
Review Date:	Spring 20