

St. John's C.E Primary School



St. John's School Vision Statement

At St. John's we desire that everyone may grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us.

I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the Lord's holy people, to grasp how wide and long and high and deep is the love of Christ.' Ephesians 3.16-18

'Thriving and learning as we build God's Kingdom'

Policy: Teaching and Learning Policy

Reviewed: July 2022

Future Review: July 2023

Rationale

We believe that:

1. Our vision statement and core values underpin everything that St. John's School wants to achieve for all its pupils, helping them to grow and flourish so that they can develop their gifts and broaden their horizons within our school and the world beyond. We want to help them to see that both the knowledge and love of God is there to help them and inspire them in everything that they want to achieve.
2. We will always encourage them to use our core values, which are selected by the pupils themselves, in ensuring that they can be the best that they can be.
3. Learning should be a rewarding and enjoyable experience for everyone. Children love to learn from teachers who love to teach, so our approach to teaching and learning encompasses enjoyment for all.
4. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
5. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

Aims

St. John's Church of England Primary School aims to provide children with the opportunities needed to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning environment.
- Providing engaging enrichment opportunities.
- Providing regular opportunities to experience the world around them.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

At St. John's Church of England Primary School we believe that children learn best when

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;

- They are encouraged to become increasingly autonomous learners, through an enquiry-based approach where they collaborate with their peers;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development and aspects of personal, social, moral, spiritual, cultural and emotional development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;

Quality First Teaching

At St. John's Church of England Primary School, we believe that good teaching is when teachers and staff:

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately adapted in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress and that they know more and remember more;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.

Guiding Principles of Quality First Teaching

- Children working independently are given quality skills-based learning challenges that are well resourced and modelled;
- Key vocabulary is taught and generated together with pupils;

- Regular feedback leads to more rapid progress and a pupil's own awareness of their learning;
- Learning is retained when delivered through meaningful contexts;
- Reducing teacher talk increases pupil involvement;
- All learning groups are fluid to promote inclusion.

What is a good lesson?

At St. John's Church of England Primary School we believe that a good lesson should comprise of the following elements:

- Planning – teachers have a clear understanding of subject knowledge and setting objectives and it is well planned and differentiated where necessary for children access tasks and extend learning.
- High expectation – there is optimism about, and high expectation of success.
- Introduction to the lesson - an engaging hook and clear purpose communicated to the children.
- The intended learning and relevant success criteria is clearly shared.
- Main teaching- modelled and high quality examples provided.
- Group teaching and independent activities.
- Interactive and collaborative – pupil contributions are encouraged and extended through feedback.
- Characterised by high quality oral work – including drama and speaking and listening opportunities.
- Well paced – there is a sense of drive, from both the teacher and pupils, by the desire to make progress and succeed.
- Plenaries within the lesson are well-placed and opportunities to learn are acted upon to react to learning needs arising during the lesson.
- Use of assessment and evaluation – before, during and after the lesson.

At St. John's Church of England Primary School, we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- Reading;
- Application of number;
- Communication;
- Computing skills;
- Problem solving;
- Working with others;
- Improving own learning and performance.

Thinking skills will also be developed across the curriculum.
This will include:

- Creative thinking;
- Enquiry;
- Information processing;
- Reasoning;

- Evaluation.

Curriculum Planning

1) St. John's Church of England Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The LDBS Syllabus for Religious Education
- The needs (developmental, skills and knowledge) and interests of the children we are teaching.

2) Long Term Planning

- In KS1 & KS2, the curriculum map is organised over a two-year programme to address the needs of the vertically grouped classes, based on the skills and knowledge outlined in the 2014 National Curriculum.
- It enables us to ensure balance and progression across both years and the school and to identify cross-curricular links and opportunities for educational visits.
- National Curriculum objectives are embedded into our curriculum maps, and each subject has a document detailing the progression of the skills to be taught from EYFS to the end of KS2.

3) Medium Term Planning.

- In KS1, this is based on a topic approach using the Programmes of Study given in the National Curriculum.
- In KS2, the curriculum is arranged so that links can be made where applicable between different subjects.
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile (an outline of this is sent to parents termly).
- At the beginning of the year, all classes hold a meeting for parents, outlining how their classroom operates, how the curriculum is organised and what is expected of the pupils. Every week all class teachers write a summary of the week for the newsletter to inform parents of what learning has taken place that week and how they can support at home.

4) Short Term Planning

- Weekly plans for Literacy and Numeracy are provided by each class teacher. These should show progression throughout the week, Learning Intentions, Success Criteria and differentiation, along with an outline of the lesson.
- Set schemes for the Foundation subjects, which can be adapted and edited to suit the class by teachers. The key skills within the National Curriculum are prioritised within the schemes.
- Planning is monitored and supported where necessary by senior leaders and subject leads.

Classroom Environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning. Pupils are involved in creating this. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays like our learning walls, where pupils can pin-up notes and write on whiteboards. They should inspire learning and celebrate the achievement of all pupils.

The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities. Working walls in core subject areas will be updated regularly and provide good quality support prompts/methods and guides that the children can access easily.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching, either through direct delivery or by enabling access for identified children.
- Supporting a small group within the classroom.
- Delivering intervention groups under the guidance of the teacher.
- Carrying out assessments to supplement teacher's assessments.
- Preparing resources.
- Supporting children with EHCPs or statements.

Behaviour Management (Please refer to the school's Behaviour Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment. Outstanding learning behaviours are encouraged, praised and rewarded with prizes, stickers and certificates. Behaviour is

Assessment (please refer to the school's Assessment Policy)

Feedback is given throughout the lesson to effectively support the child and ensure accelerated progress is made. Half termly and termly assessments are used to inform future planning and approaches.

Inclusion

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at St. John's Church of England Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND or an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best potential, whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Recognise and be aware of the needs of each individual child;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organised;
- Keep up-to-date with educational issues;
- Be innovative and contribute creatively to whole school development;
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the values within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence.

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in line with the school values and behaviour policy;
- Taking increased responsibility for their own learning.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc;
- Presenting themselves as positive role models to be emulated;
- Organising activities and events throughout the year to enrich and deepen pupils' knowledge and skills;
- Supporting school events.

Homework

Homework is considered to be a valuable element of the learning process. (See Homework Policy)

At St. John's Church of England Primary School, we use Reading Records to encourage parents to support their children with their reading at home. The Reading Records provide the children with an opportunity to record their home reading. Children are expected to take pride in homework and complete all work to a high standard. Additionally, more formal activities may be set by the teacher depending on the needs of the children.

We believe that homework should be set:

- To involve parents in their children's learning;
- To help parents keep abreast of what their child can and cannot do;
- To take advantage of the home context to apply learning;
- To encourage children to talk about their work to their parents and explain what they are doing and how;
- To extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- To prepare children for secondary school experiences of homework;
- To view learning as a life-long process and not just restricted to school hours.

The school's agreed practice for homework is that:

- Homework is set on a regular basis, for all years, in line with our homework policy;
- Homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- Homework may sometimes consist of preparation for work yet to be done;
- Children should understand exactly what they are expected to do, how to do it, and how long it should take;
- Homework should sometimes involve the participation of the parents;
- Children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, the Assistant Head teacher and the Deputy or Head teacher. A regular review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around the impact of the interventions that are used. This is outlined very clearly in the Assessment Policy. Subject leaders regularly discuss children's work and learning with class teachers. The SLT will observe each class teacher in a specified curriculum area on a regular basis. Outcomes will be recorded on the set observation sheets and filed in the monitoring file.

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