

TEACHING AND LEARNING POLICY

INTRODUCTION

At St John's Primary School we put children first. We are a forward looking and listening school. Our school is driven forward by the voice of the children, parents, staff, governors and the wider community. We believe that learning should be an enjoyable and exhilarating experience for everyone. Learning can 'get messy'. Learning involves taking risks, making mistakes, making connections, making choices and the realisation that learning may take different directions.

Aims

1. To achieve our VISION of:
"Together we grow stronger - in our hopes, hearts and mind: so that we may 'soar on wings like eagles, run and not grow weary, walk and not be faint'. (Isaiah 40:31)
2. To achieve our MISSION of:
*"Our mission is to create an inspirational learning environment underpinned by the Christian Faith so that everyone can become the best they can be, as together we:
Strive for success, learning to love our challenges
Trust and keep each other safe
Joyfully build memories out of moments
Offer opportunities for all to blossom as unique and special
Help and understand each other
Nurture and develop skills, courage and creativity
Stand united in hope to transform all that we can."*

When these aims are achieved there will be effective learning. But what does effective learning this look like in real terms?

Effective learning involves the following:

- Children are encouraged to reflect upon and develop their skills as effective learners
- The Teaching is high quality - as identified in the Teacher Standards
- The support offered by Teaching Assistants is high quality
- The learning environment supports active, independent learning
- Parents are supportive and work in partnership with the school
- The Academy Council works to support and challenge the Headteacher and the staff
- The school leadership responds to and incorporates into the School Development Plan recent & effective pedagogy into the development of the approach to teaching and learning

Here at St John's we have a set of values that are also our behaviour expectations and principles. We call this the St John's WAY. This builds the conditions for effective learning.

The St John's Way

Together we grow stronger – in our hopes, hearts and minds: with

RESPECT: as we respect everyone equally, caring for all of creation

LOVE: as we are gentle and loving to one another and have a love of learning

TRUST: as we trust in God and become trustworthy global citizens

JUSTICE: as we are just champions of fairness, forgiveness and equality

FRIENDSHIP: as we nurture rewarding and enduring friendships

HOPE: as we challenge ourselves to be the best we can be

PRIDE: as we practice excellent learning powers

HEALTH: as we make safe and sensible choices, mindful of our happiness.

Effective learning happens when children are encouraged, supported and expected to:

- be positive, engaged, enthusiastic and motivated, enjoying their learning
- be actively involved in creating their own learning and in reflecting on their own learning and progress
- feel happy, secure, and valued
- understand their next steps of learning
- have high aspirations and expectations of themselves
- develop their resilience as learners – to ‘keep on keeping on’
- celebrate their ‘academic/personal’ achievement
- respect others and treat them equally, are social and supportive of each other
- respect their equipment and environment
- desire to challenge themselves to improve - confidently take risks in their learning without the fear of failure
- ask questions
- be creative
- be allowed to repeat their learning a lot of times in order to embed crucial elements of learning – ‘shallow learning’ involves repetition and has a place such as times tables, number bonds, use of basic punctuation, word classification, spelling
- be allowed to deepen their learning (mastery or ‘deep learning’) by applying methods to different situations

Here at St John’s we teach ‘Building Learning Power’ and a Growth Mindset through our PRIDE learning powers.

P – PRACTICE, PERSEVERANCE & POSITIVITY

R – RESOURCEFULNESS & RISK-TAKING

I – IMITATION & INNOVATION

D – DREAMS & DISTRACTION MANAGEMENT

E – ENQUIRY, EMPATHY & ECHO-ENHANCEMENT

PRIDE MANTRA (spoken at the start of the day, in some collective worships, and at other times when needed – there are actions to go with this that have been designed by pupils) - **“Together we grow stronger through: PRIDE in our selves; PRIDE in our school; PRIDE in our learning; and PRIDE in our future.”**

Effective learning happens when the teacher:

- has high expectations of all children and ensures that effective support is given to accelerate the progress of any pupil who is falling behind their peers
- uses a range of teaching styles and activities to sustain pupils’ concentration, motivation and application
- utilizes excellent subject knowledge to inspire pupils and build their understanding, and utilizes shallow and deep learning as required

- uses appropriate technology, a range of resources and Teaching Assistants effectively in order to maximise learning
- devises learning opportunities that are linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils – challenging all pupils to improve and make good progress
- ensures that the learning objective (WALT) and the Success Criteria (Steps to Success) are clearly expressed to the children, understood by the children, and referenced frequently
- ensures that children know how well they are doing and are provided with clear, detailed steps for improvement
- ensures effective behaviour management strategies are employed, and that they take responsibility for their learning – reinforcing the St John's WAY and PRIDE learning powers
- employs effective strategies for checking-in on pupil's learning and progress during the lesson and then employs appropriate strategies for ensuring good progress
- uses Assessment for Learning principles and strategies identified in the Appendices, ensuring all children are involved at all stages of the lesson
- promotes and models a positive, caring, supportive, atmosphere in class and around school
- makes learning relevant (bringing in life experiences)
- provides a stimulating, supportive and effective learning environment (displays / classroom organization)
- follows the Effective Marking and Feedback Policy as identified in the Appendices
- follows the Calculation Policy when teaching maths
- provides effective models and examples and effective scaffolding resources
- work collaboratively with parents to ensure the best outcomes for children

Effective learning happens when the teaching assistant:

- helps children to learn;
- promotes a positive atmosphere in class and around school;
- gives children confidence when working individually, in groups and during whole-class teaching;
- helps children become independent, not dependent;
- intervenes to further/support learning;
- helps children resolve problems and conflicts;
- is enthusiastic and brings in experiences from outside school;
- has good subject knowledge;
- knows in advance what is being taught;
- has a consistent approach with that of the teacher, including giving rewards and warnings;
- is well informed about the children;
- has a good relationship with the teacher and children;
- communicates well with the teacher, including giving feedback on progress;
- highlights achievements that could otherwise go unnoticed;

Effective learning happens when the learning environment is of high quality through:

- an appropriately managed area which is stimulating and interesting, well organized and provides for flexible learning groups
- provides plentiful and easily accessible learning resources for the children to use with increasing independence (e.g. working walls, learningmats, etc)

- provides opportunities for the children's work to be valued (e.g. children's work is displayed)
- provides opportunities for learning outside of the classroom
- recognises the spiritual, moral and social aspects of learning, encouraging the children to take responsibility for their actions
- is inclusive and adheres to the equal opportunities policy

Effective learning happens when parents:

- provide a happy environment at home
- ensure their child comes to school every day, on time not thirsty or hungry, and with all the resources they need
- ensure school is viewed positively
- actively supports the aims of the school and the school's policies
- works alongside the school with behaviour management
- support their child with areas of difficulty
- support their child with their homework
- celebrates their child's successes with joy

Effective learning happens when the Headteacher:

- ensures that the quality of teaching and learning is of a high standard through effective monitoring and evaluation
- ensures that all children are given the opportunity to make good progress through the effective deployment of resources (equipment, rooms, staffing) to meet the specific needs of children (e.g. IEPs for children on the SEN register, Intervention Groups for support and Extension, support for children on the Pupil Premium register, etc)
- ensures all staff have the opportunity to continue their professional development
- ensures the strategic direction of the school has the children's learning at the heart of all decision making
- ensures that leadership, at all levels, is effective and distributed appropriately – the sense of collective responsibility is paramount to the success of any high performing team
- ensures that the school-wide systems of self evaluation are effective

Effective learning happens when the Academy Council:

- encourage forward thinking;
- assess the needs of the school;
- systematically evaluate the performance of the school;
- work as a team with the head and staff;
- encourage a learning partnership between home and school;
- show an active interest in school events;
- challenge and support as link governors;
- develop effective links with subject leaders;
- ensure a safe environment;
- manage and use the budget effectively to support learning.

HOW DOES THE HEADTEACHER MONITOR AND EVALUATE THE QUALITY OF TEACHING AND LEARNING IN THE SCHOOL?

- The distribution of leadership across the school carrying out monitoring and evaluation
- The setting of Teacher Appraisal Objectives
- The setting of Teaching Assistant Appraisal Objectives
- Lesson observations of all teachers on a regular basis and related to pupil progress / school development plans / teacher appraisal objectives / personal development needs. This will also include feedback from the Headteacher to the teacher regarding the lessons observed.
- Planning Scrutiny on a regular basis and related to pupil progress / school development plans / teacher appraisal objectives / personal development needs. This will also include feedback from the Headteacher to the teacher.
- Book Scrutiny of pupil work on a regular basis and related to pupil progress / school development plans / teacher appraisal objectives / personal development needs. This will also include feedback from the Headteacher to the teacher.
- Environment Scrutiny of the learning environment in each class on a regular basis and related to pupil progress / school development plans / teacher appraisal objectives / personal development needs. This will also include feedback from the Headteacher to the teacher.
- ‘Drop-ins’ (of up to 25mins) on a regular basis and related to pupil progress / school development plans / teacher appraisal objectives / personal development needs. This will also include feedback from the Headteacher to the teacher.

SIGNED

DATE

THE FOLLOWING APPENDICES ARE ASPECTS OF TEACHING AND LEARNING THAT THE TEACHERS IN THE SCHOOL DEMONSTRATE AND UTILIZE IN THEIR PRACTICE

APPENDIX 1: ASSESSMENT FOR LEARNING PRINCIPLES

Assessment for Learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using formative assessment in the classroom to raise children's achievement and is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. The best practice of Assessment for Learning is the one that involves the pupils in the identification of what it is to learn and how to learn it.

Children will be taught to recognize the difference between a task (something they have to do) and the learning objective (something they are aiming to learn).

WALT (We Are Learning To) –

- This is the specific learning objective of the lesson, the specific focus of the lesson, what the teacher actually wants the pupils to learn / be able to do by the end of the lesson.
- This must be shared with the children and referred to regularly.
- We use this as the title for their learning in their books.

Steps to Success –

- The specific steps required in order to be able to achieve the learning objective – these must be shared with the children (verbally, or visually, or in their books).
- These may be produced by the teacher / teaching assistant, or by the children.

Highlighting the Steps to Success –

- Pupils may self-assess themselves against the steps to success
- The peer may highlight the steps to success
- The teacher may highlight the steps to success

Feedback –

- can be verbal or written and will follow the Marking and Feedback Policy

Talk Partners –

- Pairing pupils together in order to discuss questions that the teacher poses

Involving all Learners –

- Questioning of the group / class
- No hands up
- Use of individual wipeboards
- Questions on how well did you learn
- Use of Displays such as a Working Wall or a Wonder wall
- Use of scaffolded resources and learning mats

Next Steps –

- Comments given to help pupils know what aspects they can work on next to continue their improvement and will follow the Marking and Feedback Policy

Response to Marking time –

- Should be regularly planned for
- Can be at the end of a unit, but is often more effective within a unit – thus giving the child opportunity to apply their improvements at a later date within the same unit of work
- Allows the children to answer the questions the teacher (or self or peer assessor) has raised in their feedback
- Allows the children opportunity to edit and improve their work

Personal Pupil Targets –

- Pupils are given specific personal pupil targets each term for them to work on in relation to their reading, writing and maths.

Effective (rich) questioning – (with reference to Bloom’s Taxonomy)

- Hands down; teacher selects pupil(s) to answer using for example lolly sticks.
- Wait time; all pupils have the opportunity to think before answering.
- Pace of questioning can sometimes be quick-fire to ensure lots of opportunities for pupils to move their learning forward (e.g. mental maths sessions should be quick-fire and involve lots rather than a few questions)
- Pupils encouraged to consult in their group/with a partner in order to formulate an answer.
- Teacher involves a number of pupils in the answer to a single question creating the opportunity for discussion eg “What do you think?” “Do you agree with that answer?”
- Use of wrong answers to develop understanding.
- Quality of questions i.e. good question stems, open ended questioning e.g. “Why does.....?”; “What if.....?”; “How would you.....?”; “Could you explain.....?”.
- Opportunities for pupils to formulate questions.

Repetition of Learning

- In order for learning to become embedded, children will need to repeat their learning a considerable amount of times, in lots of different ways

- **APPENDIX 2: MARKING SCHEME** (please see the ‘Effective Marking and Feedback Policy for specific guidance)

KS2 marking codes

VF	Verbal feedback given
	Merit given
Sp	Spelling mistake in this line (written behind margin)
P	Punctuation mistake in this line (written behind margin)
^	Word missing
*}	Check the section makes sense
G	Grammar mistake in this line (written behind margin)
//	Paragraph mistake
	Next steps
•	Mistake to be corrected
I / P / TA / T	Independent / Paired / Teaching Assistant / Teacher support
PLUS ANY SYMBOLS FROM KS1 AS APPROPRIATE TO FURTHER LEARNING	

KS1 marking codes

VF	Verbal feedback given
	Merit given
	Spelling mistake underlined for correction
CL	Capital letter missing / incorrect (written in work)
FS	Full stop missing / incorrect (written in work)
/	Finger space
	Next steps (may be introduced as is age appropriate)
•	Mistake to be corrected
I / P / TA / T	Independent / Paired / Teaching Assistant / Teacher support

APPENDIX 3: ASSESSMENT OVERVIEW

The aims of assessment are:

- To provide a means of evaluating children's work and progress, using clear criteria consistently applied, across the curriculum
- To support children's learning by informing curriculum planning, recognising children's achievement and encouraging self-reflection.
- To provide evidence to evaluate the effectiveness of teaching, both for individuals, groups of children and across the whole school, in particular curriculum areas or across the breadth of the curriculum and thus to direct efforts to improve the standards obtained.
- To relate attainment to national standards.
- To enable meaningful and objective information on attainment to be reported to interested parties such as parents, colleagues and receiving schools.
- To identify the ability of all children (SEN, Mainstream, Gifted and Talented) to ensure they are taught at the appropriate level.

Types of Assessment:

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Strategies include: checking-in, questioning, 'show-me', verbal feedback, written feedback after marking, observation, peer marking, self-assessment, and many others.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Planned assessments

We formally test children 3x per year in Autumn, Spring and Summer in the core subjects of Reading, Writing, Maths. We use NFER tests. We also use other assessment tests in between these from Rising Stars and White Rose Maths.

Staff use School Pupil Tracker for recording their assessments of pupils. This uses objectives from the National Curriculum and the Early Learning Goals.

At the end of EYFS children will be assessed against the Early Learning Goals. At the end of Y2 children will be assessed using Y2 SATs and moderated teacher judgements for writing. At the end of Y6 children will be assessed using end of KS2 SATs and moderated teacher judgements for writing.

The outcomes of these assessments provide evidence of the children's learning against local and national standards and inform both the plans for their learning and the school's review of

teaching. Comparison with benchmarks informs target setting for school improvement. We carefully monitor contextual value added information to ensure our expectations of the children are high enough. Fischer Family Trust information supports our target setting process. .

Pupil Targets:

The use of SPTO will help teachers to clearly identify the next steps of learning for every child for the term ahead. These will be set as Personal Pupil Targets and children should understand these targets and how they can achieve them. These targets must be accessible to the child while they are working and updated when achieved.

In addition to this we set an end of Year Target Attainment Target for each child in Reading, Writing and Maths. The child will know what their targets are.

Children with Special Educational Needs (SEN):

Children who experience difficulties across or in specific areas of learning will be assessed. Support will be initiated and continuously reviewed. For details please refer to the SEN policy. Teachers should ensure that classroom assessment tasks and methods enable children of all abilities to demonstrate their learning through the use of appropriate materials or strategies.

Reporting to parents:

Teachers are available to see parents at any time by arrangement to discuss matters of concern. Parents have the opportunity to discuss their child's progress, in the Autumn and Spring term at Parent Consultations. In addition all parents will receive a full written End of Year Report towards the end of the summer term. These indicate the curriculum areas covered and inform parents of the child's progress, any significant difficulties and the next steps in the child's learning. Parents of EYFS receive their recorded EYFS results, Y2 parents receive SATs results, Y1 parents (and Y2 re-sit parents) results of their KS1 Phonics Test and KS2 parents results of the KS2 SATs.