

ST LUKE'S C.E. PRIMARY

POLICY FOR TEACHING AND LEARNING

Policy for Teaching and Learning
Achievements and Standards Committee
Reviewed: Summer 2020
For Review: Summer 2021

INTRODUCTION

This document is a statement of the aims, principles and strategies for teaching and learning at St. Luke's C.E. Primary School. It lays the foundation for the whole curriculum both formal and informal and forms the context in which all other policy statements should be read.

It was developed through a process of consultation with teaching staff. It was approved by the governors and is the subject of continuous review. This policy is reviewed each summer. A schedule of the review of this and all other policy documents is set out in the school's three year development plan.

What is teaching and learning?

Teaching and learning is the purpose of our school. It is the method by which we offer a curriculum, which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum and religious education and collective worship.

Aims

Our aims for teaching and learning are that all children will:

- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual and cultural awareness
- improve in the basic skills of English and Mathematics
- develop IT skills by ensuring that the subject is taught across the curriculum
- develop a responsible and independent attitude towards work and towards their roles in society
- be tolerant and understanding with respect for the rights, views and property of others
- be able to develop their thinking skills so that they can question, hypothesise and predict.

Principles of teaching and learning

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- encouraging, praising and positively reinforcing good relationships, behaviour and work
- fostering and promoting good relationships and a sense of belonging to the school community
- respecting children, their rights, values and beliefs
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- working as a team, supporting and encouraging one another
- encouraging children to think critically, caringly, creatively and collaboratively.

Teaching staff work towards the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- being committed to raising the levels of achievement in the basic skills of English and Mathematics
- ensuring that all children have equal access to IT resources and capitalising on the school's investment of hardware and software to promote high standards of attainment in IT
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models – punctual, well prepared and organised
- maintaining an up to date knowledge of the National Curriculum
- having a positive attitude to change and the development of their own expertise
- establishing links with the local community including industry to prepare pupils for the opportunities, responsibilities and experiences of adult life
- working collaboratively with a shared philosophy and commonality of practice
- building a 'community of enquiry' where participants create and enquire into their own questions, and 'learn how to learn' in the process.

Teaching staff follow our teaching pedagogies which are an agreed set of principles which define what highly effective teaching and learning are dependent on:

1. building on what pupils already know
2. regular and effective verbal feedback
3. higher-order activities that challenge thinking
4. high quality questions from adults and pupils
5. pupils being clear on 'what' and 'why'
6. development of metacognition
7. pupils have a chance to construct their own learning
8. the learning having meaning to all pupils
9. worthwhile classroom dialogue
10. a pupil-centred learning process
11. variation in inputs during the process
12. addressing misconceptions

Ethos

At St Luke's we endeavour to create a positive context for learning by:

- fostering a caring and considerate environment where all children feel safe
- providing good role models through the way that we interact with all adults and children, at all times, and in all places
- developing classroom environments in which children feel valued, respected and safe
- creating an environment where it is acceptable to make mistakes and be challenged by their learning
- involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued
- providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

Environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning. This is achieved by:

- creating defined areas in classrooms and keeping the classrooms tidy with resources easily accessible for pupils.
- organising environments which set an example for children.
- creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as supporting and promoting learning.
- providing drinking water in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

Classroom Management

All staff at St Luke's make 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 staff follow the school policy with regard to discipline and classroom management.

Through our planning we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- responding to musical clips and digital recordings
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- visitors

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them. Therefore, we endeavour to take account of different learning styles when planning and teaching.

Pupils with special needs or disabilities (including the most able) may receive extra support provided by trained support staff or outside agencies. Voluntary helpers may also give support to children who have special needs.

Home-learning is considered to be a valuable element of the teaching and learning process. Children are encouraged to learn at home on a regular basis as set out in the school's home-learning policy.

The emphasis of our teaching and learning policy is on first hand experiences and we encourage children increasingly to take control of their own learning. Thus:

- investigative work and the promotion of thinking skills is common
- children are encouraged to communicate their findings in a variety of ways
- opportunities are provided for children to become involved in decision making

- children are elected to be school council members in order to promote a sense of responsibility and to provide further opportunities to take part in the decision making process.

Excellence is celebrated in display and performance wherein

- sustained effort including drafting and reworking is encouraged to enhance standards
- school events such as team sports, concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
- displays must reflect the curriculum which is being taught and changed each half term/term
- pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
- each child is given an opportunity to have their work displayed at some time in the school year.

Strategies for Ensuring Progress and Continuity

Planning is a process in which all teachers are involved:

- **SIP:** the foundation for curricular planning is the whole school three year improvement plan, developed through a process of collaboration between staff and governors
- **Schemes of work:** We plan our lessons using learning objectives from the National Curriculum / Early Learning Goals, SDBE Schemes of Work for RE and the appropriate school Curriculum Framework. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why.
- **Curriculum:** plans are drawn up by individual teachers for each topic and monitored by the Headteacher, Deputy Headteacher and subject leaders. These should be shared with relevant curriculum governors.
- **Planning** which focuses on learning outcomes and pupil assessment.
- **'Regular staff meetings'** are used to discuss aspects of the curriculum to ensure consistency of approach and standards.
- **'Regular meetings'** are held with the governors and in particular curriculum committee to discuss curriculum development.

Subject leaders have a variety of roles.

They:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity of their subjects throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in their subjects and advise the headteacher on action needed
- take responsibility for the purchase and organisation of resources and their subjects
- are given non-contact time to allow them to support colleagues and monitor the teaching and learning of subjects in the classroom
- are expected to keep up to date through reading and attending relevant courses
- plan and hold meetings to discuss curriculum development and any issues relating to raising standards of achievement throughout the school.

Strategies for Assessment Recording and Reporting

The school has a detailed planning and assessment policy. Recording learning that has taken place and assessing progress is an essential part of planning for learning. Reporting to parents is done on a termly basis through interviews and annually through a written report.

We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective forward marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

We set academic, and where necessary, behaviour targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child regularly and set revised targets half termly. We recognise that targets may be ambitious and not merely forecasts based on where a child is. Layered targets are used in each class. Every child is made aware of their target and how they can improve.

Strategies for the use of resources

Classroom resources are the joint responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate and accessible and labelled resources available in the classroom and resources bays from which pupils can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Subject leaders carry out annual audits of their areas of responsibility in order to ascertain the resources required to support teaching and learning. Budgets are monitored by subject leaders on a monthly basis and by the finance committee on a quarterly basis.

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