



St John's Primary School Learning and Teaching Policy

Philosophy and Aims

At St John's we believe in every child having a bright future.

We achieve this through:

- living by our values (kindness, responsibility, respect, honesty, courage and determination)
- fostering a connection with nature
- promoting healthy lifestyles
- developing language and vocabulary

We believe in empowering children to become lifelong learning. We aim to create a culture of aspiration where children are encouraged to have a 'growth mindset' and approach the unknown with self-belief and positivity. We aim to inspire and nurture a strong sense of resilience in our children so that any challenges that lie ahead of them can be faced with determination.

- A curriculum that gives equal opportunities and access to all and allows each child to realise his or her full potential
- Effective and quality teaching and learning across the whole curriculum
- To develop academic skills and social, moral, spiritual and cultural understanding and skills

To be read alongside : Wellbeing and Behaviour Policy, Assessment Policy, Curriculum Policy

Objectives

1. To create a supportive and caring ethos where children have a high regard for themselves and others; where mistakes are seen as a process of learning and where every child's work is valued and there is shared expectation of quality.
2. To plan and structure the learning and teaching in a meaningful and purposeful way so that every child achieves and develops skills and knowledge appropriate to their level of ability and understanding. To plan for and ensure equality of opportunity.
3. To organise an enjoyable and creative learning environment so that children develop the skills necessary for current and future learning.
4. To provide consistency in the delivery of teaching and learning so all lessons are good or outstanding.

Learning and Teaching

We aim to provide an abundance of experience and activities so that by the time the children leave our school they will be well on the way to becoming independent, confident learners who:

- communicate clearly in speech and writing in ways appropriate to various occasions and purposes.
- read fluently and accurately with understanding and enjoyment
- apply mathematical skills and concepts to a variety of everyday settings.
- have developed an enquiring mind and enjoy problem solving
- are enterprising
- can work both independently and in collaboration with others
- have an understanding of the use of new technology in a range of situations
- have an understanding of healthy lifestyles –physical, social and emotional wellbeing
- have developed values that show social, moral, spiritual and cultural understanding (SMSC)
- understand their role within the community.

The Curriculum

At St John's Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. We ensure that our children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum. We provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding, focusing on depth of learning and mastery of content. This enables teachers to remain with subjects/topics for longer, ensuring pupils have mastered the content before accelerating into new material.

Our approach to learning means some subjects are taught through a topic and some are covered as discrete subjects. This enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits. Our curriculum promotes the spiritual, moral, social, cultural, physical, mental and emotional development of our pupils. We recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.

Staff-will ensure that they:

Ethos

- Establish a welcoming, supportive and well organised classroom environment which enables learning and children to become independent
- Promote a Growth Mindset (see Dweck 2017) in which all children and staff see themselves as learners, staff model this to children.
- Work closely with parents and carers to ensure all children are well supported both at home and at school
- Provide a creative and engaging curriculum
- There should be a 'high challenge, low threat' culture (Myatt 2016)
- Promote St John's values and SMSC

Planning

- Work closely with colleagues so that continuity and progression of learning is achieved across the curriculum and throughout the school
- Carefully plan and differentiate work according to the needs of the children, using Assessments to inform planning
- Take into account the children's prior knowledge and experiences
- Give children a context for their learning
- Plan for a wide range of first hand experiences both within and outside the classroom
- Include exciting and motivating Entry and Exit points where relevant
- Share planning in advance with teaching assistants
- Ensure teaching assistants are clearly directed to support learning and are clear about who they are supporting and why
- Save planning on Staffshare each week. (A copy should also be put in the Blue Planning Folder which should be kept in the classroom)

Teaching & Learning

- Meet the teacher standards in all curriculum areas
- Understand Rosenshine's Principles (see references)
- Use 'Quality First Teaching' techniques to include all children in learning
- Assess children's understanding and prior knowledge
- Use retrieval practice to space practice e.g. rehearse learning from yesterday, from last week/ month and from more than a month ago regularly
- Give opportunities for quality talk through the use of Learning Partners. Learning Partners should change regularly and random or mixed ability pairings (see Shirley Clarke, Outstanding Formative Assessment 2014)
Allow Learning Partners time to: 'Think, Pair, Share'

- Use the No Hands Up technique/ Cold Calling and 'lollipop sticks' when questioning children in whole class situations. The expectations are that everyone should be included/ engage in the learning.
- Share clear child friendly learning objectives with the children, recording learning objectives in children's maths and English books
- Chunk learning into small steps
- Be clear about 'steps to success' or success criteria. Use task boards where appropriate.
- Share 'WAGOLLS' (What a Good One Looks Like) – or what several good ones look like
- Use effective modelling to demonstrate learning to children
- Select quality resources to support learning e.g. high quality texts or artefacts (not 'filling in' worksheets)
- Use guided teaching to move the learning of targeted groups forward. Teachers should self-monitor to ensure they regularly work with all children, especially those with SEND.
- Use effective questioning
- Adapt lessons i.e. deviate from planning if necessary, in response to the children's learning
- Build independent practice into lessons
- Set homework to allow further independent practice or rehearsal of learning
- Integrate remote learning

Presentation of work should be in accordance with guidelines in English and Maths Policies.

Assessment and Feedback

- Mark work in accordance with the Marking and Feedback Policy
- Update Insight on a regular basis, and complete summative assessments on Insight in accordance with the assessment schedule.

Equal Opportunities

All children are provided with their full entitlement to the curriculum regardless of their differences.

Special Needs

Progress of pupils with special needs is regularly monitored and assessed. The needs of children receiving SEN support, or have an EHCP are catered for within the school and with the advice and support from the SENDCo. These children have Individual Support Plans and also have input/ advice from outside agencies.

References

Essential reading:

Rosenshine's Principles in Action *Tom Sherrington* (2019)

Recommended:

- Outstanding Formative Assessment: Culture and Practice *Shirley Clarke* (2014)
- Mindset: Changing the way you think to fulfil your potential *Carol Dweck* (2017)
- Assessment for learning without limits *Alison Peacock* (2016)
- Powerful Teaching: Unleash the science of learning *Pooja K. Agarwal and Patrice M. Bain* (2019)
- Why Don't Students Like School? A cognitive scientist answers questions about how the mind works and what it means for the classroom. *Daniel Willingham* 2021
- Teaching WalkThrus: Five step guides to instructional coaching *Tom Sherrington and Oliver Caviglioli* (2020)
- High Challenge, Low Threat: How the Best Leaders find the Balance *Mary Myatt* (2016) and <https://www.marymyatt.com/>

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