



TEACHING AND LEARNING POLICY

Review Date: Summer 2017

By Whom: Staff, Governors

Next Review Date: Summer 2019

By Whom: Staff, Governors

Introduction

This Learning and Teaching Policy has been developed as a whole teaching staff and has the approval of the governing body. It reflects the importance the school places on the increased skills of the teaching staff and the improved quality of children's learning. The key to successful pupil learning is effective teaching.

Effective teaching occurs when teachers understand and are able to apply the principles of the learning process to a range of children in a variety of situations.

Learning is part of the growing process and therefore we are committed to the development of the whole child.

We further aim to be true to the school's Mission Statement by providing a happy, caring and nurturing Christian environment where everyone is valued. We encourage each individual to realise their full potential to become an independent, caring, creative, tolerant and responsible person.

VISION AND BELIEF DECLARATION

One family, belonging, believing and learning together

MISSION STATEMENT

Caton St Paul's C of E Primary School exists to encourage every child to achieve his or her full potential. A caring Christian environment is provided in which children are offered educational opportunities of the highest quality and where all contributions are valued.

The school is distinguished by the quality of care its members extend to each other and the wider community and by the fostering of spiritual development, mutual love, respect and responsibility.

We aim to provide a rich, varied and stimulating learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- ❖ Provide opportunities for children to work collaboratively within an effective team.
- ❖ provide a consistent and reflective approach enabling effective learning.
- ❖ enable children to become confident, resourceful, enquiring and independent learners, striving to achieve their full potential.
- ❖ foster children's self-esteem, and help them to build positive relationships with other people;
- ❖ develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- ❖ show respect for a diverse range of 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 it;
- ❖ help children grow into reliable, independent and positive citizens.
- ❖ to promote positive attitudes towards children with disabilities.

Creative Curriculum

Our collective aim here at Caton St Paul's C of E Primary School is to provide every child with a rich and varied curriculum which builds upon and extends learning across a range of subjects. Our curriculum is organised in a way that allows children to positively transfer knowledge, skills and understanding across different subject areas, whilst developing basic skills.

Teachers carefully plan a range of activities which utilises children's enthusiasm and natural curiosity. Experience is held at the heart of our curriculum, with topics and themes enjoying opportunities to visit places of interest, as well as welcoming interesting visitors. As a direct result of this approach we naturally make use of the expertise and facilities within our community, encouraging children to learn beyond the walls of the classroom. In relation to the teaching and support staff, collective planning sessions allow expertise across the school to be shared, enhancing the provision once again for our pupils, as well as utilising staff expertise and talents.

School Curriculum

Christian Values

Here at Caton St Paul's C of E Primary School we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and develop emotional intelligence. Our school delivers a 'Christian Values' centred curriculum around twelve values which are delivered over a two year programme linking strongly with both SEAL and the PHSE curriculum which all permeate all aspects of school life and run deeper than a one off lesson. The school vision and aims are underpinned by our Christian Values work as well as the behaviour strategies and pastoral support.

Effective Learning

Environment

“ The physical environment has a significant influence on learning. It gives children clear messages about how we value them and how we value learning”

THE LEARNING ENVIRONMENT

We seek to provide a learning environment which is:-

- ❖ Language / print rich
- ❖ Number rich
- ❖ Stimulating and Interactive
- ❖ Bright, cheerful and colourful
- ❖ Aesthetically pleasing
- ❖ Secure and safe
- ❖ Clean and tidy
- ❖ Well ventilated.
- ❖ Well ordered and organised.

There will be evidence of:-

- ❖ Clearly labelled, well-ordered, accessible resources
- ❖ Rotated displays covering the breadth of the curriculum
- ❖ Maths and English working walls.
- ❖ Displays which include statements and questions to highlight key learning points (are interactive)
- ❖ Displays which celebrate good work, set standards of presentation and challenge children to think
- ❖ Key curricular targets/Learning objectives/Success Criteria
- ❖ Classroom Management strategies
- ❖ Christian Value display
- ❖ Reading area
- ❖ A clarity of organisation with defined areas and work spaces which supports interactive teaching and independent and collaborative learning
- ❖ Positive Behaviour Policy

The atmosphere will be one of:-

- ❖ Purposeful working with children on task, promoting independence
- ❖ Mutual respect
- ❖ Consistency with high expectations of work and behaviour
(See Behaviour Policy)Openness which permits failure and growth from this.
- ❖ Noise levels appropriate to task- Music played to calm/stimulate the children.
- ❖ Welcoming
- ❖ Opportunities offered for Water/Brain Breaks (See Appendix 1)

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and they belong, where they enjoy learning, being challenged and know that they will succeed (because they know the challenge will have been set at the right level). Children are encouraged to take responsibility in lesson, demonstrating positive behaviour for learning at all times. Music can be played to accompany learning, 'brain breaks-using brain gym' are planned at various points in the lesson to refocus children's attention, and we ensure the children have access to drinking water. Our children are encouraged to bring in bottles of water from home.

Learners

Learners are most effective when they are involved in and take responsibility for their own learning. This is managed and supported with a variety of Assessment for Learning strategies implemented and embedded across the school, as well as collaborative learning strategies.

We know that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners.

Learning needs to be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration. Throughout all areas of the curriculum children are praised for their positive behavior for learning and are encouraged to develop independent strategies to move their own learning forward. We consider the following to be essential aspects of the learning process.

At Caton St Paul's C of E Primary School it is important to us that we strive to achieve the best outcomes for our children and that each child is given every opportunity to enjoy and achieve. In order to deliver this, we strive to ensure that our teaching is of the highest quality and reflects OFSTED standards for at least good/outstanding teaching.

We believe that it is crucial that all pupils are fully engaged in the teaching sessions at all times. In order to achieve maximum engagement teachers are required to incorporate a variety of appropriate different teaching styles as appropriate.

LEARNING

Effective learning strategies which we will promote include:-

- ❖ Use of an engaging kickstart to the lesson
- ❖ Sharing the learning objective with the children- visually and orally
- ❖ Share success criteria with the children
- ❖ Sharing the “big picture”
- ❖ The ability to ask and answer a variety of questions types
- ❖ To concentrate when listening
- ❖ To contribute to discussions in a relevant way
- ❖ To co-operate with peers and staff
- ❖ To solve problems and generate answers
- ❖ To select, use and put away relevant resources
- ❖ To develop organisational skills
- ❖ To respond to a task, accept challenges which are set and persevere to complete a task
- ❖ To take pride in the presentation of work of any kind
- ❖ To respond well to established routines
- ❖ To work systematically when necessary
- ❖ To know personal learning targets and develop self-assessment/evaluation strategies
- ❖ To demonstrate their learning appropriately
- ❖ Incorporating reflection time
- ❖ To know what they have achieved
- ❖ Time to respond to teacher feedback
- ❖ Conclude a topic with a celebratory outcome
- ❖ Engage families in learning.

ORGANISATION FOR LEARNING

Organising children within the class will ensure the most efficient and effective way to:

- ❖ Meet the lesson objective and ensure that success criteria is achieved
- ❖ Meet the needs of all children
- ❖ Optimise the use of support staff to ensure balance of supported and independent working
- ❖ Allow teachers to teach

To achieve these aspects teachers will use a mixture of :-

Whole class teaching suited to:

- ❖ Sharing learning objectives
- ❖ Explanation and exposition
- ❖ Direct teaching and skilled questioning
- ❖ Engendering enthusiasm and high expectations
- ❖ Focusing attention/ concentration

Group work suited to:

- ❖ Collaborative work
- ❖ Working alongside others of the same ability allowing for differentiation and effective use of teacher time
- ❖ Working alongside others of differing ability, allowing for the development of strengths, tolerance and efficient use of teacher time
- ❖ Displays which include statements and questions to highlight key learning points

Paired work suited to:

- ❖ To discuss answers and share ideas – ‘Talk Partners.’
- ❖ To discuss whether and to what extent they have met the learning intention
- ❖ To check their work against the success criteria
- ❖ To undertake quality paired marking
- ❖ To provide opportunities for oral rehearsal.
- ❖ To provide opportunities for the development of speaking and listening skills.
- ❖ To provide opportunities to develop language
- ❖ To develop relationships within the class through peer support and coaching.

Individual work suited to:

- ❖ Practice of skills and development of targets
- ❖ Individual responses
- ❖ Reading
- ❖ Close observational work
- ❖ Working at own pace
- ❖ Research and enquiry

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, as well as identifying their next steps.

Effective Teaching

We recognise that the organisation and effectiveness of teaching has a direct impact on the quality of the child's learning experience. When we are teaching we set high expectations and focus on motivating all the children to take an active part in their learning, building on their skills, knowledge and understanding of the curriculum. Through the use of clear structure and pace children are fully engaged in the learning experience. Enjoyment and challenge enable children to fulfil their potential and make good progress.

Assessment and Targets

Teachers make ongoing 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, having clarity and understanding of children's starting points. Our prime focus is to develop further, the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate, practicable and reasonable for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant Equal Opportunities Policy, Equal Opportunity Policy, Race Equality Policy, Gender Equality Policy and the Disability Scheme. 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.

Academic targets for the children in each year are created and are shared with the children and their parents. We review the progress of each child at the end of each term, and set revised targets. KLIPS (Key Learning Indicators) are used to monitor progress and assess attainment throughout the term, as well as formulate pupil's next steps for learning. This may be more frequent as appropriate.

Planning

We plan our lessons with core learning objectives. We take these objectives directly from the new National Curriculum 2014 programmes of study, which are supported by appropriate LCC schemes of work ie PE, PSHCE, and the Blackburn Diocesan Syllabus for RE. Our plans contain: learning objectives; success criteria; the tasks to be set; differentiation; plenary and methods to assess the children's work. Annotations are made in order to inform next steps and assessment of pupil's learning. Within medium term planning there will be consideration of the school curriculum in relation to Christian values, as well as opportunities for Spiritual, Moral, Social and Cultural links. School provides formats in which to structure both medium and short term plans, however teachers are able to use their own professionalism in creating their own structures. Although planning formats can be adapted, they must comply with the schools list of non-negotiables.

PLANNING NON-NEGOTIABLES

Creative Overviews

- ❖ Objectives (number and letter) derived from the National Curriculum for all linked subjects.
- ❖ Discrete subjects indicated on the plan.
- ❖ Class book linked to the topic
- ❖ Kick-start and celebratory outcome
- ❖ Highlighted National Curriculum skills
- ❖ Christian Values for the half term
- ❖ Links to SMSC opportunities (Spiritual, Moral, Social Cultural)

Discrete Medium Term Planning

- ❖ Core learning objective
- ❖ Tasks – including differentiation
- ❖ AFL/Success Criteria
- ❖ Evaluation
- ❖ Links to SMSC opportunities (Spiritual, Moral, Social Cultural) and Christian Values

English Medium Term Planning

- ❖ Text type – referencing unit number
- ❖ Text Structure and Organisation (AF3 + 4)
- ❖ Composition and Effect (AF 1,2,7)
- ❖ Sentence Structure and Punctuation (AF 5+6)
- ❖ Spellings
- ❖ Independent Write
- ❖ KLIPS targets in response to formative assessment.
- ❖ Cross-curricular links

Maths Medium Term Planning

- ❖ Indication of the block and unit derived from the Numeracy framework
- ❖ Mental starter linked to KLIPS targets
- ❖ Any cross-curricular links

English Weekly Planning

- ❖ Objective derived from KLIPS
- ❖ Data picture of the class with group information indicating sub-levels
- ❖ Reading or writing focus
- ❖ Direct teaching – teacher lead input
- ❖ Independent activity
- ❖ Differentiation of the activity
- ❖ Plenary
- ❖ Planned independent write/read
- ❖ Indication of text type
- ❖ Evaluation

Maths Weekly Planning

- ❖ Block and Unit
- ❖ Mental/Oral starter
- ❖ Objective for independent learning
- ❖ Data picture of the class with group information indicating sub-levels
- ❖ Direct teaching
- ❖ Group differentiation – consolidation activity
- ❖ Plenary
- ❖ Evaluation

Trust

Our teachers make every effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class

activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class rules, related to the Christian values and we expect all children to comply with the affirmations that are jointly devised 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. When children display inappropriate behaviour we follow the guidelines for consequences as outlined in our policy on behaviour.

Health and Safety

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Support Staff

We deploy Learning Support Staff (LS) and other adult helpers as effectively as possible. Sometimes they work with individual children or small groups directed by the class teacher. Time within LS timetables is dedicated to focused IEP work and intervention, with LS working to their strengths right across the school.

We recognise therefore that teaching has the most direct impact on the rate of progress each child makes. The following points are crucial in promoting a high standard of teaching.

TEACHING

Effective teachers are those who:-

- ❖ Plan effectively (see section on planning and preparation)
- ❖ Match work to ability
- ❖ Use worksheets sparingly and only if they meet learning intentions, never as a time filler
- ❖ Establish a culture of achievement where mistakes are learning tools
- ❖ Provide children with time to act upon advice
- ❖ Use commercial schemes to support not direct teaching.
- ❖ Have good subject knowledge, which is developed through in-service training
- ❖ Have high expectations of themselves and pupils and give encouragement to achieve those expectations
- ❖ Provide a good role model- punctual, well-organised & speak and dress appropriately
- ❖ Have respect for each other and acknowledge individual differences in teaching style and organisation
- ❖ Set and maintain a high standard of behaviour, which is followed and reinforced by all
- ❖ Set and follow well- established routines.
- ❖ Enjoy teaching and do so with enthusiasm and humour
- ❖ Take a reflective approach to their work.
- ❖ Up level and model use of language across the curriculum

Effective teaching has:-

- ❖ Clear learning intentions and success criteria, which are shared with pupils and made visible.
- ❖ Appropriate use of groupings (see section on organisation for learning)
- ❖ A good range of appropriate activities
- ❖ Appropriate match of tasks and differentiation
- ❖ A range of teaching styles and methods including exposition, explanation, demonstration, discussion, practical activities, investigation, research, problem setting and solving.
- ❖ Good pace with no time wastage
- ❖ Teaching which utilises a wide range of questioning techniques e.g. open and closed, direct, inferential. Questioning will be aimed at individuals (differentiated), groups or the whole class depending on the needs of the lesson.
- ❖ Opportunity to work collaboratively
- ❖ Challenge, encouraging risk-taking and learning from mistakes
- ❖ The opportunity to develop independent learning skills
- ❖ Pupils involved in their own learning
- ❖ Day to day assessment (see section on assessment)
- ❖ A planned plenary which encourages pupils to evaluate whether they have met the success criteria and therefore have achieved the learning intention.

PLANNING & PREPARATION

Planning is carried out at three levels:-

- ❖ Long term : NC /schemes of work (See Class Curriculum packs)
- ❖ Medium term : discrete planning grids or creative curriculum planning
- ❖ Short term : detailed weekly plans

In writing plans teachers are aware that they should be :-

- ❖ Effective and concise
- ❖ Consistent, following a whole school approach
- ❖ Planned involving support staff
- ❖ Providing continuity and progression throughout the school
- ❖ Planned in advance of lessons
- ❖ Evaluated afterwards to aid future learning and/or assessment
- ❖ Following curriculum policy and foundation policies e.g. presentation and marking
- ❖ Flexible enough to enable outcomes of assessment to be used.

All lessons should have a clear focus based on:-

- ❖ A structure which makes good use of teacher time
- ❖ Clear learning intentions to reflect ELG's/NC/Schemes of work/Renewed Frameworks
- ❖ Clear learning outcomes
- ❖ Clear process success criteria
- ❖ Activities to promote intentions
- ❖ Appropriate challenge, matched to ability
- ❖ Opportunities to promote agreed learning targets
- ❖ Building on prior learning and current knowledge
- ❖ A balance of opportunities to account for different learning styles.
- ❖ Informative feedback to pupils about their work.
- ❖ The provision of time to act upon advice
- ❖ AFL strategies planned for.

Good preparation for lessons means that:-

- ❖ Work from previous lessons is marked
- ❖ All necessary materials are ready.
- ❖ Support staff have had access to short term planning so that they are aware of the part they will play in the lesson and can contribute to the learning intention.
- ❖ Pupils have access to furniture at the right height,
- ❖ There is sufficient working space
- ❖ There are clear routes to different areas of the room, which do not obstruct children at work.
- ❖ Lessons start and finish on time.
- ❖ Children have provided themselves with the necessary equipment, kit etc.
- ❖ Necessary hardware and software for ICT is ready.

ASSESSMENT

The following points form our view of the essentials of assessment:-

- ❖ There is a need for consistency
- ❖ There should be a standard approach to tests
- ❖ A written policy guides all staff
- ❖ Assessment is appropriate to the needs and age of the children
- ❖ Assessment informs future planning
- ❖ There is allowance for flexibility
- ❖ Formative assessment is ongoing, following the principles of Assessment for Learning and KLIPS
- ❖ Support staff can make a positive contribution to formative assessment
- ❖ Feedback to pupils is a motivational teaching strategy
- ❖ Marking is a vital element of assessment and should consistently follow the policy incorporating the highlighting of successes and the use of improvement prompts (when/where appropriate) Refer to policy.
- ❖ Children can be taught to reflect upon their own work by the gradual introduction of self-evaluation criteria linked to learning intentions
- ❖ All teachers need a working knowledge of the level descriptors in the National Curriculum
- ❖ Summative assessment data should be analysed for trends and to identify gaps in the curriculum, as well as the progress of groups
- ❖ Assessment should be used to celebrate achievement and promote self-esteem.

Assessment

Measuring progress and the effectiveness of the taught curriculum is crucial and at the heart of learning and teaching.

Assessment in our school takes many forms but falls into two categories, formative and summative, with the periodic use of KLIPS to establish a level and identify next steps for learning.

The school's tracking system forms an integral part of the assessment process and allows staff to understand the assessment picture of their class. Through focused use of KLIPS teachers are able to identify class strengths as well as areas for development and next steps in relation to teaching and learning. Termly summative assessment is responded to by providing a written analysis of pupil progress, identifying action to be taken. Termly teacher and senior leader discussions support response to data and the identification of next steps.

Allocation of children to classes (when numbers in school dictate mixed age teaching)

When the school number on roll dictates that classes need to be mixed age (eg Y3/Y4, Y1/Y2) the following criteria has been agreed by Governors and staff for the allocation of children to classes:-

1. The criteria for the allocation of a child to a particular class should be determined by the professional judgement of the staff who know the child well. Staff will discuss each child individually with senior management, giving clear reasons for the allocation.
2. The decision on class allocation and the communication of this decision to individual parents and children will be made **early in June each year** to give time for all concerned to discuss the consequences of the decision, should they so wish.
3. Parents will be given opportunity to discuss their child's allocation if requested.
4. This information on the process of class allocation would be made available to parents through the school Teaching and Learning Policy and upon joining the school in Reception (or other Year Group).
5. The staff judgement will include a range of factors, such as academic ability, emotional maturity, peer dynamics and any other specific factors specific to the child/family. These factors are not so explicit that some sort of objective scoring system can be designed. An holistic approach will be carried out for each child.

The School Community

The Role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- ❖ support the use of appropriate teaching strategies by allocating resources effectively;
- ❖ ensure that the school buildings and premises are used optimally to support teaching and learning;
- ❖ check teaching methods in the light of health and safety regulations;
- ❖ seek to ensure that our staff development and our performance management both promote good quality teaching;
- ❖ monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly headteacher's report to governors, and a review of the in-service training sessions attended by staff.

The Role of Parents

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

- ❖ by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- ❖ by sending parents regular reports 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 homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- ❖ by holding parents' evenings to explain our school strategies.
- ❖ by informing parents regularly of any issues

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

- ❖ to ensure that their child has the best attendance record possible;
- ❖ to ensure that their child is equipped for school with the correct uniform and PE kit;
- ❖ to do their best to keep their child healthy and fit to attend school;
- ❖ to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- ❖ to promote a positive attitude towards school and learning in general;
- ❖ to fulfil the requirements set out in the home-school agreement.
- ❖ Monitor and Review of this Policy

We are aware of the need to monitor the school's teaching and learning policy and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

This policy will also form the basis for the internal monitoring and evaluation of the work of the school. It will be used as a point of reference by all staff who observe classroom practice, survey teachers' planning, scrutinise children's work and give feedback to colleagues. It will also serve as a tool for teachers to evaluate their own practise.

It is the role of staff to monitor and evaluate this policy by questioning their own practice and by being a "critical friend" to colleagues. Each teacher also has a role as subject leader. A curriculum subject leader will monitor and evaluate the delivery of the subject across the school by:-

- ❖ Checking planning – medium and short term
- ❖ Sampling pupils' work
- ❖ Visiting and observing lessons
- ❖ Having their own teaching observed
- ❖ Submitting reports to the headteacher on the monitoring process.
- ❖ Discussion with pupils