



St Mary's C of E (Aided) Primary School, Pulborough

A Christ-centred school with a child-centred curriculum

Teaching and Learning Policy

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. It should be read in conjunction with other school documents and policies including:

- Assessment policy
- Attendance policy
- Behaviour and Anti-Bullying policies
- Curriculum Maps
- Display policy
- Homework policy
- Home School Agreement
- Inclusion policies
- Individual subject policies such as RE, Literacy, Maths etc.
- Marking policy

Introduction

At St Mary's C of E (Aided) Primary School our vision is of a school where all children experience a diverse range of learning opportunities facilitated by enthusiastic staff who encourage the potential in every learner and who ensure that all children develop into confident, responsible and successful members of their community based on shared Christian values.

We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. We aim to provide a caring, supportive and stimulating environment with high quality teaching which will foster;

- Confident and independent learners who want to 'have a go' at any new challenges that come their way.
- A high level of literacy and numeracy and children who want to learn more each day.

- Learners who have the ability to work independently as well as collaboratively and who have the flexibility to learn with and from each other.
- Imagination and creative expression through a wide range of media.
- Conscientious young citizens of our multi-cultural society who are able to accept and respect people's differences and who want to 'make a difference' for the world around them.
- Pride in achievement and a desire to succeed.
- Effective links between the school, the child's home and the community which promote aspiration and high expectations.
- Equality of opportunity for all.

We also believe that teachers who love teaching are able to motivate and develop children who love learning.

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

- Investigation and problem solving.
- Whole class work.
- Watching DVDs/Internet and responding to music or recorded material.
- Research and finding out.
- Questioning.
- Debates, role plays and oral presentations.
- Group work.
- Use of IT
- Paired work.
- Outdoor environment and visits to places of educational interest
- Physical activity
- Independent work.
- Creative activity.
- Reflecting on what has been learned.

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, be part of the target setting process and what makes it difficult for them to learn. Self-review and peer review strategies are used as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

Effective teaching

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. Our curriculum plans are based on skills, the current EYFS Handbook and the current National Curriculum which collectively identify the aims and values of successful learners, confident individuals and responsible citizens.

We believe children learn effectively when the teacher provides:

- Thorough preparation including inclusive strategies.
- An atmosphere where children are prepared to take risks.
- Lessons where children's previous learning and interests are built upon through purposeful application of knowledge to different situations.
- Shared learning objectives which are understood by the pupils.
- Innovative teaching.
- Opportunities to review and reflect on the learning.
- Clear expectations of what pupils are expected to achieve by the end of the session.
- Appropriate pace to the lesson.
- Thinking time before answering questions.
- Open-ended, thought provoking, challenging questions of the children.
- Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference.
- Developmental feedback and constructive criticism of pupil's work.
- Support for the learning of pupils with different abilities.
- A planned programme of educational visits and visitors to reinforce and stimulate learning.

We base our teaching on our knowledge of the children's prior attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with SEND we give due regard to information and targets contained in ILPs as well as advice and recommendations from outside agencies. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at St Mary's should be of the highest possible standard.

All teachers have positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We expect the children to take responsibility for their own behaviour at all times. When children misbehave we follow the guidelines outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. They work with individual children or small groups. Teaching Assistants are also fully involved in the delivery of support programmes.

All teachers reflect on their strengths and areas of development and plan their professional development accordingly. They are committed to life-long learning and developing their career. We do all we can to support teachers in developing their skills so that they can continually improve their practice.

Target setting

Targets are set in reading, writing and maths for individuals and groups of children in Year One to Six. Targets are discussed with children and shared with parents. They are based on the work to be completed each term and progress towards them is monitored throughout the term by class teachers. Whole school targets and end of key stage targets are agreed at the Supported Data Review meeting in November of each year.

Planning

Long term planning follows an annual cycle in all year groups except years three and four where a two year cycle is followed. This is to accommodate the combined Year Three/Four class. A complete curriculum map is prepared each year to ensure complete coverage of the National Curriculum in all year groups.

Medium term plans for all foundation subjects are prepared on a half-termly basis and are stored electronically. Short term plans are prepared for all core subjects on a weekly basis. These are also stored electronically. All plans are monitored by the deputy head on a weekly basis.

All planning must show:

- Learning objectives
- Success criteria
- Differentiation with specific groups of children identified
- Specific content for that lesson or series of lessons
- Use of IT
- Support for SEND pupils
- Challenge for more able pupils
- Deployment of teaching assistant and/or other adult support
- Resources
- Assessment opportunities
- Health and safety issues

Assessment

Assessment is an essential part of the curriculum design. Selecting what children learn will depend on what teachers already know about the children in their class. There are four key principles of assessment;

- The learner is at the heart of assessment
- Assessment provides a view of the whole child
- Assessment is integral to teaching and learning
- Assessment includes reliable judgments about how a child is performing

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to individual children's needs. Assessment assists children by providing them with an indication of where they are in their learning and what they need to do in order to move their

learning on. Every child in our school is monitored and assessed in reading, writing, maths, science and RE every term and their progress is tracked using SIMs. We believe that assessment:

- Is part of effective planning
- Affects learner motivation
- Focuses on how children learn
- Promotes commitment to learning objectives and success criteria
- Is central to good classroom practice
- Helps learners know how to improve
- Is a key professional skill
- Encourages self- assessment and gives children greater responsibility for their own learning
- Has an emotional impact by promoting self-esteem
- Recognises progress from child's previous best

At St Mary's the evaluation of one week's planning is used to inform planning for the following week. Formal and informal data is also used to inform planning.

Children are given time to respond to developmental marking and encouraged to talk to their teacher and to each other about how marking can be used to move their learning on. Self and peer assessment are an essential part of the learning process.

Role of Governors

Our Governors support, monitor and review the school's policies on teaching and learning. In particular they:

- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning policies through the school self-review processes including the head teacher's reports to Governors and the work of the Teaching & Learning Committee.
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning.
- Ensure that staff development and performance management policies promote good quality teaching and enable life-long learning.
- Monitor the effectiveness of teaching and learning in terms of raising pupil attainment and achievement.
- Appoint Governors to support specific subject areas such as RE, literacy and IT or aspects of the school such as SEND and safeguarding.
- Ensure, particularly through the Foundation Governors, that there are strong links between the school and the Parish.

Role of the Church

The Church is used as a valuable resource to deliver many areas of the curriculum.

- Volunteers are actively encouraged from the church community.
- The incumbent leads whole school Collective Worship fortnightly.

- The incumbent leads individual class Worship each week.
- The incumbent leads the Eucharist at regular intervals throughout the year including major Church festivals such as Ash Wednesday, Easter, All Saints' Day, Christmas and Epiphany.
- Children make regular visits to the Church as part of their learning in RE and also to take part in acts of Worship.
- The Church is a key unit in the RE curriculum.
- The Church also supports staff professional development.

Role of Parents

Parents have a vital role to play in helping their children to learn. In particular they are asked to:

- Ensure that children attend regularly and family holidays are not booked to take place during term time.
- Support their children and the school by signing the Home/School Agreement and following the guidelines set out in it.
- Support their children with homework, including regular reading, spelling and times table practice.
- Keep up to date with children's learning by reading school and class newsletters and curriculum maps which are sent out regularly by the school.
- Keep up to date with events at the school by accessing the school website which is updated weekly.
- Share any concerns about their children's learning or well-being with either the class teacher or Headteacher at the earliest possible convenience. School operates an open-door policy in order to make access easier for everyone.
- Engage with their children's learning by taking part or attending events such as Parent Consultation Evenings, Open Days and Tea & Chat Sessions.
- Engage with the children's learning by attending events such as Class Assemblies, School Productions, School Eucharists, Concerts as well as events held at the Church or within the village of Pulborough.
- Support the school by becoming actively involved with the PTA and attending events such as the Summer Fete, Christmas Fayre and other fund-raising or social events arranged by the PTA.
- Support the school by volunteering to help in classrooms, Forest Schools, swimming or off-site visits either on a regular or an ad hoc basis.

This policy will be reviewed annually in the Spring term.

Policy dated: January 2017

Joanna Brown, Headteacher