

ST MARY MAGDALENE CE PRIMARY SCHOOL

Agreed Whole School Policy

Teaching & Learning Policy



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As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty and love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

St Mary Magdalene CE Primary School Teaching & Learning Policy

Vision Statement

Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.

'I can do all things through Christ who strengthens me,' Philippians 4: 13.

'Most importantly, in outstanding primary schools, there is no sense of tension between high standards and exciting learning. Children have the chance to learn in a range of different ways – but all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged.'

Excellence and Enjoyment, DFES 2003

At St. Mary Magdalene School our purpose is to create a happy, positive working environment which engages and motivates children through the delivery of a creative curriculum and where staff and pupils feel valued, supported and appreciated by developing the whole child and equipping them with the tools to become lifelong learners.

The Christian Ethos of the school

The distinctive nature of our church school underpins the whole of our Teaching and Learning Policy and includes the following points:

- Education is concerned with the whole child.
- The religious and secular aspects of the curriculum are not viewed separately – the religious and spiritual education permeates all areas of school life.
- We promote the following core values; - thankfulness, hope, trust, wonder, honesty, forgiveness, peace, love and compassion and uniqueness. As well as initiative, perseverance, resourcefulness, self-responsibility, self-discipline, a sense of humour and confidence.
- We encourage children to value each other for who they are as well as what they achieve.
- Children have opportunities to develop personal and social skills and relate these to our faith.

Aims and Philosophy

At St Mary Magdalene, we undertake to:

- Provide high quality teaching and learning experiences offered to pupils. (Our aim is to ensure that all lessons are at least good with some outstanding teaching).
- Ensure that learning is built on in order that levels of attainment for all pupils are raised and all pupils achieve their full potential.
- Provide a broad and balanced curriculum which will develop the skills, concepts and knowledge necessary for future learning including the necessary computing skills needed for technology in the 21st Century.
- Foster creativity through cross curricular planning, Computing and The Arts.
- Provide children with meaningful, purposeful tasks related to the National Curriculum programmes of study and Early Learning Goals.
- Maintain pupils' interest by providing enjoyable, stimulating and challenging tasks which take into account the needs of visual, auditory and kinaesthetic learners.
- Maintain purposeful and informative planning, record keeping and assessment documents, in line with the school's record and assessment policy.
- Develop confident, disciplined and enquiring learners who are able to make informed choices and work well together.
- Provide a calm and effective working environment which is fair, safe and disciplined where shouting is not tolerated.

Equal Opportunities

In accordance with the school's Single Equalities Policy, all children at our school must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, disability, gender (including transgender), age, sexual orientation, and religion/belief. Staff will venture to integrate aspects of cultural diversity into what is taught to engage children in their learning, foster their self-esteem and give children a wider understanding of the world in which they live.

Teaching and Learning

At St Mary Magdalene CE Primary we believe that effective learning only comes about from effective teaching. Our guiding principles for both to take place are:

- Teachers have secure knowledge and understanding of the subjects they teach.
- Although a variety of teaching methods are employed we advocate the importance of direct whole-class teaching. Teaching is an active, not a passive activity.
- Teachers have medium and weekly plans which are well prepared and purposeful.
- From September 2013 we have successfully implemented the Creative Learning Journey (CLJ). CLJ is the only skills based primary curriculum resource that is organised into the seven areas of learning used by the Foundation Stage. CLJ will help children from Reception to Year 6 to learn the essential knowledge, skills and understanding through an imaginative cross curricular approach.
- Teachers have clear learning objectives for each lesson with a clear outcome to be achieved at the end of the lesson.
- Learning objectives and high expectations are made explicit to pupils.
- The success criteria for each lesson will be made clear to pupils.
- Pupils (where age appropriate) will be given time to self-assess their learning and to reflect on the teachers marking comments.
- Lessons are carefully structured through differentiation in order to maximise learning.
- We evaluate our learning objectives during the lesson and adapt teaching according to pupil's needs in order to maximise learning, through the use of mini plenaries.
- A range of open and closed questions are used to develop and assess pupils' understanding and learning.
- A method of 'split teaching' may be used through the use of assessment. Pupils may start their work early if they are confident in the learning activity. This allows the opportunity for them to move on quickly with their learning and make accelerated progress.
- Pupils have well established classroom routines which ensure that lessons begin punctually, learning time is maximised, and pupils remain on task in a calm and purposeful environment.
- Children understand what to do next when an activity is completed- e.g. going onto an extension activity or reasoning.
- Pupils have opportunities for investigation, experimentation and role play.
- Resources are appropriate, attractive and accessible to pupils.
- Assessment for Learning (AfL), in the form of questioning and differentiation, is a crucial element of learning. Information gathered is used to effectively re-shape learning activities and informs planning.
- Individual pupil targets will be set (where possible in discussion with the pupil) in Literacy and class targets for Maths.
- Appropriate pace is set and high expectations of work completed.
- We teach pupils to evaluate their own learning and progress – we encourage them to have high expectations of themselves through setting learning targets throughout the academic year.
- When planning work for pupils with special educational needs we give due regard to information and targets contained in the IEPs.
- When planning lessons teachers will consider the needs of more able, gifted and talented pupils and provide a level of challenge appropriate to their needs.
- We use positive reinforcement to develop children's learning (see Marking policy and Behaviour Policy).

- We ensure that learning is further supported through the regular setting of home learning (see Home Learning Policy).
- We provide a range of teaching strategies to suit VAK (Visual, Auditory and Kinaesthetic) learners.

Differentiation

The classrooms are organised to facilitate learning and the development of independence. Teachers use a variety of strategies, often in combination, to differentiate the curriculum through:

- **Task:** setting work appropriate to the pupil's ability which will allow pupils to be given sufficient challenge by the task although some will be working at levels above or below expectations for their age.
- **Teacher/adult support:** when pupils are given different levels of support from the teacher or teaching assistant to enable them to successfully complete a set task.
- **Input:** adjusting the teaching part of the lesson to give additional time presenting more challenging concepts to the more able or offering further explanation to the less able while other children move on to work independently.
- **Outcome:** although the task may be similar for all pupils, the learning outcome/targets will be matched to the pupil's ability.

Good practice in teaching the middle section of a lesson – Independent work

As the main teaching part ends the pupils need to begin their independent/group work. The following steps should be applied as required in every subject for every lesson. The timings may differ depending on the learning needs of the pupils, but they are given as a guide.

1. Resources ready on tables for pupils to use immediately. No time is wasted or impetus lost waiting for books, paper, or other resources.
2. Reminder of how to get unstuck. "Remember to use the 4 Bs."
Brain: (Go through the things we did during the whole class session)
Buddy: (Talk Partner)
Board: (Displays in the class, Step to success for lesson, Working walls, Notes from lesson on whiteboard)
Books: (Previous work in books, dictionary, thesaurus, text book)
 Do these before speaking to an adult
3. Just before the pupils go to begin their independent/group work the teacher makes very clear what is expected of pupils e.g.
 - "Everyone will be hard at work in 30 seconds."
 - "I'll come and see how you are getting on in 1 minute."
 - "You should be able to complete your plan by quarter to. Everyone agree? Right let's go!"
4. Transition from carpet to tables is seamless, calm and purposeful. No time is wasted at all – children begin to work immediately, there is no 'drift'
5. First 3 minutes CT and TA do not work with a group, they ...
 - a. Circulate checking on vulnerable pupils first, then ensuring that everyone understands the task and is hard at work.
 - b. Praise specific children or groups or the class for enthusiastic, positive attitudes to work e.g.
 - "Steven, your attitude is superb; you're working hard already!"

- “Sharon, well done for helping Sue get going.”
 - “The way you’ve all started makes me think we’ll have cracked this problem by the end of the lesson!”
- c. Resolve any problems that could impact on pupils working successfully in this phase, including any issues with available resources that may impact on the lesson.
- d. Set specific expectations for those less enthusiastic e.g.
- “You’ve got 5 minutes to do the first 3 and I will come and check.”
 - “Do you think you’ll be able to draw those objects by the end of the lesson? I’m sure you can. Show me.”
- e. Set high expectations during this phase e.g.
- “It looks like you’ll get all those finished.”
 - “You have made a positive start. Do the first 3 and I will check them. If they are accurate you can have more of a challenge.”
6. For the next 7-10 minutes the CT and TA work with identified groups/children. CT and TA must:
- a. Sit in a position where they can monitor the rest of the class and intervene quickly as necessary.
- b. Praise pupils for effective learning habits, such as: helping each other overcome a problem; using the working wall and success criteria; working really hard.
- c. Remind children of what they should do when they are stuck 4Bs – see above.
- d. CT and TA identify pupils who are not on task/working hard and say, “How’s it going David?” or “How many have you done so far?” or “Where have you got to? or if there is no enthusiasm for the work, “Come and sit over here with me so I can help you get started.”
- e. If the above hasn’t helped a specific child work hard the CT and TA must intervene immediately. No child should ever be off task or stuck for more than a few moments without the CT or TA noticing and taking action to get him/her working again.

10 minutes of this phase of the lesson will now have passed.

7. For the next 2 minutes the CT leaves their group and checks up on every pupil’s work to ensure they have completed sufficient work and are accurately applying the skills and knowledge that they have been taught in the lesson.

12 minutes of this phase of the lesson will now have passed.

8. Mini-plenary time. Based on the class check, the CT decides whether to:
- a. Choose some children to exemplify the success criteria and provide further impetus to other pupils who have not yet succeeded. This will not be the best pupils all the time; it will be the ones who have successfully met the success criteria.
- b. Draw together a group of pupils who need further challenge so you can move their learning on at a faster pace.
- c. Draw together a group of pupils who have still not grasped the key skills and knowledge and ensure they successfully learn these before the end of the lesson.
- d. Explain further if children don’t understand.

15 minutes of this phase of the lesson will now have passed.

9. For the last 5 minutes of this phase the CT will return to the focus group, whilst the TA leaves their group and checks on how the children are working.

15 minutes of this phase of the lesson will now have passed.

10. Pupils return to carpet for plenary to celebrate success, carry out final summing up task/challenge, receive homework. (10 minutes)

Learning Environment

We believe that the classroom, which is the primary place of learning therefore, is paramount to good teaching and learning.

Learning takes place in an environment where:

- The classroom reflects all pupils' achievements and the School's expectations.
- There are inter-active and investigative working walls/displays and activities promote individual and collaborative learning.
- Displays celebrate the diversity and wealth of cultural and different family backgrounds.
- Resources are labelled, easily accessible and take into account the needs of any EAL and SEND pupils within the class.
- There is a recognition that pupils learn in a variety of situations, styles and environments and therefore classrooms are organised to accommodate individual, group and whole class teaching.
- Pupils are taught to recognise and respect the needs of everyone in the school community. This is considered important to develop a purposeful, calm atmosphere that will allow for concentration, reflection and constructive talk.
- Pupils and adults work collaboratively to maintain an organised and pleasing environment.
- Pupils are healthy and safe in accordance with the school's Health and Safety Policy.

With clear audiences for their work pupils will have real purpose and be able to see the relevance of the work. We exploit the use of audiences within and outside school to ensure that pupils' work is meaningful.

Each classroom is equipped with resources and books as appropriate to the age range. Specialist resources are stored in a central resource cupboard and are audited by curriculum coordinators. Consumables are replenished as necessary.

Pupils are taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.

Care is taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all pupils have equality of access.

The Foundation Stage

At St. Mary Magdalene we acknowledge the fact that parents and carers are children's first educators. As a school, we value and build upon what the child has already learned and is continuing to learn in the home environment. Children start school with different levels of confidence and competence and, therefore, require a curriculum that is broad and balanced and meets the needs of all the children. We strive to provide a secure and stimulating teaching and learning environment where children can develop their knowledge and understanding, skills and concepts. We work on carefully chosen topics that appeal to young children's interests and take into account their personal experiences. We plan activities, both within the context of the topics as well as following children's interests, which aim to support and facilitate the overall development of the child.

In the Foundation Stage we appreciate that play is an essential part of the learning process. Young children are active learners and learn effectively in a number of ways including exploring, observing and listening. Play is a powerful motivator and encourages children to be creative and to develop their ideas, understanding and language skills. Through play children explore, apply and find out about what they know and can do.

In the Foundation Stage we base our planning and assessment on the detailed developmental stages across all seven areas of learning as stipulated in the 'Statutory Framework for the Early Years Foundation Stage' (2014).

- Personal, Social and Emotional Development
- Communication and Language
- Literacy

- Mathematics
- Understanding of the World
- Physical
- Creative arts

The reception team plan suitable activities on a weekly basis which build upon the interests of the children and provide a broad and balanced curriculum. Weekly plans cover all seven areas of learning for both the inside and outside environment. The relevance and effectiveness of these activities are evaluated on a daily basis and adapted when and where necessary. In addition, small-group activities are planned which, again, relate to the seven areas of learning and change on a weekly basis.

In addition to this, Reception plan specific Literacy and Numeracy activities. Elements of both Literacy and Numeracy are taught explicitly during short whole class sessions and small-group activities.

Assessment, Tracking and Targets

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Record-keeping and assessment procedures are defined in the school Assessment Policy.

Pupils learn well when learning is: carefully planned; based on what they know understand and can do; and where their learning objectives and success criteria are understood.

Pupils make good progress when they know where they are, what they need to do next to improve and are clearly involved in the assessment for learning process. Pupils are encouraged to reflect on their learning and comment and act on feedback from adults and peers. Assessment for learning is used to inform pupils of their individual learning targets to enable progress in attainment.

Our teaching is based on our knowledge of each child's level of attainment. We strive to ensure that all tasks set are relevant and appropriate to each child's ability. Day to day assessment is used to inform future planning and teaching. When planning work for pupils with special educational needs we try to be fully inclusive by improving our facilities, using resources appropriately and by giving due regard to information and targets contained in the children's Education Health Care Plan (EHCP) or Individual Education Plans (IEPs).

We review the progress of each pupil termly, pupils whose level of progress has slowed are reviewed half termly. Where appropriate, these pupils are supported through any available intervention programmes. Summative assessments are used to monitor individual progress and determine whole school priorities for raising attainment.

In addition to the above we ensure regular and effective marking of pupil's work which we believe to be essential to successful teaching and learning.

(Please see the School's Marking Policy).

Special Educational Needs

- A child has a special educational need if he or she has a learning difficulty which calls for special educational provision to be made for him or her.
- The school expects every member of staff and every child to adopt positive attitudes and high expectations to those with special educational needs.
- The school Single Equalities Policy states that the school environment that we create should be somewhere where everyone has the right to feel safe, cared for, supported and included.
- Children with special educational needs have the right of full access to the National Curriculum. Class-teachers are responsible for planning for the differentiation of work to ensure that it meets the needs of the children in their class.
- Children with special educational needs have a right to expect to learn in a caring and considerate atmosphere where staff and children value their contribution within the whole school community.
- The school is committed to the early identification of children with special educational needs. We adopt clear and open procedures involving parents, who are informed of decisions which affect their children's education.

- The school is committed to providing the highest possible quality of support for children with special educational needs. The school recognises that appropriate support for pupils will not always take the form of 1-1 adult support, other forms of support may include: specialist equipment, ICT software, outside specialists, staff training or visits to specialist settings.
- The school has agreed procedures for the identification, assessment, monitoring, evaluation and review of children with special educational needs.
- We work closely with a range of outside specialists and agencies to promote joined up working between the LA and services such as the health authority and social services.
- Class teachers and support staff have access to additional specialist resources. Regular training is provided in order to ensure staff are familiar with the materials and are able to plan for their use. (Please see the School's SEND Policy).

More Able, Gifted & Talented (MA, G&T)

- Pupils who are identified as More Able, Gifted and/or Talented are those who achieve, or have the ability to achieve, at a level significantly in advance for their year group in school
- The School expects every member of staff and every child to adopt positive attitudes to pupils who are Gifted and Talented
- The School is committed to the early identification of pupils who are Gifted and Talented.
- Within available resources, the school is committed to providing the highest possible quality of support for pupils who are Gifted and Talented
- Pupils will mainly receive additional support/extension activities within the classroom setting. However, they will be invited to participate in extension and enrichment activities outside the classroom and outside the school day when it is appropriate (Please see the School's More Able, Gifted & Talented Policy).

The Role of Support Staff

The partnership between the Teacher and Support Staff is seen as vital in maximizing the opportunities for effective teaching and quality learning for children at St Mary Magdalene. Their role is to:

- Support and direct children's learning.
- Use a range of teaching styles, responding to children's learning styles and needs.
- Assess and report progress to teacher.
- Share administration, writing and monitoring of children's IEPs.
- Attend training sessions to keep informed about approaches to teaching and learning
- Deliver focused intervention programmes to identified children.

Role of Co-ordinators

Each co-ordinator has responsibility for securing high standards of teaching and learning in their subject, ensuring that practices improve the quality of teaching and learning, meet the needs of all pupils and raise standards of achievement in the school. Subject co-ordinators work in partnership with the colleagues and leadership in taking responsibility for:

- Monitoring the subject/aspect and be able to comment on: standards throughout the school; progression of skills throughout the school; trends over time.
- Knowing the strengths and weaknesses in their subject and produce and implement an action plan in line with school policy.
- Write, maintain and develop a policy for their subject.
- To have an extensive subject knowledge and keep up to date with any developments.
- To advise and assist members of staff within our school in the delivery of their subject.
- Order and maintain resources so that the subject can be successfully delivered throughout the school.
- Manage a budget.

- Report to governors, both written and verbally, at meetings when requested.
- Co-ordinate governor visits for their subject (at least two per year).
- Maintain professional development of themselves and staff within the school with regard to their subject area.
- Lead staff meetings and feedback to staff on any CPD that they undertake.
- Work alongside the Deputy Head Teacher manager and staff to support the provision for SEND and MA,G&T pupils.

The Role of the Head Teacher

The Head Teacher takes overall responsibility for teaching and learning. In order to achieve this, there must be:

- A clear vision of what good teaching and learning looks like.
- Inspirational support.
- Teaching and Learning at the heart of the ethos of the school.
- Celebration of all achievements and challenge where necessary.
- High quality and specific professional development.
- The necessary resources to enable staff to carry out their role.

The Role of the Governors

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

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure the school building and premises are best used to support successful teaching and learning, monitor teaching strategies in the light of Health and Safety regulations.
- Monitor through the Education Committee, how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school through the school self-review process
- Take responsibility for individual curriculum areas, monitoring these in a variety of ways including school visits.

The Role of the School

To help children achieve their potential we will agree to:

- Provide a balanced curriculum and meet individual needs.
- Provide a caring, stimulating and happy learning environment
- Keep parents informed about the school curriculum and events
- Keep parents informed about their child's achievements and progress through regular reports and meetings
- Let parents know about any concerns or problems that may affect their child's work or behaviour
- Contact parents if there is a problem with attendance or punctuality
- Encourage children's enthusiasm for learning and provide opportunities for them to develop their work at home

The Role of the Parent

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Curriculum overviews and CLJ wheels outlining the terms curriculum published on the school website.
- Parents' Evenings where the child's work can be reviewed and their progress discussed.
- Explaining how they can support their child with homework.
- Offering an open door policy for parental concerns.

We believe that parents have the responsibility to support their child and the school in implementing school policies. This can be done by:

- Discussing the home school agreement on entry to the school.
- Ensuring that their child has the best attendance record possible.
- Ensuring that their child is properly prepared and equipped for school.
- Supporting children at home with reading and other opportunities for home learning.
- Keeping the school informed about concerns or problems which may affect children's behaviour
- Attending parent consultations and taking advantage of other opportunities to find out about and support the work of the school.
- Promoting positive attitudes towards school and learning in general.

The Role of the Pupil

To achieve 'The best that I can Be' we expect pupils to:

- Follow the School's Behaviour Policy.
- To complete school work and homework.
- Always do their best and take pride in what they do.
- Become increasingly more organised as they progress through the school e.g. bringing PE kit, taking home letters and messages, returning reading books.
- Take increasing responsibility for their learning.

Together we encourage high standards of work and behaviour and develop a sense of responsibility and a caring approach towards others.

Monitoring

We believe the importance of regular monitoring to ensure that the policy is impacting on children's learning. This is carried out on a regular basis through different methods i.e. -

- Lesson observations – verbal and written feedback provided
- Evaluation of teacher's planning
- Pupil Voice
- Book scrutinies
- Tracking and analysis of pupil data
- Consultations with teachers and pupils
- Learning environment

Review

This teaching and learning policy will be reviewed annually so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the environment of the School.