

ALL SAINTS CE PRIMARY SCHOOL AND NURSERY

*"Learning for life,
building a firm foundation"*



Teaching and Learning Policy 2020

Reviewed: May 2020

At All Saints, the fundamentals of our work as a church school are based on the Christian teachings of forgiveness and love, underpinned by our values of truth, love, peace, hope and faith. These, together with the principles of British Values, are intertwined with, and threaded through the curriculum and the whole life of the school. They are the foundations on which our work is built.

We believe that both adults and children learn new things every day. We are committed to fostering a love of learning and a commitment to lifelong learning for each and every individual member of our community. We believe that learning should be appropriately challenging, rewarding and enjoyable for every learner. Through our teaching, we aim to develop enquiring minds, evoke a passion for new learning experiences and equip our pupils with the learning and subject specific skills, knowledge and understanding necessary to be able to make informed choices and therefore become positive and successful citizens of the future.

This policy works in conjunction with our policies for Behaviour, Marking and Feedback, SEND, Equality and our subject specific policies.

Aims

Through our teaching, we aim to:

- Enable children to become confident, resilient, resourceful, enquiring and independent learners
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- foster children's self-esteem and help them build positive relationships with other people
- show respect for all cultures and faiths, and promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- raise standards of achievement in all aspects of pupil development throughout the school
- develop each child's desire to learn

- develop and communicate an ethos of high expectation throughout the school community
- provide a rich and varied learning environment, which allows children to develop their skills and abilities, working towards achieving their full potential
- provide a language rich curriculum and environment, which enables children to develop their communication skills and to acquire an extensive vocabulary
- develop children's skills to enable them to deal with challenges and changes
- provide a knowledge and understanding rich curriculum to enable the children to acquire knowledge that they can then apply and compare to other topics and situations
- provide children with a purpose and context for their learning
- enable pupils to make connections and see relationships between subject learning (particular emphasis is placed on planning opportunities for pupils to apply English and maths skills and concepts across the wider curriculum)
- promote caring and considerate attitudes towards each other
- engender social skills that enable children to work and communicate effectively with others
- promote independence.

We believe that Quality Learning:

- Is a result of quality teaching, which is itself informed by regular assessment and effective, focused verbal and written feedback
- happens best when children and teachers value learning, the development of learning skills and the acquisition of knowledge, skills and understanding
- involves children actively in their own learning and promotes understanding of what they need to do to improve
- is dependent on staff having high expectations of pupils in terms of their learning and attitudes towards learning
- encourages learners to develop enquiring minds
- is enhanced when children are encouraged by all staff to become increasingly independent learners

- is enhanced when children undertake learning challenges, building resilience and skills for mastery of learning
- takes into account the vital role that parents and carers take in contributing to their children's learning.

Effective teaching:

We provide good quality teaching through the use of the following strategies:

- Teachers and teaching assistants set challenging but achievable expectations
- teachers have high levels of subject knowledge and deliver clear explanations in lessons which have pace
- teachers model their thinking processes, as well as the skill being taught, to develop children's understanding and thinking
- teachers and teaching assistants model correct grammar and use a wide range of vocabulary, including subject specific vocabulary
- clear focus is given through the setting of explicit learning objectives, identifying what the learners need to know, understand and be able to do in order to demonstrate success
- positive behaviour management strategies are used, in accordance with the school's Behaviour Policy, to motivate and encourage pupils to respond appropriately and help create a climate for learning
- opportunities for reflection are built in throughout lessons and the school day
- each and every child is expected to make good progress in their learning and personal skills
- learning is linked to and builds on pupils' prior skills, knowledge and understanding
- a range of question types focused on higher order thinking are used to encourage and stimulate deeper thinking
- pupils are encouraged to generate their own questions and share their thoughts and strategies
- a wide range of effective teaching strategies are used including teacher explanation and modelling, co-operative work and independent work
- a wide range of rich and stimulating learning experiences, inside and outside of school, are provided to engage the children, regardless of their background, in their learning

- teachers continually assess progress and modify teaching and intervention approaches accordingly
- homework is set to reinforce classroom learning at home.

Planning and Assessment

Consistency of practice and approach across the school is important. All teachers plan following the subject specific policies and the National Curriculum. We base our teaching on our knowledge of the children's level of attainment. We strive to ensure that all learning activities set are differentiated according to ability, including planning to support our children with additional needs and our more able children. When planning work for children with special educational needs we use their Individual Educational Plans (IEPs) to structure their learning activities appropriately. We set ambitious end of year targets for all children in each academic year, which we track rigorously in pupil progress meetings. Parents are kept informed through parents' consultations, which are held each term and end of academic year reports.

Use of Classroom Support:

We use teaching assistants and other adult helpers in and out of the classroom in a variety of effective ways. Class teachers are fully responsible for planning effective activities and ensuring that classroom support adults are effectively directed to have a maximum impact on learning. Class teachers are responsible for ensuring that intervention work to support children is effectively targeted to result in good or better progress across the curriculum.

Ethos:

We create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe
- providing good role models through the way that we interact with all adults and children, at all times, in all places
- developing classroom environments in which children feel valued, respected and safe

- creating an environment where it is acceptable for learners to make mistakes and be challenged in their learning
- involving all pupils in the way that the school is run, through the school council, eco team and E-cadets, so that they know that their opinion is valued
- providing exciting opportunities for learning, which enrich the curriculum and include lunchtime and after-school activities, visits and input from the wider community including our church.

Environment:

We strive to provide a stimulating environment conducive to learning. Our classrooms are attractive learning environments, designed to scaffold learning. We change displays regularly, to ensure that the classrooms and school environment reflect the topics studied by the children. All classrooms have a wide range of resources appropriate to the age range and abilities of the children, and are set out to promote independent learning.

Classroom Management:

All members of staff at All Saints are committed to establishing good working relationships with all children. We treat the children with kindness, courtesy, consideration and respect. We treat them fairly and give them equal opportunities to take part in class activities. All our members of staff follow the school policy with regard to behaviour management. Well-managed classrooms are characterised by a range of other features, which we strive to achieve:

- Established daily routines and ways of working
- a calm and studious atmosphere
- teachers are prepared for lessons, including the organisation and preparation of teaching aids/resources
- children are given a sense of responsibility
- children are encouraged to embrace their mistakes and learn from them
- an atmosphere of mutual respect between adults and children and between children and their peers.

Assessments, monitoring and evaluation:

At All Saints, we continually reflect on our practice so that we continue to meet the needs of our school community. To do this we implement a rigorous process of monitoring and evaluation to ensure that we maintain the highest standards of planning, teaching, pupil work and assessments. A monitoring calendar, based on our Learning Improvement Plan) runs throughout the year. Judgements on the quality of teaching and learning are assimilated through lesson observations, scrutiny of pupil's work and assessments, and through discussions with pupils about their learning and experiences. This data informs our self evaluation, staff CPD and teacher/staff performance management. We also actively engage in external moderation through the local authority and Nuneaton consortia of schools. Assessments, next step targets and IEPs are created following the assessment and SEND policies.

Staff Development and Training:

We are fully committed to ensuring that all of our teachers, teaching assistants and support staff have access to high quality and up-to-date training to ensure that our provision remains of a high quality. Our CPD programme is closely linked to the Learning Improvement Plan, but it is also designed to meet the needs of individual teachers in their classroom role, or in their role as subject or senior leaders.

Partnership with Parents/Carers:

Support from parents/carers is paramount if a child is to achieve their full potential. At All Saints, we are fully committed to strong partnership working between home and school. It is our policy to encourage parents and carers to contribute to their child's learning development through, for example, supporting homework activities, engaging in family and community events and celebrations and supporting at extra-curricular activities such as netball, football and athletics matches and tournaments.

We share information with parents about what and how their children are learning by:

- Holding termly parent/teacher consultations
- sending newsletters home and publishing them on our website
- sending topic/curriculum webs home and publishing them on our website
- sharing websites and other online resources to support learning at home
- teachers are usually available after school in their classrooms and at other times by request.

We believe that parents/carers have a responsibility to support their children and the school in implementing school policies in order for the children to learn effectively. We would like parents to:

- Ensure that their child attends school regularly
- ensure that their child is equipped for school with the correct uniform and PE kit
- promote a positive attitude towards school and learning in general
- support the school's expectations for behaviour and attitude
- do their best to inform school if there are matters outside school that are likely to affect their child's behaviour or performance at school
- listen to their child read regularly and support them to learn their spellings and times tables and encourage them to complete their homework
- attend parent/teacher consultations.

Governors:

Our governors are an integral part of our leadership and management. Governors monitor the effectiveness of the school's teaching and learning through the self-evaluation process. This includes the termly headteacher's report to the governors. Governors also spend time in school talking to staff and children and monitoring learning. Governors also support the use of teaching and learning strategies by:

- Allocating resources effectively
- making sure that the school building and premises are best used to support successful teaching and learning
- monitoring how effective teaching and learning strategies are in raising pupil attainment
- ensuring staff development and appraisal policies promote good quality teaching

- monitoring the effectiveness of the school's Learning Improvement Plan through the school self-evaluation processes, including information from the senior leadership team, subject leaders, the headteacher and external advisors.

Review

We are aware that this policy needs to be reviewed regularly so that we can take account of new initiatives, changes in the curriculum and government policy, developments in technology or changes to the physical environment of the school.