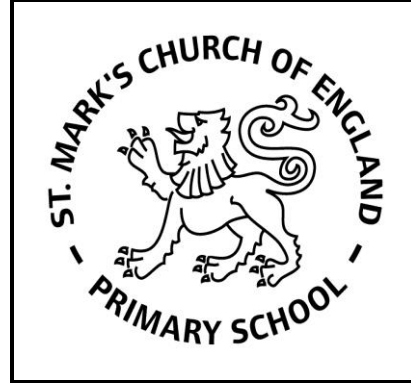
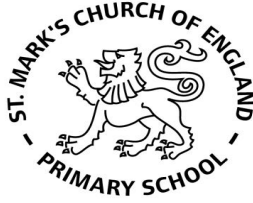


Learning and Teaching Policy



'Thy Word is a Lamp to my Feet
and a Light to my Path'
Psalm 119 v 105

"Every Child, Every Chance, Every Day"



Every Child, Every Chance, Every Day

St Marks CE Primary School **Policy for Learning and Teaching**

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

***Thy word is a lamp to my feet and a light
to my path.***

Psalm 119 Vs 105

The following five components describe the desired outcomes we offer through it.

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

Introduction:

At St Mark's CE Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be creative and enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

- *Together, we will prepare you for life and learning*
- *Together, we will guide you to a fulfilling future*

Aims and Objectives:

Raising standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and

learning. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and attainment.

By adopting a whole school approach to teaching and learning across our school, we aim to:

- promote the spiritual, moral, cultural, mental and physical development of pupils within our school;
Together, we will teach you to live within the values of God's word
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life;
Together, we will prepare you for life and learning
- enable children to become confident, resourceful, enquiring and independent learners;
Together, we will forever help you to grow in confidence
- foster children's self-esteem and help them build positive relationships with other people;
Together, we will forever help you to grow in confidence
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
Together, we will teach you to live within the values of God's word
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
Together, we will teach you to live within the values of God's word
- enable children to understand their community and help them feel valued as part of this community;
Together, we will safely lead you on your journey
- help children grow into reliable, independent and positive citizens.
Together, we will guide you to a fulfilling future

Equality:

In accordance with the school's Single Equality Duty, all children at St. Mark's must be given full access to the Early Years Foundation Stage Curriculum and New National Curriculum. Staff will endeavour to help all children to reach their full potential with due regard to race, gender, age, ability and social background.

Teachers will ensure that:

- There are a variety of resources in the classroom that reflect the diversity of the class;
- They use differentiated questioning in order that all children may access the learning with appropriate levels of challenge;

- They use visual props, resources and materials that support access for children with special needs and EAL;
- They utilise other adults in the classroom to support particular groups or individuals;
- EAL children are supported in their learning by employing a range of strategies that do not concentrate solely on written texts e.g. speaking and listening activities, visual cues;
- They adapt language structures to ensure a full understanding of a particular lesson;
- They consider issues of gender when planning activities;
- No one single group is allowed to underachieve.

Effective learning:

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take account of visual, auditory and kinaesthetic learning styles when planning our teaching. In so doing many learning opportunities are made available to the children.

These include making provision for:

- investigation and problem solving;
- research and finding out;
- group learning;
- paired learning ;
- independent learning;
- whole-class learning;
- asking and answering questions;
- the use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities and designing and making things;
- multi-media activities (e.g. visual representation and responding to musical or audio material);
- debates, role-plays and oral presentations;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in 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.

Assessment for Learning

Assessment for learning is a strategy used by all teachers to identify and interpret evidence of learning.

For every lesson a pre-planned learning objective will be shared with all children in the form of a:

-WALT-We are learning to.....

Or a WALA-We are learning about.....

The context for the learning must also be shared.

Success Criteria

A success criteria should be generated by the teacher or one devised by the children after an introduction to their learning. The language for this should be child accessible (I can/I know statements) Children can traffic light against this criteria on completion of their work. In addition to this there should also be time allocated for children to reflect on their learning.

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Hands up

- All children must be engaged and ready for questions related to their learning at all times. Teachers will not always ask children to put their hands up if they know the answer to something, children will simply be asked for a response based on teacher assessment.

Classroom Organisation

- Table and seating arrangements can be fluid and rearranged to suit the learning throughout the day, week or term.
- Learning partners should be changed regularly so that all children get an opportunity to work with every other member of their class over the year.
- Wherever appropriate the word 'work' will be replaced with the word 'learning' to reflect progress.

Assessment

Teaching will be more effective and focused if it takes into account the individual and group responses of children, and if it is flexible in order to cater for emerging learning needs. Assessment for Learning (AFL) principles used effectively during lessons will ensure that the learning of pupils has a direct and immediate effect on provision. Evaluations of lessons should have a clear influence on planning of further work.

Specific and Constructive Feedback

Feedback can be given in many ways, and this is often dependent on the age and abilities of children as well as the subject being taught. Quick feedback is often most effective. Some of the forms of feedback are: -

- Verbal from the teacher/ TA – during the course of teaching;
- Verbal from the teacher/ TA – at a later stage;
- Written – marking of pupils' work, during the course of teaching;

- Written – marking of pupils' work, at a later stage;
- Verbal or written by other pupils;
- Written in the form of a report.

Feedback is always most effective when it is positive. Wherever possible, appropriate areas for improvement and next steps in learning should be highlighted. This is most effective where pupils are aware of learning intentions and success criteria and are involved in evaluating their own work. Weekly 'Fix It' time is given to all children to respond to next steps marking from their teacher.

Effective feedback also helps to build self-esteem and confidence

Effective teaching:

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum, the Early Years Foundation Stage Curriculum and associated school curriculum maps to guide our teaching. This sets out the aims and objectives of our school and details what is to be taught in each year group. (See Curriculum Policy)

- We base our teaching on our knowledge of the children's level of attainment through AFL (Assessment for Learning), our prime focus is to develop further the knowledge, skills and understanding of the children. We strive to ensure that all activities set are appropriate to each child's level of ability. This ranges from scaffolding to support understanding to real challenge.
- When planning work for children with special educational needs and disabilities we give due regard to information and targets contained in the children's health and education plans (as appropriate). We have high expectations of all children, and we believe that the vast majority of their work is of the highest possible standard.
- We set reading, writing and maths targets for the children each half term and as part of teacher assessment. We review the progress of each child at the end of each half term and revised targets are set as appropriate.
- We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and the Early Years Foundation Stage Curriculum. Our medium and short term lesson plans contain detailed information about the teaching activities and tasks to be set, the resources needed, and the way we assess the children's work.
- Each member of our staff team makes a special effort to establish 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 staff follow the school policy with regard to behaviour and classroom management. We set and agree with children the

class rules. We expect all children to comply with these rules that we jointly devise in order to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

- We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In so doing, we follow the LA guidance on Off-Site visits (Evolve).
- In addition to our class teachers, we also have two Pupil Premium teachers and one HLTA who work alongside class teachers and provide interventions. We deploy teaching assistants and volunteers to meet the needs of children working in partnership with class teachers. Sometimes they support individual children and sometimes they support small groups. They also assist with the preparation and storage of classroom equipment.
- 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. To create very attractive learning environments, we change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries, fiction and non-fiction texts, as well as displays relating to literacy and maths.
- All staff reflect on their strengths and areas for development and their professional development needs are planned accordingly. We provide internal and external training to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

Tasks that engage pupils and challenge them to think:

Many of our teachers have been trained in the cognitive acceleration program 'Let's Think'. Wherever possible and appropriate the key elements and strategies of this are delivered through teaching.

Making personal sense of information involves re-creating and assimilating it into existing understanding. It is an active process and demands that the learner actually does something, not least at a cognitive level.

Activities include:

- Providing a degree of cognitive challenge
- Requiring children to re-create rather than re-produce information
- Developing understanding
- Allowing children to demonstrate understanding
- Assessing children's understanding.

- Encouraging children to work both independently and collaboratively
- Encouraging children to work for a sustained period

Quality of interactions:

It is adults who help children make sense of information. The frequency and nature of interactions between teacher and children is highly significant. We develop understanding by: -

- Using open ended questions;
- Providing wait time- children need time to think through their answers before replying;
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*';
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with '*We think that...*';
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it;
- Extending and deepening understanding by asking follow-up questions such as '*What made you think that?*';
- Asking pupils to identify three possible answers and then select the best one (so they don't always give you the first answer that pops into their head);
- Scaffolding thinking and answering – for example: 'In 2 minutes I am going to ask you X, but before I do, I'd like you to think about (or talk about) A.'

The role of governors in learning and teaching:

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school;
- ensure that staff development and performance management policies promote good quality teaching and learning;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the half-termly headteacher's report to governors.

The role of parents:

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 information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work;
- holding parents' evenings which provide an opportunity to discuss progress children are making;
- holding coffee mornings themed around supporting children's learning;
- having an open door policy for parents during which any concerns are expressed and dealt with;
- providing termly curriculum evenings and coffee mornings related to the curriculum.

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 and punctuality record possible;
- ensure that their child is equipped for school with the correct resources every day;
- ensure that their child is supported with home learning activities which consolidate learning;
- 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 the home/school agreement.

Monitoring and review:

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will therefore be reviewed annually.

Reviewed and ratified by Governing body	Spring Term 2021		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Spring Term 2023		