



## **TEACHING AND LEARNING POLICY**

St Peter's is a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children are encouraged to develop enquiring minds, a lifelong love of learning and a respect for other people and cultures. We are led by our core Christian values of Community, Compassion, Truth, Trust, Friendship and Endurance in everything we do, learn and say.

***Be sympathetic, love one another, be compassionate and humble***

*1 Peter 3:8*

### **Introduction**

The aims of this policy are to set out a clear set of high expectations and a common approach to teaching and learning at St Peter's Brafferton CE VA Primary School so that teachers, parents/carers and students are all aware of and can work towards aspirational pupil outcomes and the highest possible standards of education.

### **Our Teaching and Learning Principles:**

- **Every child succeeds:** we provide an inclusive education within a culture of support and high expectations; make every child feel valued and secure, raise aspirations and achievement; involve parents
- **Build upon what learners know:** Structure and pace teaching so that pupils know what is to be learnt and how, set clear learning goals, make each learning experience count.
- **Make learning vivid and real:** Develop understanding through enquiry, creativity, use of new technologies, and thinking skills; make learning relevant and purposeful.
- **Make learning enjoyable and challenging experience:** Stimulate learning through ensuring teaching techniques and strategies respond to the needs of pupils, make creative use of learning opportunities appropriate to the material to be learned.
- **Enrich the learning experience:** create an effective environment for learning, infuse learning skills across a broad curriculum, use a variety of learning experiences and the environment, foster curiosity, creativity and imagination.
- **Promote assessment for learning:** Make children active partners in their learning, share learning intentions, use success criteria, encourage reflection and evaluation and use effective feedback strategies which identifies next steps in learning for improvement.
- **Develop learning skills and personal qualities:** Develop confidence, self-discipline and an understanding of the learning process; create effective, enthusiastic and independent learners.

### **Ethos**

St Peter's Brafferton CE (VA) Primary School is committed to putting our Christian vision into action and creating an inclusive culture where all adults working and all pupils learning in school feel valued safe. This policy is intended to outline the ways in which we can support all pupils learning in providing for them a full

courageous and broad based curriculum so that everyone of our pupils achieve to their full potential and the best possible educational outcomes. This policy incorporates the aims and values of our school vision, which is rooted in our belief that every child is unique and that this is reflected in the desire, commitment, and aspirations of our school staff to meet the needs of all of our pupils.

**Our Christian values which support this policy, and our ethos are:**

**Community , Compassion, Truth , Trust**

Principles of policy (also see non-negotiables in Appendix 1)

Staff will:

- Support and challenge pupils to achieve their best
- Provide high quality, dynamic and engaging lessons
- Provide high quality feedback
- Encourage independent learning

Pupils will:

- Rise to challenges, working collaboratively and supportively.
- Participate and engage fully in lessons
- Respond positively to feedback and improve their work as a result of effective feedback
- Take an independent and active part in learning within and beyond the classroom

**Role of the Headteacher and senior leadership team**

- Ensure this policy is followed throughout school
- Conduct whole school monitoring as per the 'Assessment Strategy'
- Work collaboratively with staff to ensure current, evidence based, teaching and learning strategies are researched, reviewed and implemented where appropriate
- Be accountable to the Governors for the implementation of this policy

**Role of staff members**

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and nurture the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice
- weekly monitoring of home school diaries with a staff signature and regular monitoring of Class Dojo

## **Role of the Governing Body including Link Governors.**

Our Governors determine, support, and review the school policy 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 by receiving reports from subject leaders and the Head teacher's report to Governors as well as a review of the in-service training sessions attended by our staff.

## **Role of Parents and Pupils**

Parents have a fundamental role to play in helping children to learn.

We share information with parents at the start of each term in which we outline the topics that the children will be studying during that term at school; this is also displayed on school website.

- Issuing an annual report which clearly details a child's achievements and next steps.
- Holding parent teacher consultations twice a year, at which targets are discussed and set.
- Explaining to parents how they can support their children with homework
- Sharing children's achievements through newsletters and Class Dojo
- We will liaise closely with parents with SEN children who will have a SEN Support Plan closely supported by the SENCO

At St Peter's Brafferton, we believe that parents have the responsibility to support their children and the school in implementing school policies. We ask 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
- 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
- daily engagement with a child's home/school diary

## **Monitoring Processes**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school provision and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Headteacher will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

## **Extra support and guidance**

In addition to the policy measures outlined in this document, a range of other support mechanisms are in place and information on these is shared with all leaders, managers, Governors, staff, volunteers, and other adults covered by this policy.

**Monitored by: Full Governing Body**

**Date adopted: July 2021**

**Next review: July 2022**

**Review Cycle: Annually**

## **St Peter's Brafferton Non-Negotiables**

### **Appendix 1**

- All children are encouraged to present their work to the highest standards using modelled cursive style handwriting
- All staff use cursive style handwriting in books and on the board when working with the children
- The date and skill (WALT- we are learning to... ) are copied / displayed in books and are underlined using a ruler
- All children to write the long date for subjects apart from Maths, where the short date is written. Children with dyslexic tendencies should not be copying from the large whiteboard; the date and WALT should be written on a small whiteboard or printed on pastel paper.
- All interactive whiteboard backgrounds should be set as cream / pastel colours
- Progress sweeps with coloured highlighters will be done in every lesson. Pupils will be identified for extra 'in class' support or interventions where required.
- Maths books:
  - ❖ Maths targets for each year group are in the front of Maths books
  - ❖ White Rose overviews are displayed on the working wall
  - ❖ Presentation: one digit in one square, but writing of words across squares; Y5/6 to use 7mm squared books
- Literacy books - writing:
  - ❖ Writing targets for each child (by year group) stuck in books and marked / reviewed by children and teacher (also in homework books)
  - ❖ For each genre of writing, differentiated success criteria are generated with the children, on the working wall and marked / reviewed by child / peer and teacher.

#### **Displays:**

Each classroom will have both a Literacy and Maths working wall display which will be kept up to date. Working walls are interactive and can be used to record, visualise and assist learning.

Literacy Working Walls will include:

**Genre checklist** –with an exemplar text – identifying purpose and audience, language features, structure. This is annotated to highlight examples.

**Text Map** – whole class – children’s WAGOLs (What A Good One Looks Like).

**Planning** – boxing up examples.

**Success Criteria** – relating to the genre/children’s writing targets.

**Drafting** – shared writing/children’s WAGOLs.

**Up-levelling** – shared writing/children’s WAGOLs.

**Examples of** – connectives, openers, punctuation and vocabulary

Most importantly, the Literacy Working Wall is used by the children who add to it throughout the session/genre.

Maths Working Walls allow children to see written methods for calculations, while absorbing the mathematical language used in a particular area of the subject. They are interactive and include differentiated language for children so that learning is extended for children of all abilities.

Features included on the Maths Working Wall in Early Years could include:

1. Learning Outcomes.
2. Links to Number and Shape, Space and Measures.
3. A mathematical problem or challenge linked to the topic or children’s interests
4. Interactive Number line.
5. Mathematical vocabulary.

Features included on the Maths Working Wall in Years 1 to 6 will include:

1. Learning Outcomes.
2. Examples of concrete, pictorial and abstract reasoning and problem solving.
3. The Times Tables which the children are currently working on.
4. Modelling of the current Maths learning (including Mental Arithmetic and step by step calculations)
5. A Maths problem related to the current topic.