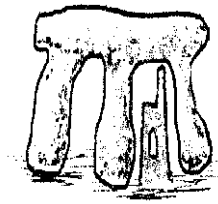


# **St Maddern's C of E School**



**Inspire, Believe, Achieve**

## **Teaching and Learning Policy March 2018**

**Agreed by staff:**

**Signed:**

**Date:**

**Agreed by Governors**

**Signed**

**Date**

## **Rationale**

This policy is to explain and exemplify our approach to teaching and learning at St Maddern's C of E Primary School.

We believe that an agreed pedagogy and consistent model for teaching and learning underpinned by research will be a powerful tool to ensure that all children at St Mary's achieve their best while at St Maddern's.

This policy links with the school aims which are stated below:

- Educating for Wisdom, Knowledge and Skills by following a curriculum that is broad, balanced and stimulates a sense of curiosity and excitement about the world and developed the full potential of every child in our care.
- Educating for Hope and Aspiration by providing a safe, nurturing and caring environment where child can take risks, build resilience and flourish.
- Educating for Community and Living well together by building positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community.
- Educate for Dignity and Respect by promoting the character virtues of perseverance, respect and responsibility so that children leave the school resilient and trustworthy whilst displaying good manners and consideration for others.

## **Definitions**

- Curriculum – all the subjects that are taught to the children from year 1 – 6. (Foundation stage have a different curriculum –see Foundation stage policy)
- Pedagogy –the methods used for teaching
- Cross curricular – where an activity meets objectives from a range of subjects
- EYFS – Early Years Foundation Stage

## **Aims of this Policy:**

This policy will:

- Set out the core principles underpinning Teaching and Learning at St. Mary's to ensure consistency across the school
- Provide guidance for all staff and information for parents about our approach to Teaching and Learning

## **Values**

Our approach to the curriculum is underpinned by the Christian ethos and values that we hold at St. Maddern's C of E School. All children learn within our framework of Christian values that underpin the ethos of our school. These values are embedded in our ethos and approach to teaching and learning. All relationships within the school community are based

on Christian values; they are referred to in lessons, through displays, through discussion and reflection in Collective worship and class times.

The three Christian values that make St. Maddern's distinctive and special are  
**Perserverance, Respect and Responsibility**

### **Aims of Teaching and Learning**

Effective teaching and learning will enable the children to achieve the aims of our curriculum. We want our children to be:

**Ready for learning** – motivated and curious. We aim for our children as learners to be enquiring, resourceful, independent, creative, and happy.

- **Resilient and risk taking** (links to core value of Perseverance)– to persevere with challenges and make their own choices. We aim for our children to develop attitudes that will equip them for a life time of learning.
- **Resourceful** – creative, collaborative and to be able to apply their learning in different contexts.
- **Responsible (core value)** – to make the best of their learning opportunities. We aim for our children to take pride in and celebrate their achievements encouraging them to strive with hope to be the best they can be, achieving the highest levels of attainment.
- **Respectful (core value)**- to show consideration for the ideas, attitudes, feelings and values of others by developing positive relationships and mutual respect for one another. To be respectful and tolerant of those of different faiths, beliefs and practices.
- **Reflective** – of their own and each other's learning. We teach our children to make connections and to be increasingly reflective on learning and know what to do to improve their learning.
- **Reasoning** – articulate about learning, able to critique their own and others work and develop lateral thinking skills.

Class 1 will focus mainly on

- Resilience and risk taking
- Responsibility
- Respectful

And developing

- Reflectiveness

### **Objectives of Teaching and Learning**

The objectives of our Teaching and Learning are to:

- Be creative and motivating whilst displaying innovative, pedagogical practice.
- Aim to make learning fun and memorable
- Use a balance of Visual, auditory and kinaesthetic approaches to ensure that teaching effectively delivers the learning objectives of each lesson and secures good learning outcomes.
- Provide experiences for the children that contextualise their learning

- Deliver interactive lessons with good use of technology that are challenging and progressive
- Plan child-centred activities that are differentiated and are relevant to the children
- Make connections to prior learning by teaching a well-planned unit of work
- Ensure that children are engaged on tasks and that independent learning taking place for all children
- Develop key skills that can be applied across the curriculum
- Design learning opportunities that lead to quality talk and articulate children.

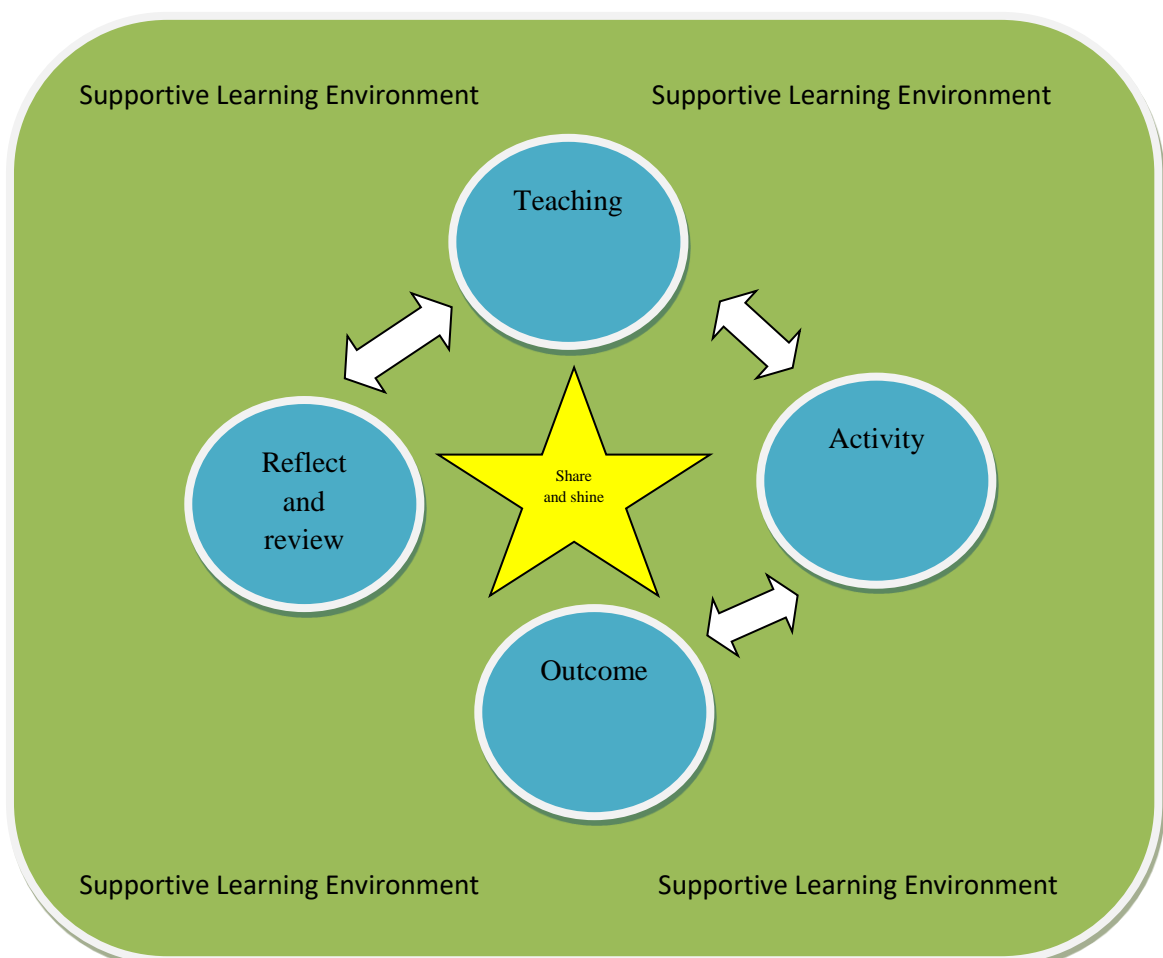
### St Maddern's Model of Teaching and Learning (STARS)

Our classrooms are places where children:

- Are CONFIDENT
- Have CHOICE
- Are CHALLENGED and can take risks
- Are CLEAR about the Learning taking place
- Are COMFORTABLE, feel secure and that it is safe to take risks

We have considered the essential features that need to be in place for this successful learning.

### Learning at St Maddern's



Within our model of learning we acknowledge that learning is a complex interactive process and more cyclical than linear. The most successful learning takes place when both teachers and learners are consistently reflective on learning and this accurate reflection, assessment and evaluation by teachers and pupils strongly contributes to defining the next steps in teaching.

## **Supportive Learning environment**

We believe that the classroom environment contributes significantly towards effective learning and attitudes towards learning.

The classroom environment must:

- Exemplify high expectations and good positive relationships between all adults and children based on mutual respect following the school Behaviour Policy.
- Display Rules for Life and examples of how these are put into practice,
- Visual reminders of the 5B's (Brian, Book, Board, Buddy, Boss),
- Visual reminders of the 6R's (Ready for Learning, Resilient and Risk Taking, Resourceful, Responsible, Respectful and Reflective
- Have clear routines supported by a visual timetable,
- Encourage independence by having resources clearly labelled,
- Learning walls that have relevant up to date displays clearly labelled that are stimulating, interactive, support (with clear learning models and WOGOLL as appropriate) and reflect the *current* learning
- Have key vocabulary displayed
- Have visual prompt to help learning – models and images, story/text maps, practical apparatus (e.g. Numicon for Maths)
- Have appropriate considered layout and seating to encourage interaction independence, allow for ease of movement around the classroom.
- Be appropriately resourced and prepared so as not to distract from learning e.g. pencils well sharpened, basic equipment readily available.
- Be bright, clean, cheerful, welcoming and well ordered to demonstrate good organizational skills.
- Have ICT 'woven into' all curriculum areas, is easily accessible to all children and provides engaging learning opportunities for all.

The teacher needs to:

- Emphasise the positives
- Be enthused about the learning
- Model good learning
- Organise additional adult effectively to meet children's diverse needs and brief support staff on learning in advance of the lesson
- Scaffold learning for the whole class, groups, individual children
- Be prepared to take risks with learning

- Be mindful and use efficient techniques for securing attention e.g. auditory signal to stop (rather than over relying on voice)
- Know the children as individuals –mindful of ‘emotional quotient’ of children on a day to day basis

Teaching Assistants need to:

- Be enthused about the learning
- Precisely understand their role in furthering the learning within the lesson
- Emphasise the positives
- Model good learning
- Scaffold learning for groups, individual children e.g. task cards, Let’s make a deal
- Know the children as individuals –mindful of ‘emotional quotient’ of children on a day to day basis, anticipate difficulties
- Know exactly and precisely what they need to do to help children make progress.
- Respond appropriately and well to all learners being mindful of language of praise, Name and Notice, praise to be explicit not generalized

## Teaching

Teaching needs to:

- Show the Big Picture so children see where the learning is leading
- Show the relevance to real life
- Have a clear and precise WALT – **We Are Learning To be able to know**, to do, or to understand. This needs to be clearly communicated to all children and children should know this and be able to articulate this. Ways to help make this memorable can include actions for the WALT devised by the class, visual WALT characters to help memory (e.g WALT/Success Sally)
- Have a WOW factor to grab attention
- Be interactive, use questioning effectively (see below),
- Use partner talk effectively at every point in the lesson to discuss, clarify thinking, raise questions, evaluate
- Use techniques for engaging all children e.g. random questioning, Lolly Lotto
- Be multisensory
- Share and create **success criteria** with the children.

## Learning Activities

Activities need to be carefully planned to ensure that:

- Learning is accessible and independence expected from the vast majority of children (see Differentiation in appendix)
- Activities are multisensory
- Learning is memorable

- Variety of groupings are used in the classroom within subjects and between subjects. These will include : whole class, grouping by ability/gender/friendship/house team/random (grouping by ability is more common in maths and guided reading), Pairs by ability/gender/friendship/random, Talk partners – longer term partner and also random talk partners, working as an individual
- ‘No lids on approach’ – opportunities for all children to excel and go beyond

### **Outcomes of Learning**

These can be varied, rely on a buffet style “choice” from the children

During this part of the lesson children need to:

- Be engaged
- Questioning
- Risk taking
- Challenge themselves
- Be resourceful - Proactive in solving problems if they are unsure
- Show perseverance (resilience) in the learning.

### **Review and Reflect**

This is a key part of the learning cycle and involves:

- Teacher assessment
- Self-assessment
- Peer Assessment
- WOW and NOW moments as detailed in Marking and Feedback policy
- Action as a result of this assessment – using this to drive the next step in learning and children responding to NOW in marking.

Teachers need to:

- Employ effective methods for assessing against learning objective

Teaching assistants need to:

- Contribute to assessment as directed by the class teacher giving feedback on learning to the class teacher to inform next steps for individual or groups of children.

Children need to be fully equipped with language of learning. It is important to focus on learning and not just the activity (doing).

The following prompts can be used to emphasis learning:

- What have I learnt today?
- How do I know i have learnt well? (use Success Criteria)
- Tell a partner about your learning?
- What did we learn yesterday?

- Tell a partner about your learning yesterday?
- Explain your learning to a partner
- What was hard to learn?

## **Share and Shine**

Teachers need to provide opportunities for children to share their learning during lessons and to celebrate achievements within the lesson.

Learning achievements are rewarded by

- Team points within the class,
- WOW board outside class 2
- Daily star learners in class,
- Weekly star learners in assembly
- Character virtue certificates rewarding Perseverance, Respect and Responsibility/
- Termly cups for children for Perseverance, Respect and Responsibility and Service to the school for representing the school at and taking part in community events.
- Subject specific awards e.g. Times table certificates, Reading Karate bands, Swimming and Sports certificates, Master of Art, Musician of the Month.
- Sharing learning on newsletter

In addition children are rewarded for behaviour (Golden Tokens and Certificates)

We also build opportunities for children to share learning with different audiences – between classes, assembly, parents and carers.

## **Early Years Foundation Stage**

EYFS teaching and learning follows many of the principles in this policy. Specific age appropriate approaches will be addressed in our EYFS Policy.

## **Meeting the individual needs of our pupils**

### **Children with SEN**

- At St. Maddern's we ensure that children's individual needs are accurately identified and deploy resources to address areas of concern, accelerate children's learning and close gaps. Individual needs are met through quality first teaching, targeted intervention and for some children a personalised curriculum.
- All adaptations and interventions are regularly evaluated with the SENCo, class teacher, parent and carers and pupils. If any interventions are not having a positive impact on learning then these are adjusted immediately.



- Children on the Schools Graduated Response to individual needs at School Support or with statement or EHC plan have an individual education plan that is shared with parent and carers and reviewed termly.
- **Children in receipt of Pupil premium**
- Each child in receipt of Pupil Premium is carefully monitored to ensure that the child is attaining well and making good progress. Gaps in learning and provision for additional opportunities are identified and resources deployed to strive for there to be no gaps between pupil premium children and their peers.

### **Gifted and Talented**

At St Maddern's we want all children to achieve their very best. We will nurture individual talent and aptitude to develop specific abilities but are also mindful of the whole child to ensure that children ability across all areas of learning.

Quality First teaching ensures that children have opportunities to work at greater depth across all areas of the curriculum.

In addition we liaise with other schools to ensure children have enrichment activities. This included links with local secondary schools.

### **English as an Additional Language (EAL)**

We recognise the additional needs of EAL learners, identify the specific areas of need of each of these learners and deploy teaching assistants and resources to address individual or group language needs.

The teaching assistant works closely with the class teacher and activities include facilitating acquisition of English, pre-teaching subject specific vocabulary and concepts, working on higher levels of comprehension and grammar specific areas to enable EAL learners to make good progress and attainment at least in line with their peers.

### **Equal Opportunities**

We are committed to providing equal opportunities for all our children and ensuring that **all** children have access to the full curriculum. Any adaptation in provision such as reduced timetable, transition plans when joining the school are discussed with parent/carers and the appropriate outside agencies. Any reduction in provision for the child (e.g. reduced timetable) is agreed with parent/carers, reported to the LA and regular reviews take place. In addition to this the school is also proactive in seeking advice to ensure all children can access the full curriculum

### **Next steps in learning on going targets**

The school uses a dynamic marking and feedback policy where clear next steps are identified for the children with clear expectation that the child will act responsibly and respond to marking and feedback. This is very important to develop the learning centred dialogue.

## **Homework**

We encourage parental involvement in learning, encouraging parents to hear their children read, support them with their homework and also get involved with the children's Home-Learning projects. The main objective is for children to talk to their parents/carers about their learning in school and together explore a different aspect of the topic.

Open ended homework tasks are set linked to the topic and, for KS2, generally set before the topic commences to generate interest following initially exploration with the children about what they already know and would like to find out. Creativity with these projects is encouraged and children are awarded certificates for their effort.

## **Assessment**

At St. Maddern's we use a variety of assessments to build a picture of the child and their achievements. These include daily observations and formal assessments such as PIRA and PUMA Tests for English and Maths.

Day to day teachers continually assess the impact of their teaching, evaluating whether the WALT has been achieved and adapting, delivery of the lesson and planning as appropriate in reaction to this ongoing assessment.

Each half term teachers complete tracking data on INSIGHT. Children's progress on understanding the key objectives for their year group is accessed. Work moderation regularly takes place between classes and between St Maddern's and St Mary's School to ensure standards are consistent. This ensures that assessments are moderated regularly. For further details see our forthcoming Assessment Policy.

## **Expectation of achievement**

The expectation is that all children work on the curriculum and objectives for their year group age unless there is a specifically defined learning disability. Our expectation and aspiration is for the vast majority children will reach the expected level for their year group unless there is a specifically defined learning disability.

For children who end a term working below the expected level for the class at any time in the year there is a need to accelerate progress through targeted intervention.

Targeted intervention will be used to ensure that all children make good progress, achieve highly and gaps are closed. Interventions run for 10 weeks of each term and class teachers review these after 5 weeks of the programmes running and with the SENCo adjustments made as needed.

## **Tracking progress**

Class teachers track progress of all their pupils using curriculum yearly objectives on. The INSIGHT. These are completed for Maths, Reading, Writing and Science by the class teacher, The Head teacher analyses data each term with a specific focus on progress for class teachers. This forms the basis for termly pupil progress meetings.

Information from data analysis is shared with the whole staff (including Teaching Assistants) and whole school action points put in place to improve learning outcomes as needed.

The performance of each individual child is analysed, success and concerns are shared with class teacher (and teaching assistants) in termly SEN class meeting and Pupil Progress meetings.

The school quickly acts if there are any children or groups of children that are not making good progress to quickly address this.

Once decisions are made regarding in class interventions during pupil progress meetings are made then the class teacher must organise adults in the class to ensure that this happens.

### **Marking and Feedback**

St Maddern's has a Marking and Feedback and a Presentation policy. This is followed to ensure consistent high standards across the school.

### **Reporting to parents and carers**

- Parents and carers are informed of their child's progress at consultations in the Autumn and Spring term and in the end of year report.
- Foundation stage children are assessed against the Early Years Profile each term and these assessments are shared with parents and carers.
- For children with SEN or targeted Pupil Premium children, Individual Education Individual Learning Plans/Individual behaviour plans progress is discussed at termly meetings and actions agreed with parents and carers to improve progress and attainment.

### **Responsibilities**

The Head teacher is responsible for ensuring that:

- Learning is excellent for all children
- All staff are trained to a high standard in Teaching and Learning.
- Provision for all aspects of the curriculum is made
- Improving teaching and learning is embedded in Performance management of all staff
- The School Improvement plan focuses on achieving improved outcomes for children.

The SENCo/Pupil Premium Lead is responsible for

- Supporting class teachers to develop Quality First teaching to support children with additional needs,

- Advise on practice and provision for these children including monitoring classroom practise and effectiveness of teaching assistants in supporting individual and groups of children.
- Ensuring that the class teachers and the SEN team (SENCo and Inclusion co-ordinator) meet regularly to discuss the progress of these children and also with parents and carers for focused Pupil Individual Planning Meetings.

The Class Teacher is responsible for:

- Ensuring that good teaching and learning is happening within their classroom for all children.
- Applying this policy in the classroom and ensuring that the agreed principle on teaching and learning are understood by all support staff working in the classroom
- Effective deployment of teaching assistants, effectively line managing teaching assistant on a day to day basis.

### **Monitoring and Evaluation.**

This policy links to our monitoring schedule for moderating planning, work and evaluating teaching and learning regularly.

The teaching and learning policy will be monitored and evaluated by:

- Lesson observations by the head teacher and subject leaders from St Mary's C of E Primary school working with St Maddern's as appropriate
- Planning and work moderation by the head teacher, and subject leaders from St Mary's C of E Primary school working with St Maddern's as appropriate
- Pupil conferencing by the head teacher and subject leaders from St Mary's C of E Primary school working with St Maddern's as appropriate
- Attainment and progress data by the head teacher and subject leaders from St Mary's C of E Primary school working with St Maddern's as appropriate
- Pupil surveys by the head teacher,
- Parent/carers surveys by the head teacher
- Governor visits by governors with responsibilities for subjects
- Staff surveys by the head teacher and governors.
- Head teacher and staff monitoring of the School Improvement plan
- Governor monitoring of the School Improvement Plan
- Teaching and Learning is reported on regularly at Full Governing Body (currently IEB)
- Governors have opportunity to challenge leaders about teaching and learning.

### **Health and Safety, On line- safety**

- All staff are responsible for ensuring that the curriculum they are delivering is safe for children and if necessary appropriate Risk Assessments are carried out.

**Safeguarding and Prevent duty**

- All staff must follow school policy and procedures on safe guarding and the Prevent duty.

**On line safety**

- All staff must sign an acceptable user's agreement as part of their induction and follow our on line safety policies including use of mobile phones and social media.

**Volunteers**

We have a number of volunteers that help with different aspects of the curriculum, most notably reading.

All volunteers must have DBS checks, receive induction into school and those working on reading are given advice on our reading methods to help children improve in this area.