



# TEACHING & LEARNING POLICY

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| Review by Head. Noted by SE Govs | 14 <sup>th</sup> May 2020 |
| Next Review (4 yrs)              | Summer 2024               |

**The Vision of St John's CE Primary School**, Rishworth Matthew 5:16 (NRSV) "Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

**Following Matthew 5:16**, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

### **The School's Aims are:**

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create our core values:

**Success.** We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

**Honesty.** We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

**Independence.** We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

**Neighbourliness.** We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

**Enjoyment.** We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

### **Rationale**

The school believes that:

- Every aspect of school life should be exploited as a learning opportunity  
Children learn best when they are happy, safe and contributing effectively to the school community:
- PSHE is at the heart of the formal and informal curriculum  
All adults and pupils in the school are teachers and learners  
In an excellent school, teachers teach excellent lessons. All aspects of school life are designed to facilitate this.  
The role of parents is vital in their children's education. The school seeks to foster links between home and school to promote children's learning.

### **Aims**

This policy is designed to:

- provide guidance for all teaching staff;
- provide a common framework for teachers to plan learning opportunities for their pupils;

- help teachers to recognise the school's rationale in relation to teaching and learning.

### **The school's role**

The school recognises its role as a teaching and learning organisation. It seeks to be flexible and learner-centred. The school seeks to use services and expertise offered by external professionals and the wider community, including parents and governors to assist it in providing the best learning experiences possible for its pupils.

The school accepts its role in fostering positive relationships with parents and carers to promote pupils' learning. Parents are kept informed of pupils' progress and topics for study each term. They are directly involved in their children's learning through home school reading schemes and homework activities.

The school demonstrates the importance of the formal and informal curriculum in the way that it manages its resources; seeking to employ the best teaching staff and resource curriculum areas as generously as possible.

The school acknowledges that the job of a school is primarily in the classroom. It asserts this by:

1. ensuring that all available resources are directed towards providing excellent lessons;
2. minimising interruptions to lessons:
  - a. Implementing systems to secure good learning behaviour
  - b. Implementing systems to minimise poor attendance
  - c. Ensuring that children have access to good resources
  - d. Ensuring that timetables maximise teaching time
  - e. Ensuring that messages reach teachers without interrupting lessons

### **Principles of teaching**

Teachers will consider intended learning outcomes, and the needs of the children when planning content and activities. Our approach strives to ensure that learning is built on solid foundations which do not need to be retaught, and there is less need for separate catch up programmes for pupils who fall behind. Teachers will focus on the quality of teaching that leads to successful learning by considering what the core principles of successful learning are:

- Ensure every learner succeeds; set high expectations
- Build on what learners already know; structure and pace teaching so that they understand what is to be learnt, how and why
- Make learning of subjects and the curriculum vivid and real
- Make learning an enjoyable and challenging experience; stimulate learning through matching teaching techniques and strategies to a range of learning styles and needs for all pupils of all backgrounds, abilities and dispositions.
- Develop learning skills and personal qualities across the curriculum, inside and outside the classroom and use professional development time to improve subject knowledge
- Use assessment for learning to make individuals partners in their learning

Teaching promotes high quality successful learning when there is;

- Strong subject knowledge
- Clear objectives which are shared with the children and parents, so that all children and adults understand the intended learning outcomes.
- Lesson structures which impart knowledge and develop understanding through effective use of lesson time.
- A variety of teaching styles and strategies, which reflect the needs of the children, subject matter and learning outcomes.
- All pupils are treated with dignity and relationships are rooted in mutual respect
- All staff are committed to promoting our SHINE values
- Clear strategies used for Assessment for learning

It is a principle that:

1. teachers take responsibility for whether pupils are learning
2. lessons have a general introduction before the teacher focuses on the needs of individual pupils
3. teaching starts from the position that the learner is in now rather than an expectation of where pupils should be
4. teachers find out how pupils learn best rather than offering one approach
5. teachers vary teaching methods
6. teachers create safe situations where pupils can be challenged to move forwards in their learning without fear of mistakes
7. teachers seek to make learning relevant: they make use of children's skills / knowledge / interests / cultural backgrounds when planning learning contexts
8. teachers ensure that all tasks and activities that the children do are safe. When they plan to take children out of school, they first inform parents and obtain their permission.
9. teachers assess pupils' attainment and set targets for their learning

## **Learning Environments**

We appreciate that the environment around our pupils has an impact on the extent to which children learn and we believe that pupils learn best when:

- There is a high expectation of achievement and behaviour which is consistently applied and encourages positive attitudes in our pupils.
- Activities and experiences are relevant. The children know what is expected of them, know what they have to do, why they have to do it and understand how it will help them.
- Children are aware of their next steps and individual targets.
- There is continuous assessment during lessons and identification and support for those pupils who are falling behind.
- The principles of Formative Assessment are used so children are actively involved in their own learning.
- Children are encouraged to think independently and express their ideas. Their natural enthusiasm for learning is both valued and encouraged.
- Problem solving activities are used to challenge pupils before new content is introduced.
- Clear routines for working are established known by the staff and the children.

- Teachers ensure that pupils and other adults in the classroom are aware of learning intentions and success criteria.
- Teachers reflect systematically on the effectiveness of lessons and their approaches to teaching.
- Resources are well organised, in good condition and easily accessible by the children to foster independence.
- Physical environment is focused on learning, reflecting successful learning and positive about learning.
- Children feel secure in their surroundings and are safe to take risks. All staff have a high regard for the need to safeguard all our pupils' well-being.
- Displays are of a high standard and used as a learning resource to show prior and future learning as well as to promote success by valuing children's work.
- Regular feedback is given to children - both orally and in written form.
- Teachers set homework which consolidates and extends the knowledge and understanding pupils have acquired.
- All staff develop professional relationships knowing when and how to draw on colleagues for support and advice.

### **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 into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of the computer;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching television and responding to musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.
- Adult supported.

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.

## **Review**

We are aware of the need to review the school teaching and learning 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.