



TEACHING & LEARNING POLICY

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

Agreed by the Governing Body:	October 2024
Date for review:	October 2027

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 and developing a compassion and understanding of their learning, whilst also ensuring that quality time is given each day to mastering key skills linked to each subject of the curriculum so that excellence shines through.

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 progress and 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.
- Remember learning and retain it into long-term memory
- 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 each subject's Progression of Skills and Key Knowledge documents to ensure that prior learning is recapped and then built on.

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 Objective shared with the children.
- A clear link to previous and future learning and links to real-life situations where possible.
- Clear understanding of success criteria.
- A review of the learning at the end of the lesson.
- Appropriate challenge for all children.
- Teacher modelling.
- Quality peer talk.
- Effective and challenging questioning.
- Quality Interaction between teacher and pupil and pupil and pupil.
- Pace.
- Enthusiasm.
- Involvement of all children – active, not passive, learners.
- 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 Mary's 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 use Medium Term Plans to ensure clear progression from lesson to lesson, building on skills and knowledge.
- 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 behaviour and discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We expect excellent 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 using the Unlocking Letters and Sounds programme in the appropriate classes.
- Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.
- We share learning with parents through our social media, weekly whole school newsletters, class emails and half-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 use Teach Like a Champion techniques: 100% attention, Cold Calling, 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 to enrich and strengthen their learning. 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 engaging and inspiring experiences. 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.

We actively plan to enrich pupils' Cultural Capital, especially our disadvantaged pupils, so that no St Mary's pupil grows up without the experience of visiting an art gallery, museum, theatre production or sporting events, to name a few.

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 half-termly theme and subject areas studied. We ensure that children have the opportunity to display. Vocabulary is displayed on all displays in large font to support spelling and acquisition of language. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English, mathematics 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;
- 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;
- 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 Consultation evenings twice a year to share their child's developments and future targets with parents.
- Holding open afternoons where parents can review their children's work/books
- Explaining to parents how they can support their children with homework.
- Reporting to parents each summer in which we explain the progress made by each child and indicate how the child can improve further in core subjects.

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.

Each year, we ask our parents/carers to sign our Home School Agreement committing their support to the above.

Equalities Statement

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.