

St Paul's CE Academy

Where Love and Learning Meet



Teaching and Learning Policy

Person responsible for the policy	SLT
Date reviewed and shared with staff	April 2023
Date to next be reviewed by staff	April 2025

School Vision

"To create a Christian school which **ignites a thirst for knowledge** in every individual, **where curiosity and talent are cultivated**, and children are **empowered** to channel their **love of learning** to achieve their God-given potential."

Through our teaching we aim to:

- Promote children's spiritual, moral, social and cultural development so that they achieve their God-given potential;
- Empower children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people -both peers and adults;
- 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 others;
- 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;
- Encourage pupils to take a pride in their work and the work of others;
- Help children learn good manners and consideration for others.

At St Paul's learning happens within three contexts: lessons, routines and enrichment:

Lessons: planned experiences when the children work through the curriculum the learning intentions. Each lesson will have a We Are Learning To (WALT) which is shared and explained to the children. The question 'why are we learning this?' is also explored so children can understand the relevance of their learning. Every lesson starts with a retrieval so children can recap on knowledge from previous lesson, term or year group.

- Success Criteria are used for Maths to aid independence and Success Criteria are used to identify knowledge and skills.
- Presentation of work will be in line with our presentation policy.

Routines: regular occurrences when children go about their school life whilst being influenced by the place in which they find themselves. These include assembly, the start of the day, play time, lunch time, moving around the school, clubs and intervention groups.

Enrichment: such as educational visits, Wow days, curriculum events, residential trips, sporting events, performances, community activities, courses and social events, BMXing, Forest School, skateboarding and drumming; these create opportunities for pupils to learn both curriculum content and/ or develop qualities and personal characteristics.

Effective learning

We offer opportunities for children to learn in many different ways. Teachers have a range of strategies and methods to actively engage children in their learning.

Opportunities include:

- Continuous provision;
- Learning through play;
- Use of high quality texts to support learning;
- Having planned opportunities to rehearse;
- Investigation and problem solving;
- Research and finding out;
- Group work; paired work, independent work;
- Role play;
- Asking and answering questions;
- Use of ICT;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Using media as a teaching tool,
- Responding to music
- Designing and making things;
- Participation in athletic or physical activity;
- After school clubs;
- Guest visitors and performers;
- Work is made accessible by careful adaptation

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach their God-given potential. All adults are committed to sharing their passions to create life-long learners who are confident exploring, navigating, developing their understanding of the world around them.

We use the school curriculum overviews to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. Lessons are saved as notebooks or PowerPoints on the planning drive.

We value every minute that the children are in school and we are committed in maximising every minute of learning time. Every minute counts!

Teachers make on-going assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our primary focus is to further develop the knowledge and skills of all our children. We strive to ensure that all tasks are appropriate by providing a suitable level of challenge for all.

There are times when it is entirely appropriate to group by ability but these groups are not fixed and pupils will move fluidly depending on their strengths and successes. Assessment will be used skillfully to meet needs. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's provision maps and ANPs.

Teachers adapt teaching and learning as appropriate to meet the needs of all learners. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. The progress of all pupils is discussed in detail at Pupil Review Meetings which take place three times per year. Where there is a particular class or year group of concern these may take place more frequently.

Inclusion

We believe that equality of opportunity must be a reality for our children. We do this through the attention we pay to different groups of children within our school: girls and boys, children with special educational needs, gifted and talented and more able children, children with physical or mental disabilities, children who are at risk of disaffection or exclusion, minority ethnic and faith groups, looked after children, children receiving free school meals or from low income families and children who need support to learn English as an additional language.

Consistency of practice at St Paul's:

1. The lesson begins with a retrieval activity, a short warm up, which sets the scene and engages pupils in their learning quickly, re-caps on previous learning. This sets the learning in a larger context. Making the learning explicit.
2. Teacher explanations and instructions are clear, unambiguous and pitched at the right level.
3. Pupils are active learners, not passive.

4. The main teaching activity involves paying attention to different abilities. A variety of activities should be evident. All pupils should be actively engaged. AFL is used throughout the lesson.
5. Teaching assistants are used effectively and guided by the teacher in their work with groups.
6. Behaviour management policies are consistently applied. (please refer to Positive Behaviour Policy).
7. Questioning is used to promote learning and foster curiosity and enthusiasm for learning. Various strategies are used to build pupils' confidence: thinking time is built in, Talking Partners, phone a friend etc.
8. Core skills are a feature in ALL lessons. Core skills are modelled and any key misconceptions or errors are corrected (please refer to the Feedback and Marking Policy).
9. Every opportunity is taken to connect classroom learning to the real world.
10. We have high expectations for all individuals.
11. We provide high quality feedback. (Please refer to the Feedback and Marking policy)
12. Peer and self-assessment are built into lessons. Pupils are trained to give and receive constructive criticism from their peers to support each other's' progress.
13. Learning is reviewed with the pupils at the end of each lesson through 'selfies' and reflections.
14. Opportunities to extend learning at home are taken. For example use of Accelerated Reader, writing journals, Times Table Rock Stars and MyMaths are encouraged.

Environment

We recognise that the physical environment has a significant influence on learning and that children learn well when the environment in which they find themselves is well-ordered and well managed, where there is consistency and clarity about expectations. It gives a clear message about how we value learning. We aim to immerse children in their learning and create inspiring environments for the children to learn in. Each and every environment has to be carefully planned to give the children the best learning potential.

At St Paul's, learning takes place in an environment which is:

- Clutter free
- Tidy
- Surfaces are clear and tidy

- Rubbish is off the floor- pencil sharpening
- Desks are tidy and clutter free
- Display boards are well presented and maintained and regularly updated- children's work is celebrated - mounted and displayed
- Book corners are kept tidy and books are rotated to maintain interest and curiosity around reading
- Exercise books are stored neatly
- Cloakrooms are neat and tidy, bags and coats are on pegs and not on the floor
- All trays are clearly labelled
- All classrooms should have a visual timetable displayed the whiteboard
- Number of children in class needs to be written up on the whiteboard or the fire door
- Children's trays are kept tidy and clutter free
- Behaviour focus and the Emotion of the week to be displayed at the front of the class

What will success will look like:

As a result of the Teaching and Learning Policy, the school will benefit from:

1. Well organised and well-planned curriculum areas that make learning inspirational.
2. A consistent approach to teaching and learning that also allows teachers to be creative and take risks in order to improve learning.
3. Seeing engaged, resilient, curious learners working independently on challenging activities making outstanding progress.

Monitoring

We conduct all our teaching in an atmosphere of love and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- Classroom observation / environment.
- Sampling pupils' work.
- Sharing pupils' work with colleagues and celebrating successes.
- Displaying work throughout school and discussing quality.
- Internal and external moderation of pupils' work.
- Discussion with pupils
- Data

Staff development

We expect all staff at St Paul's to be on a learning journey - 'striving to be better': adults model learning behaviour by being effective learners themselves. Weekly staff meetings

focus on improving teaching and increasing our knowledge and understanding of the learning process.

Parents

We believe that parents have the responsibility to support their children, and the school, in implementing school policies. Parent consultation meetings, with teachers, are held to discuss progress. Parents are welcome to make further appointments as needed.

Curriculum newsletters are sent home at the start of every term. Parents receive a detailed report at the end of the academic year which outlines the children's achievements and progress during the year.

Partnership with Parents/Carers

- Ensuring that their child attends school regularly, punctually and well-rested;
- School being a place where children and parents feel valued and supported;
- Parents feeling welcome to discuss any concerns with the class teacher at an agreed time, usually at the end of the school day. There will also be formal parent consultation meetings to discuss progress and targets during the Autumn and Spring terms and a more informal open evening during the Summer term;
- Parents of pupils with Special Educational Needs to be able to meet with teachers and/or the SENCO at least three times per year to review their child's provision and progress towards desired outcomes in line with the SEND Code of Practice (2014).
- Providing support for their child's discipline within school and the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme

Many parents offer some of their time to help in school. These offers are always welcome. (Please refer to volunteer helpers in school document).

It is recognised that the implication of this policy spreads to all aspects of the school life and that other policies will be intrinsically linked with its contents.

Assessment attendance

Code of Conduct

Display

Marking and Feedback

Educational Visits

Health and Safety

Academy Development Plan

Equalities Objectives

