



# St. Saviour's Church of England Primary School

## TEACHING & LEARNING POLICY.

"Learning Together"

*Our Vision*



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## **SECTION 1:**

### **RATIONALE**

Teaching and Learning is central to life at St Saviour's and informs all decision making. The quality of teaching has the greatest impact on our children's learning and the standards that they attain. We acknowledge the importance of on-going research in to how people think and learn in what we do. High expectations need to be conveyed to and constantly reinforced for all pupils. Whatever role you have in the school, whether you are working with one pupil, a small group of pupils or a whole class - this is the way we teach at St. Saviour's Primary School. The pedagogical approaches that underpin this policy include:

- John Hattie's evidenced based learning approach
- Maslow's hierarchy of needs
- Bloom's taxonomy for questioning
- Goleman's multiple intelligences

We value the strengths of individual children, teachers and support staff. The purpose of teaching is to facilitate learning. Teaching and learning, although inter-related, are indeed separate from one another. Although a teacher may say that something has been taught, it does not mean that it has been learnt by any individual pupil. For effective learning to take place as a result of good or outstanding teaching, it has to be supported; a learning environment created, consistent approaches adopted and the curriculum planned for accordingly.

### **AIMS**

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at St. Saviour's Primary School. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be



confident in developing their own practice and ensures that we are consistent in the way we work with our pupils. We are ensuring, through our policy that the teachers' standards are reflected in what we do.



## **ETHOS**

**Our vision is of every child reaching or exceeding their potential, learning the life skills that would equip them to lead happy, healthy lives and be socially and culturally responsible local, national, global citizens.**

**Our values of care, respect and inspire permeate the way we do things.**

### **We aim to help our children to:**

- Enjoy their learning through experiencing success and by increasing their self-esteem.
- Become independent, confident learners who take increasing responsibility for their own learning.
- Become resilient, reflective, resourceful and reciprocal learners.
- Feel secure and comfortable in school.
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co-operatively.
- Recognise and develop their own personal skills to the best of their ability.
- Access a rich, balanced and relevant curriculum in a variety of ways through maximising cross-curricular links through the use of our thematic skills based curriculum
- We aim to encourage creativity and self-expression.
- Develop an understanding of other beliefs, cultures and ways of life.



### **What we will do as a staff:**

Teachers will provide a broad, balanced and rich curriculum, which develops the skills, concepts and knowledge necessary for learning. In the course of their daily work the staff will contribute to the development of this through:

- Providing a stimulating and effective working environment at all times, in which each child can achieve his or her maximum potential. (See additional school guidance on learning environments.)
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's behaviour policy.
- Maintaining purposeful and informative planning, assessment and evaluation documents, in line with the school's assessment for learning policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Years Foundation Stage curriculum.
- Valuing and celebrating pupils' success and achievements.
- Welcoming, supporting and educating of teaching and non-teaching students.

### **EQUAL OPPORTUNITIES:**

St. Saviour's Primary School is committed to equality and diversity and we ensure this is reflected in our policies, procedures and practices.

In accordance with the school's Equalities Policies, all children at St. Saviour's Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to achieve irrespective of race, class, gender, language or ability. The



curriculum will be relevant and accessible to all pupils, and to ensure that the beliefs, experiences and culture of our community is valued and included at the heart of the curriculum. All children have a voice that is valued at St. Saviour's and should feel able to express their point of view freely.



## **SECTION 2:**

### **SUCCESSFUL LEARNING STARTS WITH INSPIRING TEACHING:**

#### **Framework: The 'Rubric'.**

As a framework to underpin teaching at St. Saviour's teachers use the 'Rubric'. This is to ensure that the teaching across the school is consistent with our high expectations that, 'teaching and learning is consistently good or outstanding throughout the school.' It ensures that the following feature in the lessons (to be used as a guide not a rigid checklist): (See Visual Guide - Appendix 1)

1. Introduction to the session- warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning. Share aim and success criteria (to be constantly referred back to) and link to previous learning.
2. Main teaching session- learning is modelled to enable children to feel confident in having a go. Model - Do - Review cycle.
3. Differentiated tasks and matched activities that require learners to think and develop their understanding either individually or collaboratively.
4. Pupils actively involved in reviewing their learning within an effective plenary. Pupils celebrating and sharing achievement and looking forward to the next step (linked to individual and class targets). Use of peer marking and self-marking where appropriate (green pens).

#### **What does good / outstanding teaching look like?**

Throughout all these stages we feel that good or outstanding teaching can be characterised by the following:

- *to inspire and challenge.*
- *to adapt to the needs of every learner:*
- *high expectations of sustained progress over time, (role of assessment for learning: also see separate assessment policy)*

➤ **Aim: to inspire and challenge:**

- Challenging but achievable expectations, clear explanations and rigorous pace.
- The aim is supported by success criteria and is discussed & contextualised.
- Teachers show secure subject knowledge, which enthuses and challenges children at all levels and contributes to their good progress.
- They have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- A relaxed yet purposeful learning environment is created.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- Questions are planned for Talk Partners/ Think-Pair Share that challenge and extend students' thinking. A range of question types are used e.g. open questions and closed questions. Good use of differentiated questioning to challenge all levels. Pupils are encouraged to generate their own questions.
- Creative ideas are valued and actively encouraged. Cross curricular links provide opportunities for students to use and apply knowledge and understanding from literacy, numeracy or Thematic Curriculum.
- Good and imaginative use is made of resources to enhance learning. Resources and scaffolding materials are provided to support learning of groups of students.
- ICT or IWB is appropriately used to support learning.

➤ **Aim: to adapt to the needs of every learner:**

- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinaesthetic)

- Clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve.
- Good use of teaching assistants and resources is made to support the children's learning. Other adults' support is clearly defined and well-focused and makes a significant contribution to the quality of learning.
- Positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.
- Each and every child makes progress in their learning, regardless of ability. Provision and/or adjustments are made to meet the needs of all groups, including G&T, SEN and EAL new arrivals, which shows a good understanding of students' learning needs and development.
- Full plenary is used to recap and extend objectives or address misconceptions. Teacher makes links to future learning. Or, mini-plenaries are effectively used during lesson to further the learning in stages and link to next steps.

➤ **Aim: High expectations of sustained progress over time, (role of assessment for learning: see separate assessment policy):**

- Children routinely respond to the expectations of staff, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves. They behave considerately towards each other.
- Opportunities for self-evaluation and reflection are built in throughout the session. The children know how well they have done and can confidently discuss what they need to do to sustain good progress.
- There is regular and accurate assessment that identifies the learning needs of all groups of students and this information is shared with students. Detailed feedback is provided through marking using three stars and a wish.

- Teachers listen to, observe and question groups of students during lessons in order to reshape tasks and explanations to improve learning.
- The teacher encourages full responses, getting children to justify their thoughts.
- Students share the teacher's high standards for presentation of work.

### **What makes a great learner (input from School Council)?**

We asked our children what learning is and the qualities good learners should demonstrate and they came up with the following check-list:

Learning is doing something you didn't know before and being able to apply it independently.

A good learner is someone who.....

- Listens attentively
- Concentrates on learning
- Is ready to learn and alert
- Perseveres in their goals
- Determined to succeed
- Uses mistakes to learn from
- Never gives up, is resilient
- Thinks positively, is hopeful
- Believes in themselves, is confident
- Participates in learning, is actively engaged
- Collaborates in learning, is part of a team



### **SECTION 3:**

#### *Children learn best when:*

- The School sees itself as part of the local community.
- The School encourages visitors from the local community to contribute to the educational provision.
- The School and local community work together to raise funds for the school and other local worthy causes.
- When parents are actively involved in the life of the school. By implementing a policy of home-school liaison we hope to:
  - ✓ develop good communication with parents / carers and to fully inform them about what is happening in school;
  - ✓ make good use of parents' / carers expertise and willingness to enhance their own child's and other children's learning by making them feel welcome and by actively involving them in the general life of the school;
  - ✓ actively involve parents / carers specifically in the education and progress of their child by encouraging them to attend parent consultation sessions, checking/showing a real interest in their homework, providing a quiet place for home study, contacting the school with any relevant matter of concern, ensuring their child is well nourished.
  - ✓ further develop and value the roles of the school's parent governors;
  - ✓ foster an atmosphere where parents feel that all staff, including the Headteacher, are accessible for discussion of: school issues including the Curriculum; family matters; individual child's progress;
  - ✓ allow parents to fully exercise their rights to access and information.

#### **Role of Parents and Carers:**

We believe that the relationship between home and school is very important to ensure that all children achieve their very best. We would ask that parents support their children and the school in implementing school policies. We would like parents to:

- have a positive attitude towards school and learning, supporting and working with school;
- make sure that their child has the best attendance record possible;
- make sure that their child is equipped for school with the correct uniform and P.E. kit;
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school;
- attend progress meetings and parents' evenings;
- support the school's expectations with regard to behaviour and attitude.

### **Role of the Pupils:**

#### **Role of the Teachers:**

All teachers play a part in the education of our children. As such we are responsible for planning to meet the pupils personal needs, delivering learning that is based on pupils interests and takes account of their starting points. All adults teach, all adults are responsible for ensuring meeting the teacher's standards. All teachers are expected to:

- Model the values and attitudes promoted by the school of care respect and inspire in all we do.
- Have high expectations of behaviour and learning of all children
- Model learning behaviours and praise pupils for positive attitudes to learning
- Plan and deliver exciting lessons
- Ensure safe, stimulating and well organised environments
- Create an ethos of curiosity and a love of learning
- Value all pupils efforts through displaying their learning
- Show the process of learning via a working wall
- Ensure that pupils are engaged and active partners in their learning
- Ensure that effort is valued and learning from mistakes is promoted
- Ensure all pupils feel they have sufficient challenge and approach new experiences positively
- Build time for self and peer assessment and reflection on learning

#### **Role of the Governors:**

Our governors are valued for the important part they play in the life of the school.

They determine, support, monitor and review the school policies on teaching and



learning. They support and challenge the Headteacher in ensuring the highest standards achievable by all the staff and pupils.

In particular their role is;

- To work in collaboration with the Leadership Team to make sure that policies promote high quality teaching and learning in school.
- To have an oversight of the improvements to teaching and learning within the school and to ensure adequate resourcing.
- To help to develop a set of comprehensive employment policies and procedures which are consistent with the school's values and which reinforce high standards of teaching and learning.
- Put informal support in place as soon as monitoring indicates teaching requires improvement in order to move to good.
- Follow formal capability procedures if teaching and learning is inadequate.
- Take account of appraisal outcomes based on the teacher's standards and targets when considering pay progression.
- Take account of the outcomes of performance management in making decisions about the Headteacher's pay.

**Chair of Governors** ..... **Date** .....