



# **TEACHING AND LEARNING POLICY**

**Teaching and Learning Policy**  
**for**  
**St Mary's C.E. Primary School**

**Approved by Curriculum & Standards Committee**

**Autumn 2016**

**Date of next review:**

**Autumn 2019**

## **Rationale**

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as creativity, resourcefulness, resilience and co-operation. We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning Policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Our Teaching and Learning policy is at the heart of all we are doing at St Mary's Primary School. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

## **Purpose**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- meet the needs of all learning styles
- enable children to become creative, confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

## **Our Understanding**

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

## **Effective learning results in:-**

- Knowing you have succeeded.
- Feeling you can do more.

- Explaining what you have learned.
- Applying it to other situations.
- Teaching it to someone else.
- Viewing mistakes as important learning opportunities
- Developing a 'Growth Learner' mindset
- Confidence

We encourage children to take responsibility for their own learning, to be involved as far as possible in planning and reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school's creative curriculum plan to guide our teaching.

For effective teaching to take place there are a number of 'ingredients' that we feel are needed:

- Effective assessment, preparation and planning resulting in a purposeful, well prepared lessons.
- A clear learning question shared with the children both visually and auditory.
- A clear link to previous and future learning and links to real life situations.
- Clear understanding of success criteria.
- A review of the learning at the end of the lesson.
- Appropriate challenge for all children.
- Teacher modelling through effective use of 'teacher talk' time.
- Quality peer talk.
- Effective, challenging questioning.
- Quality Interaction between teacher and pupil and pupil and pupil.
- Pace.
- Enthusiasm.
- Fun, memorable delivery, content and outcome.
- Involvement of all the children.
- Excellent behaviour management.

- Opportunities for independent, pupil choice learning.
- Follow up feedback through effective, next steps marking to which children consistently respond.

### **Our Responsibilities**

We will ensure that our curriculum is creative and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we aim to make teaching and learning at St Clement Danes Primary School consistently good or **outstanding**.

### **Our approach to effective teaching and learning**

- Our teaching is based on our knowledge of the children's level of attainment and we have aspirational expectations for all children. We take into account any additional educational needs.
- We set targets for the children in each academic year. We review the progress of each child termly and set revised targets. Children have targets in their books which they relate to frequently.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching. Teachers plan using a medium term overview and short term weekly planning grids.
- Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We expect good behaviour at all times. If children make poor choices we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.
- We ensure that all tasks and activities that the children do are safe and risk assessed.
- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation for the day to day running of the classroom.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- We teach daily phonics through Letters and Sounds in the appropriate classes.

- Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.
- We share the learning with parents through our weekly whole school newsletters, class emails and termly class newsletters.
- Pupil Voice in our school is very strong and we have a very active School Council who are regularly consulted on school choices and decisions.
- We are specifically working on developing our children's 'Critical Thinking Skills' and always incorporate key questions words into our work to encourage children to ask a variety of questions.

We use Teach Like a Champion techniques- 100%, Cold Call, Strong Voice, Tight Transitions and No Opt Out.

### **Learning outside school**

As part of a strong enrichment ethos, our curriculum has the expectation that all children throughout the school will visit places of interest frequently.

This expectation is an inspirational process that offers children regular opportunities to appreciate and enjoy out of school learning. Our children experience learning first hand through a series of engaging and inspiring trips. These visits bring learning to life and improve opportunities to take risks, make choices and initiate learning.

Teaching staff also have the opportunity to assess and evaluate learning outside the school context.

### **Our Learning Environment**

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the creative curriculum topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English, Mathematics, Science and Religious Education.

We aim for our learning environment to:

- be welcoming;
- be challenging and stimulating;
- be purposeful;
- be happy and organised;
- be well resourced and clearly labelled;
- make learning accessible;

- be encouraging and appreciative;
- provide for equal opportunities;
- provide for a working atmosphere;
- support the development of independent learners.

### **Achievement**

We take every opportunity to celebrate achievement through:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- positive comments to parents, notes, texts;
- certificates and rewards;
- house points.

### **The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular they:

- Hold the Headteacher and senior leaders to account in their role as 'critical friend'.
- 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 through the school self-review processes. These include reports from subject leaders, the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

### **The Role of Parents and Carers**

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Sending home a weekly email so that parents know in advance what is planned.
- Holding Parent evenings to share their child's developments and future targets with parents. Reports to parents in which we explain the progress made by each child and indicate how the child can improve further in core subjects.
- Explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would expect parents to:

- Ensure that their child has the best attendance and punctuality record possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- 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 our Home School Agreement, as will the school.

### **Equal Opportunities**

St. Mary's CE Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St. Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds