

St Mary's C of E School

Teaching and Learning Policy



Date agreed: November 2015

Rationale

This policy is to explain and exemplify our approach to teaching and learning at St Mary's C of E Primary School.

We believe that an agreed pedagogy and consistent model for teaching and learning underpinned by research will be a powerful tool to ensure that all children at St Mary's achieve their best while at St Mary's.

This policy links with the school aims which are stated below:

- To provide a secure environment, physically and emotionally, in which all children are offered equal opportunities and are taught to value their own skills and abilities and those of others.
- Teach courtesy, good manners and consideration of others.
- Enable children to communicate effectively with one another and to frame their feelings, emotions and experiences in appropriate language, in order to support moral and spiritual development and engender respect for the personal and religious values of others
- Encourage pupils to use initiative and to persevere in the face of changing personal circumstances and varied learning outcomes.
- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential.
- Build positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community

Definitions

- Curriculum – all the subjects that are taught to the children from year 1 – 6. (Foundation stage have a different curriculum –see Foundation stage policy)
- Pedagogy –the methods used for teaching
- Cross curricular – where an activity meets objectives from a range of subjects
- EYFS – Early Years Foundation Stage

Aims of this Policy:

This policy will:

- Set out the core principles underpinning Teaching and Learning at St. Mary's to ensure consistency across the school
- Provide guidance for all staff and information for parents about our approach to Teaching and Learning

Values

Our approach to the curriculum is underpinned by the Christian ethos and values that we hold at St. Mary's C of E School. All children learn within our framework of Christian values that underpin the ethos of our school. These values are embedded in our ethos and approach to teaching and learning. All relationships within the school community are based on Christian values; they are referred to in lessons, through displays, through discussion and reflection in Collective worship and class times.

The three Christian values that make St. Mary's distinctive and special are **Hope, Creativity and Perseverance**.

Aims of Teaching and Learning

Effective teaching and learning will enable the children to achieve the aims of our curriculum. We want our children to be:

- **Ready for learning** – motivated and curious. We aim for our children as learners to be enquiring, resourceful, independent, creative, and happy.
- **Resilient and risk taking** – to persevere with challenges and make their own choices. We aim for our children to develop attitudes that will equip them for a life time of learning.
- **Resourceful** – creative, collaborative and to be able to apply their learning in different contexts.
- **Responsible** – to make the best of their learning opportunities. We aim for our children to take pride in and celebrate their achievements encouraging them to strive with hope to be the best they can be, achieving the highest levels of attainment.
- **Respectful** - to show consideration for the ideas, attitudes, feelings and values of others by developing positive relationships and mutual respect for one another. To be respectful and tolerant of those of different faiths, beliefs and practices.
- **Reflective** – of their own and each other's learning. We teach our children to make connections and to be increasingly reflective on learning and know what to do to improve their learning.

Objectives of Teaching and Learning

The objectives of our Teaching and Learning are to:

- Be creative and motivating whilst displaying innovative, pedagogical practice. .
- Aim to make learning fun and memorable
- Use a balance of Visual, auditory and kinaesthetic approaches to ensure that teaching effectively delivers the learning objectives of each lesson and secures good learning outcomes.
- Provide experiences for the children that contextualise their learning
- Deliver interactive lessons with good use of technology that are challenging and progressive
- Plan child-centred activities that are differentiated and are relevant to the children
- Make connections to prior learning by teaching a well-planned unit of work
- Ensure that children are engaged on tasks and that independent learning taking place for all children
- Develop key skills that can be applied across the curriculum
- Design practical activities that lead to quality talk and articulate children.
- Equip children with language of learning to enable them to further engage in and discuss their learning

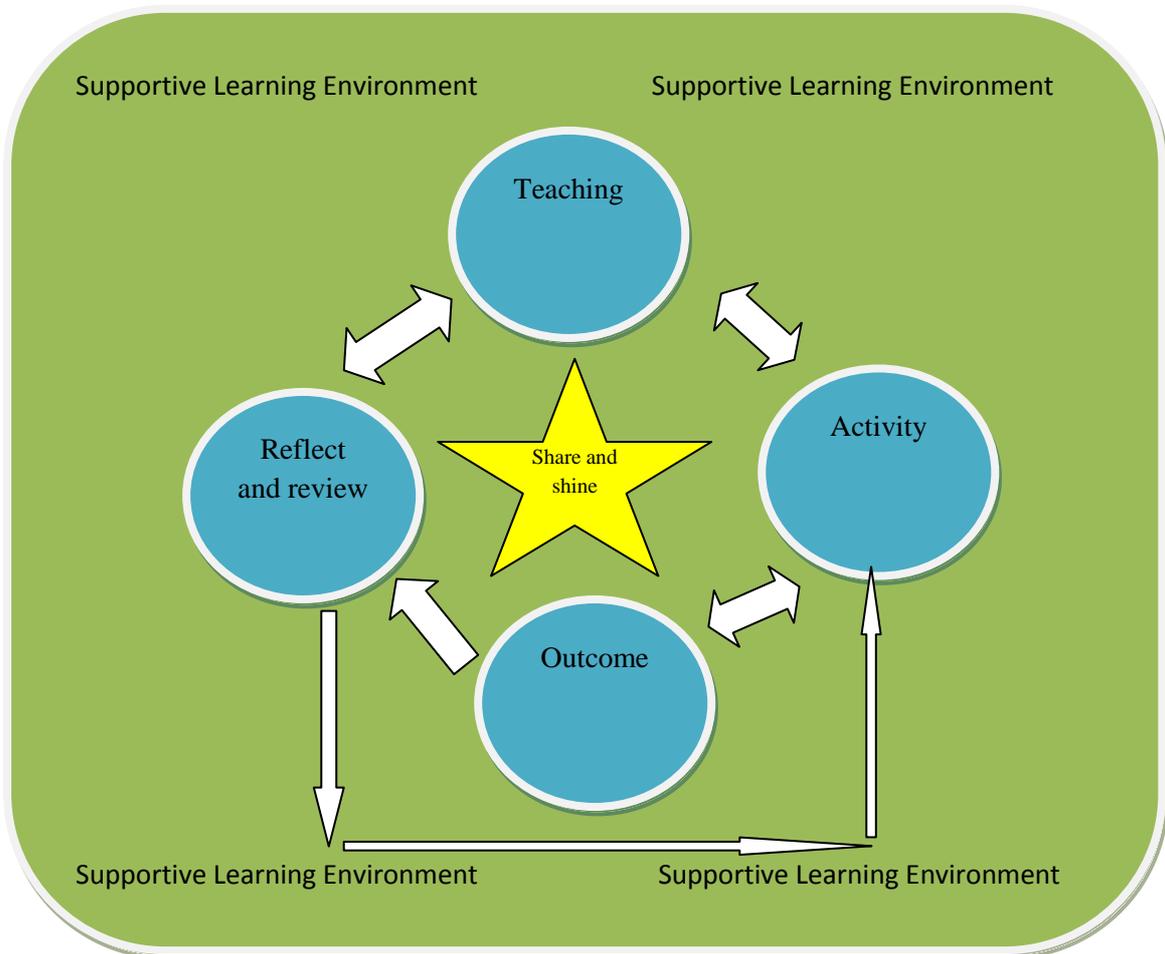
St Mary's Model of Teaching and Learning (STARS)

Our classrooms are places where children:

- Are CONFIDENT
- Have CHOICE
- Are CHALLENGED and can take risks
- Are CLEAR about the Learning taking place
- Are COMFORTABLE, feel secure and that it is safe to take risks

We have considered the essential features that need to be in place for this successful learning.

Learning at St Mary's



Within our model of learning we acknowledge that learning is a complex interactive process and more cyclical than linear. The most successful learning takes place when both teachers and learners are consistently reflective on learning and this accurate reflection, assessment and evaluation by teachers and pupils strongly contributes to defining the next steps in teaching.

Supportive Learning environment

We believe that the classroom environment contributes significantly towards effective learning and attitudes towards learning.

The classroom environment must:

- Exemplify high expectations and good positive relationships between all adults and children based on mutual respect following the school Behaviour Policy.
- Display Rules for Life and examples of how these are put into practice,
- Have clear routines supported by a visual timetable,
- Encourage independence by having resources clearly labelled,
- Learning walls that have relevant up to date displays clearly labelled that are stimulating, interactive , support and reflect the *current* learning
- Have key vocabulary displayed
- Have visual prompt to help learning – models and images, story/text maps, practical apparatus (e.g. Numicon for Maths)
- Have appropriate considered layout and seating to encourage interaction independence, allow for ease of movement around the classroom.
- Be appropriately resourced and prepared so as not to distract from learning e.g. pencils well sharpened, basic equipment readily available, FAB boxes to be readily accessible by all children
- Be bright, clean, cheerful, welcoming and well ordered to demonstrate good organizational skills.
- Have ICT ‘woven into’ all curriculum areas, is easily accessible to all children and provides engaging learning opportunities for all.

The teacher needs to:

- Emphasise the positives
- Model good learning
- Scaffold learning for the whole class, groups, individual children
- Be prepared to take risks with learning
- Be mindful and use efficient techniques for securing attention e.g. auditory signal to stop (rather than over relying on voice)
- Know the children as individuals –mindful of ‘emotional quotient’ of children on a day to day basis

Teaching Assistants need to:

- Precisely understand their role in furthering the learning within the lesson
- Emphasise the positives
- Model good learning
- Scaffold learning for groups, individual children e.g. task cards, Let’s make a deal
- Know the children as individuals –mindful of ‘emotional quotient’ of children on a day to day basis

Teaching

Teaching needs to:

- Show the Big Picture so children see where the learning is leading
- Show the relevance to real life
- Have a clear and precise WALT – **We Are Learning To be able to....**. This needs to be clearly communicated to all children and children should know this and be able to articulate this. Ways to help make this memorable can include actions for the WALT devised by the class, visual WALT characters to help memory (e.g WALT/Success Sally)
- Have a WOW factor to grab attention
- Be interactive, use questioning effectively (see appendix),
- Use partner talk effectively at every point in the lesson to discuss, clarify thinking, raise questions, evaluate
- Use techniques for engaging all children e.g. random questioning, Lolly Lotto
- Be multisensory
- Share and create **success criteria** with the children.

Learning Activities

Activities need to be carefully planned to ensure that:

- Learning is accessible and independence expected from the vast majority of children (see Differentiation in appendix)
- Activities are multisensory
- Learning is memorable
- Variety of groupings are used in the classroom within subjects and between subjects. These will include : whole class, grouping by ability/gender/friendship/house team/random (grouping by ability is more common in maths and guided reading), Pairs by ability/gender/friendship/random, Talk partners – longer term partner and also random talk partners, working as an individual
- ‘No lids on approach’ – opportunities for all children to excel and go beyond

During learning activities children need to:

- Be engaged
- Question and Reflect
- Risk take
- Challenge themselves
- Be resourceful - Proactive in solving problems if they are unsure

- Show perseverance (resilience) in the learning

Outcomes of Learning

Outcomes for learning are varied to meet the learning objective and can include:

- a buffet style “choice” from the children
- Differentiated outcomes
- Cross-curricular links
- Outcomes created in collaboration with the children

Review and Reflect

This is tightly focused against the learning objective and is a key part of the learning cycle, involving:

- Teacher assessment
- Self-assessment
- Peer Assessment
- WOW and NOW moments as detailed in Marking and Feedback policy
- Action as a result of this assessment – using this to drive the next step in learning and children responding to NOW in marking.

Teachers need to:

- Employ effective methods for assessing against learning objective

Teaching assistants need to:

- Contribute to assessment as directed by the class teacher giving feedback on learning to the class teacher to inform next steps for individual or groups of children.

Children need to be fully equipped with language of learning. It is important to focus on learning and not just the activity (doing).

The following prompts can be used to emphasis learning:

- What have I learnt today?
- How do I know I have learnt well? (use Success Criteria)
- Tell a partner about your learning?
- What did we learn yesterday?
- Tell a partner about your learning yesterday?
- Explain your learning to a partner
- What was hard to learn?

Share and Shine

Teachers need to provide opportunities for children to share their learning during lessons and to celebrate achievements within the lesson.

Learning achievements are rewarded by

- Team points within the class,
- Daily star learners in class,
- Weekly star learners in assembly
- Termly awards in specific curriculum areas awards are presented to children who have shown Perseverance, Creativity and Service to the school for representing the school at and taking part in community events.
- Subject specific awards e.g. Times table Reading Karate bands, Swimming and Sports certificates, Master of Art, Musician of the Month. Music Medals

In addition children are rewarded for behaviour (Golden Tokens and Certificates)

Children should also be given opportunities to share learning with different audiences – class, other class, assembly, parents and carers.

Early Years Foundation Stage

EYFS teaching and learning follows the principles in this policy. However we recognise the uniqueness of child development in the Early Years.

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Reception pupils also participate in a daily phonics sessions, following the guidance in the 'Letters & Sounds' document and in line with school policy for reading..

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'. 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Children will be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. In our Early Years setting children can access resources and move around the classroom freely and purposefully to extend their learning.

Meeting the Individual Needs of our Learners

Children with SEN

At St Mary's C of E School we are sensitive to the varied individual needs of pupils and use a flexible, graduated approach to support specific needs and differing abilities.

We endeavour to promote collaboration between school, parents and other agencies in order to meet individual needs in an inclusive organised, robust and carefully considered manner.

We aim to ensure that pupils are provided for and targeted support is given to enable pupils to fully access the curriculum effectively. This could include specific child centred interventions that are fluid and flexible to suit pupil as their individual needs change.

Children on the school's graduated response to individual needs at SEN support or children with a statement/EHC plan have an individual Provision Plan. Action points on the plan are generated with the class teacher, parents/carer, child and the SEN team. The child has a personal copy of action points work towards. Individual Provision Plans are regularly reviewed.

Children in receipt of Pupil premium

Each child in receipt of Pupil Premium is carefully monitored to ensure that the child is attaining well and making good progress. Gaps in learning and provision for additional opportunities are identified and resources deployed to strive for there to be no gaps between pupil premium children and their peers.

Gifted and Talented

Gifted and talented children have individual learning plans that are written in discussion with the child and shared with parents. These are used to inform whole class planning and ensure that "mastery" aspects are part of the daily routines. In addition we offer enrichment activities through Penwith Enrichment Network. See Gifted and Talented policy for further information.

English as an Additional Language (EAL)

We recognise the additional needs of EAL learners, identify the specific areas of need of each of these learners and deploy teaching assistants and resources to address individual or group language needs.

The teaching assistant works closely with the class teacher and activities include facilitating acquisition of English, pre-teaching subject specific vocabulary and concepts, working on

higher levels of comprehension and grammar specific areas to enable EAL learners to make good progress and attainment at least in line with their peers.

Equal Opportunities

We are committed to providing equal opportunities for all our children and ensuring that **all** children have access to the full curriculum.

Curricular targets

All children have curricular targets in reading, writing and maths based on whole school data analysis. These pinpoint the next essential steps in learning for the individual child. Reading, writing and maths targets are easily accessible to the child and all adults working with the child. The expectation is that children know their individual targets and together with the teacher contributes to recording achievement of these.

Homework

Children are given homework as set out in our Homework policy. We encourage parental involvement in learning, encouraging parents to hear their children read, support them with their homework and also get involved with the children's Home-Learning projects. The main objective is for children to talk to their parents/carers about their learning in school and together explore a different aspect of the topic.

Open ended homework tasks are set linked to the topic and, for KS2, always set before the topic commences to generate interest following initially exploration with the children about what they already know and would like to find out. Creativity with these projects is encouraged and children are awarded certificates for their effort.

The school offers a weekly homework club for children in KS2. Children may be invited to attend this as part of action from Pupil Individual Planning meetings.

Assessment

At St. Mary's we use a variety of assessments to build a picture of a child's achievements. These include daily observations and formal assessments such as Rising Stars Tests for English and Science and Abacus Progress Tests for Maths.

Day to day teachers continually assess the impact of their teaching, evaluating whether the WALT has been achieved and adapting, delivery of the lesson and planning as appropriate in reaction to this ongoing assessment.

For further details see our Assessment Statement and Policy.

Target setting

The expectation is that all children work on the curriculum and objectives for their year group age unless there is a specifically defined learning need. Our expectation and aspiration is that the vast majority children will reach the expected level, For children who end a term working below the expected level for the class there is a need to accelerate progress. Where there is a need to accelerate progress discussion will be held

to decide on appropriate actions and interventions that will address any barriers to learning and ensure acceleration takes place.

Tracking progress

Class teachers track progress of all their pupils using the Rising Stars framework on Classroom Monitor for Maths and English. The Head teacher, SLT and subject leaders regularly analyse assessment data which is broken down into vulnerable groups to evaluate the performance of groups within a year group and across the school. These findings are shared with the whole staff (including Teaching Assistants) and whole school action points put in place to improve learning outcomes.

The performance of each individual child is analysed and success and concerns are shared with class teacher (and teaching assistants). Individual pupil's needs are discussed in termly SEN class meeting and Pupil Progress meetings.

If there are any children or groups of children that are not making good progress, the school quickly acts to address this.

Marking and Feedback

St Mary's has a Marking and Presentation policy. This is followed at all times to ensure consistent high standards across the school. For further details refer to the policy.

Reporting to parents and carers

Parents and carers are informed of their child's progress at consultations in the Autumn and Spring term and in the end of year report.

Foundation stage children are assessed against the Early Years Profile each term and these assessments are shared with parents and carers.

For children with SEN or targeted Pupil Premium children, Individual Education plans and Individual Learning Plans progress is discussed at termly Pupil Individual Planning meetings. These can be more frequent if required. Individual Provision Plans are produced with agreed action points in collaboration with parents/cares, the child, class teacher and SEN team. The overarching aim is to improve progress and attainment through manageable action points.

Responsibilities

The Head teacher and Assistant Head Teacher are responsible for ensuring that:

- Learning is excellent for all children
- All staff are trained to a high standard in Teaching and Learning.
- provision for all aspects of the curriculum is made
- Improving teaching and learning is embedded in Performance management of all staff
- The Early Years and KS1 leader supports these responsibilities across our Early Years Foundation Stage Unit and KS1.

The SENDCo/Pupil Premium Lead is responsible for supporting class teachers to develop Quality First teaching to support children with additional needs, to advise on practice and provision for these children including monitoring classroom practise and effectiveness of teaching assistants in supporting individual and groups of children.

Subject Leaders are responsible for championing their subject across the school and ensuring that effective subject specific pedagogy is adopted e.g. Talk for Writing in English. They are also responsible for data analysis and action planning in their subjects and ensuring CPD opportunities are provided.

The Class teacher is responsible for ensuring that good teaching and learning is happening within their classroom. Class teachers work collaboratively with teaching assistants to ensure pupils are fully supported and used effectively to promote accelerated learning and promote independent skills. The deployment of the teaching assistants in the class room on a day to day basis is the responsibly of the class teacher.

Monitoring and Evaluation.

This policy links to our monitoring schedule (see School Improvement Plan).

The teaching and learning policy will be monitored and evaluated by:

- Lesson observations by the head teacher, SLT and subject leaders
- Planning and work moderation by the head teacher, SLT and subject leaders
- Pupil conferencing by the head teacher, SLT and subject leaders
- Attainment and progress data by the head teacher, SLT and subject leaders
- Pupil surveys by the head teacher, SLT and subject leaders as relevant
- Parent/carer surveys by the head teacher and SLT
- Governor visits by governors with responsibilities for subjects
- Staff surveys by the head teacher, SLT and governors.
- Head teacher and staff monitoring of the School Improvement plan
- Governor monitoring of the School Improvement Plan, Teaching and Learning is reported on regularly at Full Governing Body Meetings and Standards and School Improvement Committee. Governors have opportunity to challenge leaders about teaching and learning.

Health and Safety, E- safety

All staff are responsible for ensuring that the curriculum they are delivering is safe for children and if necessary appropriate Risk Assessments are carried out.

Safeguarding and Prevent duty

All staff must follow school policy and procedures on safe guarding and the Prevent duty.

E safety

All staff, pupils, volunteers and Governors sign an acceptable user's agreement as part of their induction and follow our E-safety policy at all times.

Volunteers

We have a number of parent volunteers that help with different aspects of the curriculum, most notably reading. All volunteers have DBS checks, receive induction into school and those working on reading are given advice on our reading methods to help children improve in this area.

Appendix

The importance of skillful questioning for effective learning

We recognize that the use of skillful questioning and development of these skills in children is central to our teaching and crucial for good teaching, learning and assessment. We want children to see our classrooms as places of enquiry, we want the children to have a strong desire to learn and to be able to respond to and develop their learning and thinking skills through asking questions.

Teachers and other adults in the classroom should all model good questioning and encourage children to formulate their own questions. Effective questioning can help children move to different levels of understanding, from concrete to analytical, from factual to inference.

Guidance for questioning is given in Bloom's taxonomy (revised) that can be adapted for all subject areas and also some areas of the curriculum have good resources for developing questioning e.g. APP Question Hoppers for Reading

Questioning can:

- challenge concepts,
- clarify ideas
- consolidate learning
- create new understanding
- make connections within a subject and across subject areas
- reflect on learning
- develop thinking

Questions can be

- Closed – this is where there is a correct answer- this is useful to quickly assess understanding
- Open – where a range of answers is possible and can encourage children to think, and make connections.

Responses to questions should be supported by:

- Allowing children thinking time
- Sharing ideas with a talk partner so they can rehearse answers and so feel more confident and prepared – we encourage children to ‘ think, pair, share’
- Encouraging children to give evidence for their views.
- Ensuring that children with learning needs are prepared for lessons and questioning by pre-teaching to familiarize with lesson content

Differentiation

Good differentiation enables all children to make the maximum progress. It requires secure and sound assessments of previous learning and knowledge of the next steps for each child. Teachers will differentiate activities to meet the learning needs of each child in the following ways:

- Different levels of challenge related to the learning objective and times when children can choose for themselves the level of challenge they assess as appropriate for them.
- Different tasks to facilitate children’s learning
- Differentiation by outcome – expecting different levels from each child and encouraging them to meet these.
- Providing different equipment and resources to facilitate learning
- Using a different approach with a targeted group
- Different levels of support from teacher. Teaching assistant etc
- Giving more time to some children

All these need to be manageable and ensure that the children experience success, achieve and promote healthy self esteem.

Teachers during activities need to be:

- Using effective questioning (see above)
- Assessing constantly, adapting lesson as appropriate to ensure learning gains are maximised
- Addressing misconceptions individually, to a group to whole class as appropriate
- Challenging learners with the next steps as appropriate
- Assessing learners understanding , involvement and attitudes to learning

Teaching Assistants need to:

- Support learning as directed by class teachers
- Use effective questioning
- Contribute to assessment, suggesting adaptation, provided written or verbal feedback and address misconceptions
- Challenge learners with the next steps as appropriate and as guided by class teacher
- Promote understanding, involvement and positive attitudes to learning.