



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



TEACHING + LEARNING POLICY

'Together With God, Making Learning a Life Long Friend'

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We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

Introduction

At St Anne's Primary School we believe that good teaching means effective learning and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Rationale

Our teaching and learning policy is at the heart of all we are doing at St Anne's. It sets out clear expectations; provides a standard uniform approach; can be easily monitored, and ensures equal opportunity for all our pupils.

At St Anne's we believe that the following 6 key priorities are essential to support high quality teaching and learning:

Key Priorities

1. Children and adults engage enthusiastically with the learning that takes place.
2. There are high expectations for children's learning, progress and behaviour.
3. The curriculum is relevant, stimulating and rich
4. Accurate assessment is fully embedded across all areas of learning to support good progress.
5. Children learn in a highly inclusive environment, which embraces the diversity of children across the school
6. Parents/carers and the wider community (including Governors) are highly supportive of the children's learning.

1st Key priority - Children and adults engage enthusiastically with the learning that takes place

At St Anne's we want all children and adults to engage wholeheartedly and enthusiastically in learning. We believe this can be achieved by getting to know the children well and making learning exciting and relevant. Each child has a unique set of skills and experiences which, if

harnessed, can help affirm their learning and self confidence. We want children to look forward to coming to school and to value their education at St Anne's.

We achieve this by:

- Ensuring that all children receive high quality teaching, tailored to their individual needs and interests.
- Encouraging staff to select teaching methods and learning resources which will appeal to a wide range of learning styles, for example drama, outdoor learning and the use of information, communication technology (Computing)
- Providing a learning environment which encourages children to take risks and to learn from failure and which celebrates effort as well as success.
- Identifying and nurturing each child's talents and strengths and planning work to engage, challenge and support them.
- Providing meaningful outcomes for the children to work towards, for example creating a pop-up book for other classes, or writing a letter to a Member of Parliament.
- Relating the children's learning, wherever possible, to real life experiences, for example Science week, making and selling sherbet and cakes.
- Celebrating the children's learning through worship, pairing classes up, e-learning tools and open sessions.
- Providing high-quality professional development for all staff and encouraging them to learn from and share good practice, for example peer-observations, regular staff training, reading materials and visits to other recognised settings.
- In planning our lessons, we take into account these different forms of learning styles, ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

When we are successful:

- Children and staff derive tremendous pride and satisfaction from their achievements.
- They demonstrate high levels of determination towards deepening their knowledge and skills.
- Their dispositions and attitudes are extremely positive as evidenced in lesson observations, work scrutinies, learning walks and annual questionnaires.
- They can work effectively in a wide range of contexts, for example in class, out on trips, independently and together.
- They can describe in a knowledgeable and enthusiastic manner the knowledge and skills which they are acquiring through their learning.
- They enjoy attending school (as evidenced by high levels of attendance and excellent punctuality) and take pride in the work which they complete.
- Staff readily engage in their own learning and continue to successfully develop their classroom practice.

2nd Key priority - There are high expectations for children's learning, progress and behaviour

Creating and maintaining high expectations of learning, progress and behaviour is essential for children to reach their full potential. We observe and ensure the well-being and progress of each child individually as they travel through the school to ensure that they are developing the skills and qualities they need to be successful in later life. We encourage all children to take responsibility for their learning and to set themselves challenging goals.

We achieve this priority by:

- Promoting high standards of work and behaviour through whole school systems and negotiated classroom rules, for example dojos, house points.
- Acknowledging the particular aptitudes and strengths of all children, and planning work to engage, challenge, and support them where appropriate.
- Setting aspirational targets that are shared with parents/carers on a regular basis.
- Organising regular reviews of progress (four times a year) between teachers, support staff and senior leaders to help set end of year targets, review progress and organise additional support.
- Tracking progress carefully to ensure pupils (and particular groups of pupils) are making at least the expected progress and in many cases exceeding expectations.
- Drawing attention to and celebrating outstanding work and behaviour, in lessons, whole school assemblies, newsletters and displays.
- Valuing and celebrating effort and progress, for example celebration worship
- Acknowledging the particular aptitudes and strengths of all and planning work to both challenge and interest them.

When we are successful:

- Children are motivated and engaged in their learning, and they enjoy coming to school.
- The vast majority of children make good progress in English, maths and foundation subjects than would be expected from our authority and national averages.
- Pupils' high standards of behaviour are characterised by positive attitudes, good manners and caring relationships as commented on by visitors to the school.
- Children, parents and staff are proud of the school, the outcomes and results that the children achieve.
- The children feel successful and are encouraged to continue on positive learning journeys beyond our school.
- Effective Teaching (see appendix one) ensures that all children make progress.

3rd Key priority - The curriculum is relevant, stimulating and rich

At St Anne's we value all areas of the curriculum, not just those measured by test results, and aim to provide the children with a broad range of memorable learning experiences. These may be as part of their everyday learning in the classroom or the outdoor environment, or as part of our wide programme of educational visits, residentials, workshops and visiting specialists.

We achieve this by:

- Providing exciting and engaging programmes of study in all subject areas, which meet the requirements of the national curriculum.
- Ensuring cross-curricular links support a cohesive approach to children's learning.
- Providing regular enrichment weeks / days, for example Science Week and topic days to enable children to study aspects of their learning in greater depth.
- Offering a wide range of exciting extra-curricular activities for children to enjoy e.g. trips, clubs, workshops and residential trips.
- Providing access to activities beyond the classroom, which will encourage children to consolidate and extend their learning, for examples homework activities, competitions and research projects.
- Ensuring key skills such as information processing, reasoning, enquiry, creative thinking, communication and evaluation skills are taught in a clear and progressive manner.

- Providing a wide range of sporting opportunities, which develop children's talents and love of sport and physical exercise.
- Providing specialist teaching in a range of areas, for example Music and Sport. Upper Key Stage 2 classes have specialist teaching in English and Maths.
- Drawing on the talents of the wider community, for example by inviting parents with particular skills or knowledge in to school in support of activities in class or assembly.
- Teaching Religious Education through our bespoke curriculum following 'Understanding Christianity guidance' and 'SACRE' (Staffordshire Agreed Syllabus for Religious Education). Where natural links with the Key Skills Curriculum are not present RE is taught in isolation, but links are made to the children's context and community, and other areas of learning where appropriate.
- Teaching Information and Communication Technology (ICT) as a separate subject in our ICT suite. Children are given the opportunity to apply the knowledge, skills and understanding developed in these sessions in the Key Skills Curriculum, English and Maths sessions, using the ICT suite, and classroom computers.

When we are successful:

- There is excellent provision within the wider curriculum, including humanities, primary languages, the arts, music and sport to develop children's wider talents and interests.
- High quality curriculum development is recognised through Awards such as Sportsmark.
- We achieve recognition at sporting events, and a wide range of children participate in these.
- Children have learning experiences which link together in a meaningful way.
- Children are enthusiastic and successful in their approach to learning across the wider curriculum.
- Children and parents tell us they are excited about their learning in the annual questionnaires.
- Children leave St Anne's having experienced a rich range of memorable trips and learning experiences.

4th Key Priority – Accurate children's assessment is firmly embedded across all areas of learning to support good progress.

Accurate assessment is essential in ensuring high quality teaching and learning and outstanding progress. At St Anne's we use a range of assessment tools and tracking procedures to ensure that children's progress against English and maths targets are continually monitored and reviewed. As a result of this detailed knowledge of children's attainment and progress, we are able to deploy resources effectively to support specific individuals and groups of pupils.

We achieve this by:

- Using a wide range of assessment strategies such as observations, questioning, developmental feedback marking and formal tests to assess children's knowledge and understanding. Rapid intervention
- Holding termly pupil assessment weeks which include independent writing exercises, a range of reading assessments, test papers in maths and opportunities for clarification on formative assessment to take place.
- Moderating children's work and termly assessments both in school, with other local schools and with the support of the local authority to ensure robust and accurate levelling against national curriculum levels.

- Conducting 4 pupil progress reviews a year involving the Senior Leadership Team (S.L.T.), teachers and support staff to set ambitious targets for each child and to regularly review their progress in reading, writing and maths.
- Tracking the progress of all children; including sub-groups of children (for example boys, or children eligible for the pupil premium) to ensure that they are meeting or exceeding their targets in reading, writing and maths.
- Identifying a range of different interventions to accelerate the progress of children who are either stalled or falling behind. These interventions are reviewed at six-months intervals.
- Ensuring that work is marked promptly and developmentally in line with the school's marking and presentation policy.
- Ensuring learning objectives and success criteria (through the St Anne's steps to success mat) are made explicit at the start of every lesson and then regularly reviewed throughout.
- Providing opportunities for children to self and peer assess.
- Developing expertise in assessment through our teachers' training and moderating in and across schools.
- Carrying out Baseline Assessment when they enter the EYFS. These assessments are used to support staff in matching learning opportunities to pupil's needs and to monitor progress through the EYFS. Throughout EYFS children's progress is monitored against the ELG (Early Learning Goals) for the Six Areas of Learning and at the end of EYFS assessments are made using the Early Years Profile.
- Reporting data to the Outcomes Leadership Team and to Governors.

When we are successful:

- Teachers have a detailed knowledge of children's targets, national curriculum levels and next steps.
- Teachers and S.L.T. are able to use tracking data to help identify cohorts and groups of pupils who require additional support.
- Schemes of work provide a clear progression of knowledge and skills.
- The learning is pitched well, and differentiated to meet the needs of all pupils.
- Teachers make effective use of ongoing assessment within lessons to highlight good / outstanding learning and next steps.
- Developmental marking and oral feedback leads to improvements in children's overall progress and attainment.
- Children are able to make accurate assessments of their own and each others' learning against the lesson's success criteria. (Steps to Success)
- Staff and resources are deployed effectively to meet the needs of all pupils.
- All groups of pupils make good progress against their agreed targets in English and maths.

5th Key priority - Children learn in a highly inclusive environment, which embraces the diversity of children across the school

St Anne's prides itself on providing a highly inclusive approach to support children's learning. The school continues to deliver high quality teaching and learning tailored to the needs and abilities of all pupils ensuring that children feel listened to, valued and included. St Anne's imaginative and holistic approach has resulted in overall good standards of attainment and achievement. The school's Special Educational Needs Coordinator (SENCo) works closely with teachers, teaching assistants, children, parents/carers and outside agencies to ensure that appropriate provision is maintained for all pupils.

We achieve this by:

- Developing positive relationships between adults and children which provide the best possible foundation for learning
- Promoting equality through innovative approaches such as Diversity Week and Disability Awareness Days and embedding the principles within the curriculum and whole school ethos.
- Providing visual timetables, clearly labelled resources to support the needs of all children; particularly children with Special Educational Needs and Disabilities (S.E.N.D) and English as an Additional Language (E.A.L.).
- Utilising school and eco council, and circle times to ensure that all children feel listened to and included.
- Ensuring that the learning environment celebrates children's work and backgrounds and supports the acquisition of key knowledge and skills - e.g. learning walls, diversity displays etc.
- Using the delegated S.E.N.D. and Pupil Premium funding effectively to support these groups of pupils.
- Providing specific training for staff to support pupils with S.E.N.D. and E.A.L., for example dyslexia training, autism training and Attachment training. , pre-teaching, Working memory, auditory difficulties and processing training
- Ensuring that all relevant policies such as equalities, behaviour and anti-bullying are adhered to and regularly reviewed to reflect best practice.
- Ensuring that IEP's, supported where necessary by Care Plans, are produced for each child on the SEN Register. These set out clear targets for each child, and the provision necessary to ensure that he/she can achieve them. IEP's are shared with parents/carers, and reviewed at least termly.
- Undertaking detailed Provision Mapping to ensure that the school's resources are carefully targeted to meet the needs of children with SEN, FSM and Highly Able. This process enables appropriate intervention strategies to be planned and timetabled to support individuals and groups of children. Interventions are carefully monitored by teachers using information such as on-going teacher/teaching assistant assessment.

When we are successful:

- Staff confidently and successfully meet the full range of needs within their classes
- Teaching and learning is tailored to the needs of each individual child.
- All children make progress towards their end-of-year targets in English and maths.
- Children and staff treat each other with dignity, understanding and respect. School values
- Children with additional needs make very good progress towards their individual targets and are fully included in the life of the school.
- The gaps between the attainments of key groups of pupils e.g. free school meals and non-free school meals, boys and girls are narrowed.
- Systems and routines are firmly embedded to support the children's learning and behaviour.
- Diversity is recognised and celebrated throughout the school e.g. in assemblies, enrichment weeks, role play areas, reading corners and other key areas of the learning environment.
- Children with high level needs are able to access their learning successfully.

6th Key priority - Parents/carers and the wider community (including governors) are highly supportive of the children's learning.

The school recognises the unique contribution that parents, carers and the wider community provide in the children's learning and progress. We aim to take full advantage of the many excellent local resources available to us and pride ourselves on working closely with stakeholders and external agencies to maintain high standards of teaching and learning.

We achieve this by:

- Providing lots of opportunities for parents / carers and the wider community to get involved in the children's learning e.g. maths workshops, open afternoons and curriculum events.
- Keeping parents / carers regularly updated on their children's progress and achievements through parents evenings and one-to-one meetings where requested.
- Keeping parents / carers regularly updated on a range of different school issues e.g. homework, school policies and priorities by curriculum letters, weekly newsletters and headteacher's updates.
- Using the skills and talents of parents / carers to support and enrich the work of the school by volunteering for one-to-one reading, attending trips, running after school clubs and supporting the work of the PTFA.
- Setting high expectations for all members of the school community as laid out in the Home-School Agreement.
- Providing plenty of opportunities for formal and informal feedback through meetings with the class teachers, governor drop-ins and the school's annual questionnaire.
- Listening carefully to feedback, suggestions and ideas from parents and carers.
- Having a governing body with representatives from the parent body, local community and local authority who, in addition to monitoring and supporting school progress, have an active and visible presence in school activities.
- Holding a Parent forum run by governors to ensure parents have a voice in moving the school forward.

When we are successful:

- Parents/carers and the wider community act as effective partners in the children's learning.
- A high proportion of families/ carers participate in a range of different activities such as parents' evenings, workshops and school performances.
- Parents feel they have a good understanding of their children's progress, strengths and weaknesses.
- Parents feel their ideas and suggestions are acknowledged and taken seriously e.g. responses to the annual questionnaires.
- School projects are well supported by a range of parents/carers volunteers.
- The school, governing body and local authority work closely together to realise ambitious targets for whole school improvement.
- The school makes excellent use of both internal and external resources to support the children's learning and realise its ambitious goals and aspirations.

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 with the correct uniform and PE kit;
- 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

The role of 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 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;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self- review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Governors further support the monitoring and review of teaching and learning by having representatives linked to the Leadership Teams. Link governors meet with their allocated Leadership Team, and discuss issues such as attainment, progress, resourcing etc. Link governors feedback to governors at committee meetings.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

APPENDIX 1

• Effective teaching

Effective Teaching is the key to effective Learning. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Strategies for English and Maths, Teaching Religious Education through our bespoke curriculum following 'Understanding Christianity guidance' and 'SACRE' (Staffordshire Agreed Syllabus for Religious Education), the school's own Skills Curriculum overview to guide our teaching. These documents set out the elements of learning; objectives; key skills and suggested content for each year group / ability group.

For effective teaching to take place there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below: -

- A clear learning objective shared with the children both visually and auditory;
- A clear link to previous and future learning;
- A clear outcome to be achieved at the end of the lesson;
- A review of the learning at the end of the lesson; including self and peer assessment;
- A purposeful well prepared plan;

- Appropriate challenge for all children;
- Teacher modelling;
- Use of high quality resources;
- Use of interesting texts, where appropriate;
- Guided practice;
- Skilled questioning;
- Interaction between teacher and pupil and pupil and pupil;
- Pace;
- Enthusiastic delivery;
- Fun; engaging
- Involvement of all the children;
- Visual, Auditory and Kinaesthetic elements;
- Concrete, Pictorial and Abstract teaching in maths;
- Focused support for pupils from other adults.