

ST. ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL TEACHING AND LEARNING POLICY

Introduction

At St. Andrew's we encourage everyone to do their very best. Our vision is to inspire our children to be confident individuals, who are excited about learning and curious about the world they live in.

We are highly committed to providing the best for all our children. Our aim is to instil high aspiration and expectations for a successful future.

We believe that inspirational teaching leads to high quality learning and in this document we aim to set out how this can be achieved.

INSPIRATIONAL TEACHING

Planning the Curriculum

- At St. Andrew's we deliver a creative curriculum that covers all national requirements. Topics are chosen that are relevant and will engage the interests of all our learners. Teachers often incorporate the children's own interests into their lessons whenever possible. Pupils are given regular opportunities to talk about what they would like to learn and how they learn best.
- We understand that children learn in many different ways. Therefore, teachers plan their lessons very carefully to suit the needs of all learners.
- Teachers make ongoing assessments to inform their planning.
- We recognise that children learn best when presented with a variety of experiences, including practical activities, outdoor learning, school trips and visits. When planning the curriculum teachers make use of the wealth of opportunities available in our capital city.
- All teachers plan in advance using the agreed format. Termly plans are submitted electronically at the beginning of week 2 each half term.
- Subject leaders monitor planning termly and give feedback to class teachers.

Teaching Styles and Strategies

- Teachers ensure that lessons objectives/'Can I' statements are shared at the beginning of each lesson. Children know what they are expected to achieve and understand the steps to success.
- Teachers use a variety of teaching styles and strategies to ensure that lessons engage all learners. Lessons are always pacy and there are plenty of opportunities for children to discuss and debate their ideas. Teachers use time effectively to maximise learning.
- Independent learning is encouraged at all times.
- Children are always encouraged to use their imagination and to be creative. Lessons are well organised and resourced and teachers have excellent subject knowledge. We understand that subject knowledge is the key to outstanding teaching.
- Peer learning and high quality partner talk is encouraged at all times. Teachers understand that too much 'teacher talk' can be negative.

Inclusion

- Lessons are planned to ensure all pupils are able to succeed. At St. Andrew's we are strongly committed to all aspects of inclusion. Therefore, teachers plan lessons that engage all learners with an appropriate level of challenge. Teachers ensure that, where appropriate, activities are broken down into manageable chunks to deepen understanding and to build on achievable steps.

Innovation

- All staff are encouraged to try out new strategies where appropriate, and to 'think outside of the box.' We regularly share our successes with each other and with other schools.
- Staff are encouraged to participate fully in training sessions and meetings to share their ideas in a supportive and friendly atmosphere.

Modelling Behaviour

- We recognise the importance of providing positive role models and we achieve this by working well together as a team and by showing each other mutual respect and kindness.
- We always model appropriate language. We use clear and accurate vocabulary and ensure our tone of voice and presence is always supportive and calm.
- As a whole staff team, we have agreed that we will not raise our voices or use intimidating language or behaviour at any time.
- We always present a positive attitude to encourage and support our children.
- All staff use positive strategies and follow the school's behaviour policy at all times.

Partnerships

- At St. Andrew's we believe in the strength of partnerships and working together. Class teachers and teaching assistants meet daily, first thing in the morning, to discuss the tasks and plans for the day ahead.
- Each classroom team will draw up a clear contract at the beginning of each academic year to ensure team effectiveness and to set positive norms from the outset.
- Whenever possible, senior leaders, class teachers and teaching assistants work with staff from other local schools through our cluster teams to share good practice and to learn from each other.
- We value our partnerships with parents at all times. In the Autumn and the Spring term we hold parent teacher meetings to discuss children's progress and set targets to work towards.
- In the Summer term we have an open day which is a lot less formal and gives parents the chance to have a look around the school and meet the other teachers. On this day parents collect their child's annual written report.
- Parents are encouraged to support their children at home through family learning challenges and other interesting homework activities. We have a clear homework policy that is shared with parents.
- We also encourage parents to participate in school life by hosting workshops and other events.
- We also work closely with our Governors. Each class has a link Governor who is a regular visitor to the school. Governors often accompany the children on class trips and attend many school events.

Learning Environment

- All staff have high expectations at all times.
- We promote a calm learning environment, where noise is always purposeful and teachers use agreed visual aids and strategies to manage the children's behaviour.
- We always celebrate success.
- Through dialogue we encourage the children to examine their work and to use self-assessment strategies. Children understand that making mistakes is a process that will lead to deeper understanding and will help their learning.
- Classrooms are tidy and well organised. The learning environment is bright and welcoming at all times.
- All classrooms have a book corner or reading area that is well stocked and inviting for the children to use.
- Classroom displays are changed regularly to reflect current learning. Teachers ensure that all children have the opportunity to display their best work.
- Teachers use working walls and other interactive displays to create an environment that offers practical support for teaching and learning.
- A wide range of resources in each classroom are easily accessible to support children's learning.
- Teachers understand that they have a responsibility for the health and safety of themselves and pupils under their control at all times.

Presentation of Children's Work

- We encourage children to take pride in the presentation of their work. Books are monitored for presentation on a termly basis and feedback is given.

Feedback and Marking

- Teachers use assessment for learning strategies.
- Assessing children's progress is a continuous process and teachers regularly use intervention marking strategies during the course of the lesson.
- All books are marked regularly and thoroughly.
- Children are given the opportunity to respond to marking.
- Teachers use a wide range of questions to deepen and explore children's knowledge.
- Teachers use the Target Tracker programme to record the attainment and progress of their pupils.
- Termly pupil progress meetings give staff the opportunity to discuss their individual pupils' attainment and progress and future actions are planned.
- Children are set achievable and relevant curriculum targets in maths and writing each term.

Emotional Intelligence

- At St. Andrew's we understand that children learn best when they are happy and feel appreciated. Staff make a special effort to establish the best working relationships with all children. We recognise that our children are individuals with differing needs and we treat them with fairness, kindness and respect at all times.
- We work hard as a team to ensure the emotional well-being of our children at all times. We have excellent relationships with our families and all teachers are encouraged to communicate with parents regularly.
- All teachers know and understand the support strategies that are in place for our most vulnerable children and as a result they are able to raise concerns confidentially with the appropriate members of the staff team.
- We encourage the teaching of empathy skills and citizenship in areas of the curriculum, but especially through the PSHCE and RE schemes of work.

WHAT DOES HIGH QUALITY LEARNING LOOK LIKE AT ST. ANDREW'S A STAFF POINT OF VIEW?

- Children challenge themselves
- Children take pride in the process of learning
- Children are happy to make mistakes
- Children are independent – they know what resources/equipment they need to help themselves
- Children can articulate about what they are doing and can teach their peers.
- High quality learning is evident in the work the children produce – their talk, their books etc.
- Children are highly motivated and engaged during lessons
- Children make links to wider learning and real life
- Children ask questions that are relevant and challenging
- There is high quality partner talk, discussion and debate
- Children can practice and embed, apply and consolidate leading to a deeper understanding
- Children don't want to stop learning. They are inquisitive.
- Children respond to marking
- Children know what they are supposed to be doing and why – they can tell you.
- There are positive interactions between the children, their peers and the adults
- Children have lots of opportunities to develop their skills and are using them in different contexts
- There is a positive noise level in the classroom.
- Children show understanding
- Children are able to carry out their own research
- Children are being challenged
- There is evidence of collaborative learning and group work
- Peer learning
- Children are smiling and enjoying themselves
- Children use skills they have learnt in other lessons
- Children are able to debate and argue their point in a constructive way
- Children know how to take turns and share

HOW ARE STAFF SUPPORTED TO DELIVER EFFECTIVE TEACHING AND HIGH QUALITY LEARNING?

At St. Andrew's we are strongly committed to the continued professional development of all our staff. We believe that Senior Leaders and Governors have a duty to provide the necessary support to enable all staff to become the best practitioners. The Governing Body, Headteacher and other Senior Leaders will actively encourage and assist the continuing professional development of all staff.

The following list, which is not exhaustive, demonstrates how we aim to develop our staff professionally:

- A staff structure that enables senior staff to lead and support colleagues through monitoring activities, classroom observations, work scrutiny, team teaching activities, coaching and mentoring.
- A robust appraisal system for all staff members where challenging but realistic targets are set. All targets set are related to school priorities, individual need and for teachers only, the national standards.
- Subject leaders who support teachers and help them to deliver the curriculum effectively.
- A commitment to sharing good practice through joint observations, peer observations and visits to other schools.
- Professional development for all staff by attendance at courses, participation in staff meetings and other in-house training events led by St. Andrew's staff and external providers.
- The School Development Plan is a statement of the main school aims.