

*'Shine like stars in the world.'*  
*Philippians 2:15*



## **St Paul's CE Primary School**

### **Teaching and Learning Policy**

#### **Our Vision**

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.

#### **Our Core Values**

*Love, Forgiveness, Faith, Friendship, Hope and Peace.*

# ST PAUL'S CE PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

---

### Contents

1. Introduction .....	1
2. What is teaching and learning? .....	1
3. Aims .....	1
4. Strategies for teaching and learning .....	2
5. The Curriculum.....	3
Delivery of the curriculum .....	3
Extra support for learners .....	3
Planning of the curriculum .....	4
Subject responsibility - curriculum leaders .....	4
6. Assessment.....	5
An efficient tracking process is in place.....	5
7. Monitoring of Teaching and Learning .....	5
8. Strategies for the use of resources .....	6

### 1 Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning at St. Paul's CE Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.
- It was developed through a process of consultation with teachers and support staff and governors.
- It is reviewed annually during the term.

### 2 What is teaching and learning?

The policy for teaching and learning is our vision in action informing and supporting the best classroom practice. It will enable all children to make better than expected progress in every lesson taught and will ultimately raise standards throughout the school. All teaching staff are expected to have a clear understanding of the content of this policy and refer to it frequently. At St Paul's effective teaching and learning is seen as the outcome of team work encompassing pupils, staff, parents, governors and other members of the community.

### 3 Aims

The school aims, within its Christian framework to:

- Prepare children for a changing future by teaching them how to learn so that they become independent learners.
- Ensure children have skills, knowledge and understanding to prepare them for the next stage of their education and life.
- Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.

# ST PAUL'S CE PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

---

- Create a positive learning environment where success is celebrated but where it is also safe to make mistakes.
- Work to make the school a rewarding experience for everyone connected to it.
- Work in partnership with parents to encourage each child to reach their full potential in terms of academic achievement, social and emotional development, aesthetic appreciation and moral and spiritual awareness.
- Promote a good health and safety culture for all.
- Encourage children to be tolerant, understanding and be sensitive to the needs of the local community and the environment and have an understanding of British values.
- Create a sustainable school for the future.

#### **4 Strategies for teaching and learning**

- To ensure effective teaching and learning the following must take place:
- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- A learning objective which is clearly skills-based is shared with the children both visually and auditory.
- A clear link to previous and future learning.
- Success criteria to be used consistently to support achievement of the learning outcome.
- Pupils to be involved in their own assessment and peer assessment.
- A review of the learning at the end of the lesson.
- Follow up feedback through effective, interactive marking encompassing clear next steps and opportunity for feedback.
- Ensure challenge for all children.
- Effective teacher modelling alongside pupil participation.
- Identification of optimum opportunities for optimum pupil voice.
- Be appropriately and readily resourced.
- Effective and differentiated questioning.
- Quality interaction between teacher and pupil and pupil and pupil.
- Pace.
- Explicit use of IT.
- Lessons encompassing enthusiasm and fun whilst ensuring pupil engagement and optimum progress.
- Involvement of all the children.
- Positive reinforcement of behaviour in line with the school's behaviour policy.
- Opportunities for independent learning.
- Elements of visual, auditory and kinaesthetic learning.

# ST PAUL'S CE PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

---

- Learning to be purposeful in giving real life context whenever possible.

### 5 The Curriculum

- The curriculum of the school is based on the core and other foundation subjects of the National curriculum in England; primary curriculum, plus other work, including religious education and personal, social and health education, which gives the school its own distinctive character and ethos. Each area of the curriculum is supported by a policy which is reviewed on an annual basis.
- Links between subjects is the foundation of planning. Information and communication technology is used systematically to develop and enhance pupil's learning across the curriculum.
- At St. Paul's, we want our children to become active, independent learners and offer a rich and differentiated curriculum that will enable every child to reach their potential. We provide a wide range of activities that will ensure educational development and provide opportunities for all pupils, including our most able and those with special educational needs, to challenge themselves and to make decisions about their learning.
- The Early Years Foundation Stage document and the National Curriculum underpin all our curriculum planning and delivery.
- All children take part in daily English and Maths activities and other subject areas are taught through cross-curricular themes. Spanish is taught in Years 1-6.
- Teachers plan the children's learning using a wide range of resources, including the latest IT equipment, and group the children in a variety of ways.
- At the beginning of every term parents are informed about the curriculum which their child will be following via a leaflet so they can support this work at home.

#### 5.1 Delivery of the curriculum

- Teachers will use a variety of teaching strategies including whole class teaching. Collaborative group work, pairs, individual work and some mixed aged of learning groups.
- There is some specialist teaching. Mostly teachers teach all subjects to their classes, however, certain subjects may be taught by subject specialists as part of PPA (planning, preparation and assessment) provision.
- Teaching/learning support assistants work with all children in school to aid learning. They work alongside the teacher providing a planning programme of support for target groups, to reinforce or extend the learning objective.
- Voluntary helpers assist in the classroom, in the library and on educational visits. They work with and at the discretion of the class teacher to whom they are assigned. It is the class teacher's responsibility to explain planned activities to the helper.

#### 5.2 Extra support for learners

- Inclusion of all pupils is ensured through the appropriate differentiation of work and adaptation to the curriculum and resources. Effective learning opportunities are provided for all pupils by the setting of suitable learning challenges, responding to

## ST PAUL'S CE PRIMARY SCHOOL

### TEACHING AND LEARNING POLICY

---

pupils' diverse learning needs and the overcoming of potential barriers to learning and assessment for individual and groups of pupils.

- Equal opportunities. All children will have equal access to the curriculum. Teachers have high expectations of children and recognise and respond effectively to all issues relating to equal opportunities. All activities including extra-curricular activities are open to all children, numbers permitting. Staff will endeavour to help all children reach their full potential irrespective of race, age or ability.
- Some pupils may be withdrawn for additional support, according to their needs and will receive extra help from teaching and learning support assistants and voluntary helpers.
- More able pupils will generally be catered for within their class by use of a variety of extension activities, by greater depth in questioning and understanding and developing mastery.

#### 5.3 Planning of the curriculum

- Teachers plan their work in each curriculum area and within year group teams and then personalise plans to meet the needs for their class. Planning takes place on a weekly basis during PPA time to ensure consistency of practice and the sharing of expertise.
- Weekly plans encompass key areas such as specifying the lesson objective, success criteria, differentiation, particular focus groups of children and use of additional adults which all contribute to ensuring optimum learning.
- Teachers' planning is monitored by the middle and senior leaders. Regular feedback is given to staff regarding planning.
- Weekly INSET meetings are used to deliver training on various aspects of the curriculum ensuring consistency of approach and standards and focusing on school improvement priorities.

#### 5.4 Subject responsibility - curriculum leaders

- Have a clear action plan encompassing a mission statement.
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their planning and in the implementation of the scheme of work, and in assessment and record keeping activities.
- Monitor progress and developments in their subjects and advise the head teacher on action needed in line with the school assessment and monitoring timetable.
- Take responsibility for the purchase (with the head teacher's permission) and organisation of central resources for their subject.
- Be given some release time to allow them to support/observe colleagues in the classroom, and to monitor standards in their subject area and the teaching of their subject throughout the school.
- Monitor their subject area and ensure assessment has an impact on future planning.
- Be expected to keep up-to-date through reading and attending relevant courses.

# ST PAUL'S CE PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

---

### 6 Assessment

Assessment within the school falls within two categories:

Assessment of Learning (summative assessment) and Assessment for Learning (formative assessment).

- Assessment of Learning is ongoing, being regarded as an essential part of teaching and learning. Teachers and learners work together to ensure that learners know where they are going to achieve their goals. The effective use of success criteria is a fundamental component of our teaching. Children are encouraged to play an active role in their learning and develop the skills to be able to assess themselves and understand how to improve. Teachers provide effective feedback to children and adjust teaching to take account of the results of assessment.
- In English and Mathematics pupils are set targets. Each child has a writing progress book where, half-termly, a writing task is recorded and assessed. Pupils are clear regarding their next steps as shown in the front/back of their English and Maths books.

Feedback to pupils regarding their progress is achieved through the marking of work.

Formal summative assessment is carried out at the end of each Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. This process is moderated by the local authority. On completion of this activity:

- Results of individual pupil's assessments are made available to the parents.
- The overall statistical profile is available for staff, governors and the local authority.

#### 6.1 An efficient tracking process is in place.

Reporting to parents is done on a termly basis in relation to pupil progress through face-to-face consultations and through mid-year and end of year written reports. Parents are made aware that:

- The school values parental involvement at every stage in the education process.
- They may meet their child's teacher by appointment at any other time, (this might be on Zoom due to the current pandemic) to discuss particular concerns.
- The head teacher is willing to talk to them or to meet (via Zoom) with them at any time to discuss any problem they may have.
- Complaints are dealt with promptly, in person, by the head teacher and parents are informed of the outcome without undue delay.

### 7 Monitoring of Teaching and Learning

Teachers are monitored throughout the year. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school. A plan for monitoring the curriculum is agreed by the Senior Leadership Team. Observations can be made a part of the performance management whereby teachers are observed by a member of the Senior Leadership Team. Observations can also be carried out by a subject specialist as part of a focus in a particular curriculum area. Due to the current pandemic observations will be no longer than 15 minutes following government advice.

## ST PAUL'S CE PRIMARY SCHOOL TEACHING AND LEARNING POLICY

---

Children's work is sampled throughout the year by the Senior Leadership Team and subject specialists and scrutinised carefully in line with expectations. Feedback is given to the staff encompassing areas of strength and development to support improvement.

Pupil progress meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress.

Any pupils not making better than expected progress are monitored closely.

### **8 Strategies for the use of resources**

Classroom resources are the responsibility of classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.
- All children know where resources are kept and the rules about their access and use.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Children, teachers and support staff act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Central resources which are subject specific are generally the responsibility of subject co-ordinators. During the pandemic resources are not able to be shared across year group 'Bubbles'. Stationery and consumable resources are ordered and managed by admin staff and stored centrally.

In the selection and deployment of resources the best and most appropriate materials should be selected for the job in hand. Teachers and pupils should always have regard for environmental and economic factors including recycling and reduction of waste in line with the school's educational sustainable development.

The school buildings, the school grounds and the local environment, including the local churches provide an invaluable resource for teaching and learning relating to many aspects of the curriculum.

Human resources, including parents, grandparents, local residents, members of education, social and health services support staff, service workers and visiting speakers from various backgrounds make invaluable contributions to the learning process. The school will follow government guidance during the pandemic regarding visitors.

Links with other schools, including secondary schools, pre-school settings, colleges, local businesses and other organisations should be maintained and built upon whenever possible to broaden the school's involvement in the local community and the community's involvement in the school.

Time is a scarce resource that is valued. To maximise its use:

- Children are encouraged to take control of their own learning, including their use of time.
- Time wasting is reduced by ensuring that tasks are made specific and are clearly defined.
- All children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

## ST PAUL'S CE PRIMARY SCHOOL TEACHING AND LEARNING POLICY

---

The library is a very valued resource. Fiction books are maintained by each class teacher within classroom libraries. Responsibility for the library arrangements is with a designated teacher and a number of children from Year 6.

Health and safety issues are the responsibility of all who work in the school. The head teacher and the site manager together take responsibility for all health and safety matters under the Premises Committee of the governing body. All problems should be reported to the head teacher or school keeper in the first instance.

---

*The continuing development of teaching and learning in the school is the responsibility of all those who are members of the school community and their contributions and suggestions towards improvement will always be welcomed.*

Reviewed by Clare Cresswell	Autumn Term 2022		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2023		