

St John's Church of England VA Primary School



Teaching and Learning Policy

Agreed: October 2024

Review: October 2026

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1. INTRODUCTION

At St John's Primary School, we recognise the value of developing in our pupils the attitudes and skills that will enable them to become successful and develop a love of learning. We recognise that children learn in different ways and that this should be taken into consideration. We believe that appropriate teaching and learning experiences both in and out of the classroom will prepare children for the next stage of their education and ultimately produce happy, confident, enquiring young people who will make a positive contribution to society.

2. Aims

We believe it is important to:

- ensure that all children receive equal access to the curriculum
- provide a relevant, balanced and diverse education
- encourage children to become confident, independent, knowledgeable, enquiring, self-disciplined and resilient learners
- foster a love of learning, supported through an appreciation of Christian values
- develop children's self-respect and encourage respect for the ideas, attitudes, values and feelings of others
- provide opportunities for children to co-operate and build positive relationships with others
- enable children to understand their community and help them feel valued as part of our community
- provide learning experiences that are supported by Christian values

3. Teaching and learning

- A range of tools are available for teaching staff across all areas of the curriculum to be used according to the needs of the children.
- Teachers use their professional judgement in order to plan and deliver the curriculum, taking the needs of individuals into consideration.
- Teachers and pupils are clear with their outcomes in all subjects.
- Senior leaders and subject leaders support staff in developing subject knowledge and skills when necessary.

- Work is closely tailored to the capabilities of different groups of learners so that all can succeed and make good progress.
- Lessons provide challenge and support.
- Pupils are engaged in their learning.
- Assessment for Learning strategies are used.
- Pupils have high self- esteem.
- Pupils understand the purpose of the learning and make connections with their learning.
- Success criteria are explicit and models are provided.
- Learning is active and collaborative.
- Independent learning and thinking is facilitated and encouraged.
- There are opportunities for creativity utilising different learning styles.
- Pupils show an awareness of their learning and know how to improve.
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts
- Current attainment is the starting point for the development of skills.
- Strong, clear communication ensures children make progress across the curriculum.
- Work is closely tailored to the capabilities of different groups of learners so that all can succeed and make good progress.
- A range of learning styles are used and teaching methods are matched to the needs of the pupils.
- Teaching staff endeavour to ensure that lessons are well informed, confident, and engaging to breed enthusiasm with the children and foster a love of learning.

Pupils are engaged in their own learning

- Pupils work well independently, using a range of strategies.
- Pupils are confident, willing learners who can identify their progress towards meeting the learning outcomes and sustain their concentration and effort throughout the lesson.
- Pupils show respect and learn effectively from collaboration.
- Pupils show good attitudes to their learning and enjoy what they do.
- When Homework is given, its purpose is to enhance pupils' understanding, whilst also considering their general well-being.

4. Target setting and tracking

To ensure that the expected rate of progress is being made, the progress of individual pupils is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures, including teacher assessment and test results, comparing progress and

attainment against individual and national benchmarks. Strengths and areas for development are identified and used to inform planning and to implement intervention programmes where appropriate.

Pupil Progress Meetings are held with the Headteacher and members of the Senior Leadership Team each term, to identify strengths and weaknesses in pupil performance.

Parents/carers receive regular updates on their child's progress, so that they can provide support/encouragement as appropriate.

Monitoring of pupil progress is carried out by the Senior Leadership Team, subject leaders, and teaching staff through lesson observations, pupil interviews, scrutiny of data, books, planning and PDMs.

5. Assessment

We know that learners learn best when they:

- Know why they are learning (know what the 'big picture' is)
- Understand clearly what they are learning (have learning objectives)
- Know what they are trying to achieve (are made aware of expectations)
- Know how well they are doing and what they need to do to reach their target (have constructive feedback)
- Are involved in their learning at every stage.

Regular continuous assessment is central to teaching and learning practice, including the EYFS Early Learning Goals.

Assessment for Learning (AfL) is fundamental to our formative assessment procedures. Planning is based on knowledge of pupils' attainments and their strengths and weaknesses. Work is tailored to the range of pupils' needs, using accurate, focused assessment, in order that all can achieve.

A range of AfL strategies are used in the classroom. These include:

- Helping children see the 'big picture' (sharing with the children how each learning step leads towards the end result)
- Making learning objectives explicit and sharing these with the pupils.
- Engaging pupils in their learning and giving immediate feedback on their progress. (Marking is regular and follows the school Marking Policy).
- Success criteria which is drawn up by the pupils and teacher.
- Self- and peer-assessment based on the learning objectives and success criteria.

- Focused marking which identifies strengths and next steps for each child (see Marking Policy).
- Providing opportunities for children to reflect on and review their work
- Developing children's understanding of the ways in which they learn.
- Displays and resources that children can access, in order to meet their next steps.

In order to meet our pupils' needs, we carry out a range of both formative and summative assessment procedures.

Teaching and Learning: Roles and Responsibilities

Teaching staff

- To present lessons with clarity, enthusiasm and pace.
- To model activities and processes.
- To ensure all children are active learners participating fully in lessons.
- To provide exemplar work as a model of expected outcome.
- To provide appropriate levels of scaffolding to support pupils' learning.
- To give constructive, positive feedback.

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy.

Senior Leadership Team and Middle Leaders

- To provide support, training and resources for departments and individuals.
- To monitor and evaluate the delivery and impact of the policy.

Pupils

- To maintain a positive attitude to learning across the curriculum and independently practise skills in different settings.

Parents and Carers

- To support the policy of the school, by providing support for pupils at home as per Home/School Agreement.