


All Saints' Church of England Primary School



Teaching and Learning Policy

Date approved by FGB	June 25
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Signed by COG	

AIMS OF THE POLICY

At All Saints' Church of England Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy ensures consistency across our school and makes explicit the best practice to which the school aspires. It is designed to safeguard our vision as the purpose of everything we do:

In our distinctively Christian school, our children and staff feel safe and supported. We encourage everyone to become caring, resilient and reflective learners to prepare for an ever changing world.

Never give up on people. Never stop trusting. Never lose hope and never quit. - Inspired by 1 Corinthians 13:7

PRINCIPLES OF TEACHING AND LEARNING

Our purpose - to create 'caring, resilient and reflective learners' – is a shared commitment, involving children, parents, staff and governors. We work closely together to support the process of learning. Working in partnership, we aim to:

- recognise the needs and aspirations of all individuals and provide opportunities for all to make the best possible progress and attain the highest personal achievements
- ensure children can develop as individuals within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which both supports pupils and encourages them to develop independence, responding positively to the opportunities, challenges and responsibilities of an 'ever changing world'
- ensure pupils have the opportunities to work collaboratively with others in a range of situations
- develop enduring values of respect, forgiveness and perseverance
- encourage children to value and support the community in which they live.
- celebrate differences amongst our pupils, community and wider world

In order to achieve our vision, All Saints' staff always seek to:

- provide a calm and effective working environment, in which each child can produce their best work
- recognise and be aware of the needs of each individual child
- provide a welcoming environment, where all pupils' rights, values and beliefs are treated with respect within our school community
- become positive role models through our behaviour, punctuality, preparation and organisation
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- create a fair environment, in line with the school's behaviour policy
- value and celebrating pupils' success and achievements

- review personal and professional development to ensure a high level of professional expertise
- work as a team, supporting and encouraging each other
- work collaboratively with the local community to create opportunities where pupils can gain experience of the responsibilities and wonder of life

Parents are encouraged to support our vision by:

- ensuring that their child attends school regularly and punctually
- providing support for the school's behaviour and relationships policy
- providing an appropriate space in which pupils can complete their homework, supporting pupils when necessary
- participating in discussions with staff concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- allowing their child to become increasingly independent in regards to school life as they progress throughout the school

Pupils are encouraged to support the school's vision by developing their ability to:

- attend school regularly and consider how to maintain good health through diet, hygiene, exercise and sleep
- be organised between school and home and within the classroom
- conduct themselves in line with our behaviour and relationships policy
- allow others to learn in a 'safe and supported' environment within the classroom
- take increased responsibility for their own learning, ensuring appropriate challenge

Governors are expected to support the school's vision by:

- contributing to activities, such as Collective Worship and other school events
- presenting themselves as positive role models
- monitoring learning within the school in a supportive role
- reviewing pupils' progress
- keeping informed by visiting the school, attending meetings and asking questions

PLANNING

At All Saints' school, we ensure the planning of a broad and balanced curriculum through our series of progression maps which show each child's learning journey during their time at our school and can be found on the school website. These maps provide teachers with at least one big question or project to explore each term, in each subject. When teaching each big question or project, documents clearly state the:

- key subject knowledge to be covered, denoted by symbols which repeat throughout year groups
- range of skills for each year group, taken from national expectations

The curriculum has been designed to support the needs of our pupils.

Our progression maps ensure that pupils can make links within and between subjects, creating a deeper understanding of the individual topics they are studying as well as building on prior knowledge.

Big questions and projects are taught weekly, ensuring that pupils can gain a deep understanding of a subject by developing their knowledge.

English (including reading) and maths are taught daily alongside these topics. We follow a personalised approach to our writing curriculum, which has been designed by staff to best fit the needs of our pupils and ensure they have the skills and knowledge to meet the end-of-year expectations. Spelling and handwriting sessions are incorporated to develop these key skills.

Early reading skills are taught through Little Wandle phonic sessions and these skills are built on through reading lessons as children progress through school. Each class also has a daily reader book to promote reading for enjoyment.

In maths, we develop our planning using *White Rose* to ensure the coverage of fluency and reasoning and problem-solving skills. We also incorporate regular Spotlight maths (a revision session, with an emphasis on times tables). Within each topic, pupils are exposed to concrete resources and then look at visual representations in order to finally understand each abstract concept. Using this pedagogy, our pupils become deep, critical thinkers with key transferable skills.

All teachers are expected to create yearly long-term plans, incorporating all of the above subjects to demonstrate the development of subject knowledge and skills within the upcoming academic year. Each term, medium-term plans are created to show how these requirements will be met both inside the classroom and in our outdoor spaces. From this, teachers then plan their daily lessons, ensuring an engaging and challenging timetable for their pupils.

To ensure the above, subject leaders are expected to:

- have a good understanding of the development of their subject throughout year groups, understanding how the requirements in each lead to whole-school progression
- support colleagues in their development and implementation of the subject
- ensure clear assessment
- monitor progress in their subjects and support teachers on any actions needed
- take responsibility for the purchase and organisation of central resources for their subject
- keep up-to-date through reading and attending relevant courses

IN THE CLASSROOM

Our learning environments ensure the facilitation of different learning styles by providing opportunities for:

- whole class teaching
- group work
- pair work
- one to one support and coaching
- independent learning

Learning objectives are shared at the beginning of each lesson so that our pupils understand the focus for their lesson. Scaffolding is used regularly by both teachers and pupils to support learning and ensure challenge.

We seek to ensure that the learning environment (including our outdoor spaces) supports our curriculum and provides pupils with a range of practical activities, which develop appropriate knowledge, skills and understanding, alongside a developing independence.

Our displays provide a stimulating and purposeful learning environment to aid independence and challenge, allowing pupils to think about their topics in a deep and broad manner. All classrooms contain the following:

- English and maths working walls
- Learning tools (e.g. number lines, word banks)
- Marking codes
- Stimulating displays
- Daily timetables

Staff are used to facilitate learning in the classroom to ensure all pupils make progress.

Displays show evidence of children's work, thoughts and opinions. 'Thumbs up' are counted weekly as another reward for pupils who demonstrate our learning and behaviour expectations. Certificates are given during whole-school worship to allow for communal celebration.

Teachers respond to pupil needs in class through a variety of teaching strategies including:

- interactive teaching
- discussion and open questioning
- previewing and reviewing work
- listening
- mind mapping
- reflection opportunities
- problem solving
- investigative work
- recording in a range of ways
- repetition and reinforcement
- exploration and role-play

- opportunities for self and peer assessment
- encouragement and praise
- intervening, as appropriate, in the learning process to encourage development

Teachers ensure a balance of individual, group and whole class work. When planning, teachers consider the needs of their class carefully and the appropriate support for all pupils. This is facilitated through adaptations in pace, content, task, resources, challenge, support or outcome. Our lesson plans are flexible to ensure we meet the needs of our pupils during each lesson.

ASSESSMENT

Regular formative and summative assessments are made of pupils' work to:

- monitor attainment and progress
- recognise pupil achievements
- guide future planning
- inform parents
- comply with statutory requirements

Each subject area has clear assessment expectations. Teachers and subject leaders use our tracking system to assess progress and attainment.

Our assessments are made through a range of the following:

- questioning
- group discussions
- short tests
- monitoring and marking pupils' books
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations
- peer and self-evaluations
- formal summative assessment (including national tests)

Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of SATs and teacher assessment. Phonics are tested in Year 1, and re-tested where necessary in Year 2, and times tables are assessed in Year 4. To prepare our pupils, we practise test conditions at the end of each term with our in-school assessments. A baseline assessment is taken within six weeks of our Reception class starting school and Early Learning Goals are assessed in the Summer term.

Feedback to pupils about their own progress is achieved through discussion and the marking of their work.

Pupils' work will be monitored and moderated regularly by subject leaders and other members of SLT. Teachers meet with the Headteacher and Deputy Headteacher half-termly to conduct pupil progress reviews.