

**St Anne's C E Primary School
and Nursery**



You are the Light of the World

**Teaching and Learning
Policy**

Adopted by Governors: 9th March 2021

Review: March 2024

This policy highlights best practice and establishes consistency in Teaching and Learning across the whole school. It provides and explanation of the high-quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

As a faith school, we will all let our lights shine out into the world in our unique way. We believe that all of our pupils are made in the image and likeness of God and as such, are of intrinsic value. We help everyone in our school to flourish and fulfil their unique, God-given potential. We aim to educate the whole child, pursuing academic excellence and in their emotional journey, underpinned by the school values so that they shine their lights into the world.

1. Aims of teaching and learning

We aim to engage curiosity and foster life-long learning behaviours at St Anne's CE Primary School and Nursery which will enable our pupils to go out into the world and act as shining lights, through embedding our values of **Respect, Commitment, Courage, Forgiveness, Honesty** and **Wisdom**. Our **curriculum drivers** set out below reflect the context of the community we serve:

Knowledge – our carefully planned curriculum enables children to develop a thirst for knowledge and to reach the expected end points of each stage of their education in a sequential way. Our planning includes opportunities to embrace our local community and the rich history that it has.

Diversity – as our school serves a single ethnic culture in the main, we ensure opportunities for our children to embrace the diverse nature of the UK through topic-based learning, visitors and speakers and by recognising the role we play as part of this diversity.

Meeting the **needs of all** learners. We are an inclusive school and we take pride in our strong ability to recognise the individual needs of our children.

Nurture – our dedicated team provide a nurturing environment and support mental well-being.

Resilience and Independence – we support our children with carefully planned opportunities to become resilient learners by building in opportunities to work independently and collaboratively. We plan opportunities for greater independence throughout the school.

Community – as part of a caring community we will shine our lights into the local and wider world.

Woven into our curriculum are the intent statements for each subject which our curriculum leads have written in collaboration. These identify the specific programmes of study and progression of skills that each child should know within each year group and have learned by each transition point.

Behaviour for Learning.

At St Anne's CE Primary School and Nursery, we enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a positive learning culture where pupils have a love of learning and the desire to continue to learn. We strive to give our pupils every opportunity to succeed and to celebrate the success of each other. By providing a safe, supportive stimulating learning environment with a school family that is respectful, tolerant and open minded and where everyone aspires to be the very best they can be.

2. The learning environment.

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

- Our staff value the importance of self-esteem in children and encourage this in how we support their learning.
- Our children each have a contribution to make, we encourage this.
- Our children have clear, focused targets and all staff express high aspirations for themselves and the children they teach.
- Consistency in expectations and standards by our staff help pupils feel safe.
- Clear boundaries are set by our staff and good behaviour recognised and rewarded through embedded systems.
- Our school family respects difference, and we learn from and thrive within our community.
- Our children are taught to take risks and learn through mistakes.
- Our staff reinforce success; valuing and celebrating the journey that leads to success.
- Our teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be.
- Our classrooms are expected to be well organised, tidy and free from clutter to promote a calm, productive learning environment.
- Our staff have clear guidelines that outline the expectation of displays in classrooms to ensure consistency across the school.
- Our areas are labelled clearly and age appropriately.
- Our corridors have clear, attractive and purposeful displays and all areas around school are expected to be tidy, to give children a sense of pride within their school.

3. The curriculum.

Teachers and subject leaders are responsible for maintaining good subject and pedagogical knowledge and for ensuring carefully planned sequences of learning are in place, delivered and monitored, which enable children to make good progress from their starting points. All adults are expected to be leaders of learning.

We teach and assess to the objectives from the National Curriculum (Key Stage 1 & 2) and Development Matters (EYFS) to underpin the taught curriculum. Links are made between areas of the curriculum with non-fiction reading and writing.

Through a thoughtfully planned sequence of learning and a thorough knowledge of everyone in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests) we enable all pupils to learn effectively and to achieve high standards. Planned assessment opportunities, both formative and summative, are used to clearly inform the next steps of planning and teaching. Assessments are monitored and reviewed by senior leaders through half termly pupil progress meetings. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. Recognising and celebrating success is very important at St Anne's. There are thoughtfully planned opportunities for everyone to shine throughout their time in our school.

4. Special Educational Needs and Disability (SEND)

When planning for teaching and learning we consider the wide range of abilities of our children. Where necessary children who are identified as having additional needs are placed on the school SEND register. These

children are assessed individually by their class teacher and/or an external professional agency. Following this, an Individual Provision Map (IPM) is created, which sets targets to be reviewed half-termly. Extra support is given as required i.e., through small group or 1:1 intervention. All children benefit from Quality First Teaching and a differentiated curriculum which is tailored to meet their individual needs. Ensuring that children can access a full and varied curriculum along with their peers. For more detailed information, see our SEND Policy and School Information Report.

5. Working in partnership

- Topic and units of work are introduced by sharing the big picture (purpose, audience, intended outcomes) to orientate the learner by giving an overview and shows how the learning will be organised.
- Phase newsletters are sent half termly to outline the curriculum focus and share any events/ special dates.
- We provide initial exposure to key ideas and vocabulary to engage curiosity and stimulate interest from the very beginning of a new experience.
- We link the learning to previous and future learning to enable children to see a clear purpose to their learning.
- We encourage children to formulate questions to develop their curiosity and understanding.
- We share learning intentions and success criteria as a key element of each lesson.
- We share purposeful, individual curricular targets for writing and maths, referring to them and the skills needed to achieve them at the start of and throughout lessons.
- We use precise, planned and circumstantial questioning to enable children to extend their thinking and consider other dimensions to their learning.
- We give regular opportunities to reflect, share success and discuss work.
- Teachers give written and oral feedback in line with the school's policies on feedback and Assessment.
- Throughout the year we hold a series of focus days or weeks, involving the wider family; these range from specific curriculum/ topic areas to health or community-based events.
- Carefully planned opportunities support wider experiences, learning through the participation in self-organised, community or charity-based events.
- All our topics are complimented by a 'WOW' event, either at the start or end of the unit. This enables children to share and celebrate their learning focus and success.
- We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.
- Parents are informed of their children's targets, learning focus and ways to support learning through a termly information sheet written by the class teacher.
- Parent/teacher meetings are held across the year, but parents are entitled to make an appointment to see the teacher at other times.
- We use various methods of communication: face to face, telephone, email and an online platform called 'Class Dojo', messages and rewards are communicated. Our EYFS also use Tapestry to communicate with parents.
- Members of our senior team are available on the playground at the beginning and the end of the day and by appointment or on the telephone.
- We actively encourage an open and honest dialogue with parents and take pride in our communication and how we use this to make improvements when necessary.

6. Assessment.

Assessment processes underpin children's progress in school. They provide a framework within which educational objectives may be set and children's progress identified and monitored. This is done in partnership with the children.

Assessment is incorporated systematically into teaching strategies to diagnose any problems and chart progress. It strengthens learning across the curriculum. Our assessment policy outlines the specific assessments used within our school and how these are used within school and shared with parents.

In Maths and English, assessment is made by using a combination of daily work, formative assessments (class observation, books, group & paired work) and summative assessments (ongoing programmes such as TT Rock stars, Accelerated Reader, Accelerated Maths) and half termly tests. Formative, ongoing assessment is carried out in all non-core subjects through direct observation, completed work and pupil contribution to lessons both individually and through group, paired and discussion work.

Each subject has a progression of skills document to support the planning and assessment process. The planning, delivery and assessment of all subjects is monitored collaboratively (within phases, across different year groups and externally with other local schools) involving all teaching staff and is overseen by the Deputy Headteacher (responsibility for teaching and learning) and the Headteacher.

7. Pupil Outcomes

Through a combination of direct teaching, group work, independent work and extended school provision we expect high academic aspiration and attainment across the curriculum so that all pupils can grow up to lead safe, happy, healthy and successful lives. We have high aspirations of our children and expect them to achieve well against national expectations at the end of each key stage in school.

8. Equal opportunities

The delivery and content of lessons are differentiated to ensure all pupils can access and achieve within the curriculum. Our procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

9. Pupil voice

We encourage and respect pupil voice. Our School Council meets regularly, makes recommendations and undertakes work to improve our school. All classes ensure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes. Subject leaders use pupil voice as part of their subject monitoring. The opinions and ideas of our pupils are used to shape and inform decisions made in our school; this gives children a sense of ownership and value.

10. The Governors

Our experienced, knowledgeable governors monitor how effective teaching and learning is through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the headteacher and other key staff. Subject leaders all provide a live, detailed update annually to the governing body.

11. Extended provision

We provide a varied menu of activities to support and enrich learning; these include:

- breakfast club,
- a wide range of lunchtime clubs,
- after school clubs and
- sports tournaments
- competitions.

12. Early help

Our safeguarding team are available to discuss any welfare concerns, to support our families in times of need and to provide effective signposting to other agencies.

We have a dedicated nurture provision in school with experienced staff offering support both short and longer term to our children and families when they are experiencing difficulties.

Our wrap-around provision supports our working parents and some of our more vulnerable families, offering access to quality care at either end of the school day.

This document should be read alongside our Assessment & Marking and Feedback Policies