



Teaching and Learning Policy

The Lord says, 'For I know the plans for you...plans to give you hope and a future.'

Jeremiah 29 verse 11

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Signed: *Linda Guest* (Chair of Curriculum and School Improvement)

TEACHING AND LEARNING POLICY

Introduction

At St Michael's, teaching and learning is always underpinned by the vision and core values of the school, which are distinctly Christian:

Vision

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.' Jeremiah 29 verse 11

As an inclusive Christian school, St Michael's Church of England (Aided) Primary School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

Motto

Learning to Love – Loving to Learn

'I give you a new command; love each other. You must love each other as I have loved you.' John 13 v 34

We believe the values of faith, hope, love and joy underpin all we do at St Michael's. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.

At St Michael's CE(A) Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Underpinning everything we do in school is a relentless focus on the acquisition of basic skills, for without the ability to read and write and apply basic mathematical concepts to problems, pupils will be unable to access any other form of learning. The Mastery-learning model forms the basis of our approach to teaching the National curriculum (implemented in 2014). This allows us to spend more time going into depth about a subject instead of rushing through the objectives.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer a variety of opportunities. These include:

- investigation and problem solving;
- research and finding out;

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- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- reasoning activities;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and recorded material;
- designing and making things;
- participation in physical activity;
- after school clubs;
- guest visitors and performers.
- accessing relevant resources.

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We also encourage and support the children into becoming independent learners. We use the school's subject specific long-term plans, subject specific progression grids and topic and non-topic termly plans to guide our teaching and determine what is to be taught in each year group.

Teachers make ongoing assessments of each child's progress and use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify learning and teaching, as appropriate, for children with additional needs. Teachers also adapt learning to cater for the needs of all pupils. We value each child as a unique individual, and teachers are familiar with the Equality Act. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In Reception, teachers work from the Statutory Framework for the Early Years Foundation Stage and Early Learning Goals.

In years one to six, teachers keep ongoing records in core subjects to plan for future teaching to ensure that each child is working towards the correct age-related standard. This helps us to monitor the children's progress throughout the year.

We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum. Our lesson plans are based on agreed schemes of work used throughout the school.

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to positive behaviour management and classroom management. We expect all children to comply with these rules to promote the best learning

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opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school positive behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety; risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups, both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work.

We strive to make sure our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the learning undertaken by the children and use working walls to support the children in their current learning and enable them to become more independent. We endeavour to ensure that all children have the opportunity to display their best work at some time during the year.

All children have access to a range of fiction and non-fiction books in school including having regular access to the school library. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED education inspection framework.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal and external moderation of pupils' work;
- discussion with pupils;
- Teacher assessment tracking.
- Pupil Progress data analysis.
- Pupil Voice

The Role of the SLT and Governors is to:

- support the use of appropriate teaching strategies by allocating resources effectively.
- ensure that the school buildings and premises are best used to support successful teaching and learning.
- monitor teaching strategies in the light of health and safety regulations.
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment and achievement
- ensure that staff development and appraisal policies promote good quality teaching.

The Role of the Parents/Guardians

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:

- holding parents' evenings to discuss children's current attainment and progress.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further.
- explaining to parents how they can support their children with homework.
- holding meetings/workshops to explain relevant developments in their child's education.
- Keeping the school website up to date.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school for partaking in activities.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, Appraisal and Continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability as demonstrated in the 2010 Equality Act. At St Michael's we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose pupils to a range of thoughts and ideas;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents / carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues.

Review

The Head Teacher and staff will review this policy every three years.