



Teaching and Learning Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: November 2014

Date of Review: Triennially, Autumn 2017

Introduction

This policy outlines the Teaching and Learning approaches used at St. Luke's. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognized and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It is important that a positive attitude towards learning is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in all subject areas.

Philosophy

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work, staff will contribute to the development of this ethos by:

- Providing a calm and effective working environment at all times, in which each child can achieve his/her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's Marking and Assessment policies.

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Reviewed and changed to reflect the new curriculum – November 2014

- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the New National Curriculum 2014 and EYFS Developmental Matters.
- Valuing and celebrating pupils' success, progress and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming and supporting teaching and non-teaching students.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

Teaching and Learning Aims:

- Raise levels of attainment for all pupils, enabling them to achieve their full potential.
- Develop confident, disciplined, resourceful and enquiring learners, able to make informed choices.
- Develop a love of learning.
- Encourage self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Help children grow into reliable, independent and positive citizens of the future.

Management of School Day

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. St. Luke's use the FOCUS Education to form our planning of the New Curriculum 2014, and the Essex RE Syllabus is strictly followed.

We are committed to raising standards of basic skills at St. Luke's. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics and ICT in preparation for life.

Christian values make up an integral part of the school day and many events/celebrations involve the church.

Teachers will encourage pupils to work within given time scales and will facilitate the effective use of time through:

- The provision of appropriate resources.
- Planning extension activities, which can be carried out by individuals or groups of pupils.

Classroom Management and Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to SEND and provision for the Gifted and Talented:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc.)
- One to one teaching
- Program of Interventions
- Running Records
- Collaborative learning in pairs or small groups
- Independent learning
- First-hand experience, where learning is put into context.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

A SEND Co-ordinator, teaching assistants, and external agencies will be used to support children with Special Educational Needs, as outlined on their Educational HealthCare Plans.

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

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- The resources in each area will be clearly labelled.
- Writing resources will be available for use at all times.
- Books appropriate to the age and ability of the pupils.
- Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all pupils have equality of access.
- Specialist resources will be stored in the appropriate curriculum area and will be regularly audited by the subject leader.
- EVOLVE and Risk Assessments will be used when required.
- Book corners/areas will be comfortable and attractive.
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Up to date ICT equipment including SMART boards, CleverTouch boards and tablets/computers.

Planning

The school follows a two-year rolling programme of topic titles based on 'I can' statements set out by Focus Education. From these titles, skills-based, medium-term objectives ('I can' statements) are derived within triplet groups. Planning follows the format set out by *Focus Education*. EYFS plan creatively plan based on Developmental Matters. Teaching is frequently cross-curricular, and Mantle of the Expert is an important component of much cross-curricular planning. These plans are accessible to all, including teachings assistants, subject leaders and the Senior Leadership Team.

Planning is also discussed at staff meetings in order to ensure coverage in line with the requirements on the New National Curriculum 2014.

Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher/adult support
- Assessment for Learning

Differentiated tasks will be detailed in weekly planning. Learning objectives and success criteria will be specified for all differentiated teaching.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is written or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each unit.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes (I can statements) that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision. At the end of each unit/topic teachers will judge whether the student has reached the national expectations for their year group and this will be recorded and referred to in students' progress reports. Teachers will identify (during or after each lesson) whether a child has **exceeded** national expectations, is working as is **expected** for their year group or is **emerging**/working-towards the national expectations. Lesson/weekly plans will be annotated with the teachers' judgements to inform future planning.

Forms of Assessment

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, models, practical fieldwork, role-play, video/audio presentations factual recall, observations display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

- All Foundation Stage pupils will be assessed using the Developmental Matters.
- Year 2 pupils will be assessed in Mathematics, Reading and Writing using the Key Stage 1 Statutory Assessments Tests and/or tasks.
- Year 3, 4 and 5 pupils will be assessed in Mathematics, Reading and Writing using the optional SATs.
- Year 6 pupils will be assessed in Mathematics, SPaG, Reading and Writing using the Key Stage 2 Statutory Assessment Tests.

All results from these assessments will be analysed and used to inform future planning.

Recording and Reporting

Assessment and Recording begin in Reception and continue throughout the school. Reporting on a child's progress is a statutory requirement. There are 3 reports sent to parents/carers throughout the academic year.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At St. Luke's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. The New National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the New National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

A. Responding to pupils' diverse learning needs

At St. Luke's Primary School teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

In order to ensure that they meet the full range of pupils' needs teachers are aware of the requirements of the relevant equal opportunities legislation, including the Sex Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches
- e. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

B. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by;

- a. making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties pupils are unable to gain incidental learning of the wider world teachers will help pupils to observe and gain understanding about topics.

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- b. Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning geography effectively and safely.

See also School Policy Document for S.E.N.D.

Monitoring and Reviewing

The Senior Leadership Team uses the two year rolling programme and engages in informal discussion with staff to ensure that the best use is made of resources and funds.

The coordinator looks at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Samples of work will be monitored and moderated termly by all teachers collectively.

Observation is an established part of the school's monitoring programme, carried out in a variety of ways;

- Peer observation
- Team teaching
- Formal observations

Management and Administration

EYFS is made up of two parallel classes.

- 2 teachers, 2 full time LSA's and 1 part-time LSA.

Key Stage 1 comprises of 3 classes across year 1 and 2

- 3 teachers and 1 LSA for Literacy and Mathematics sessions.

Lower Key Stage 2 comprises of 3 classes across year 3 and 4.

- 3 teachers and 1 LSA for Literacy and Mathematics sessions.

Upper Key Stage 2 comprises of 3 classes across year 5 and 6.

- 3 teachers and 1 LSA for Literacy and Mathematics sessions.

Subject Leaders

- Provide a strategic lead and direction for the subject.

In addition:

- Mathematics specialist teacher available in all classes and year 6 booster.
- HLTAs (3) available to cover PPA time and staff absence.
- Each full time class teacher has 3 afternoons per fortnight for PPA time.

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- Each class has 1 hour per week of Running Record time out of core subjects.
- A selection of HLTAs and LSAs run intervention programs.

Links with other school policies

The teaching and learning policy incorporates the aims of the following policies:

Equal Opportunities

SEND

Health and Safety

Gifted and Talented

Assessment Policy

Marking Policy

References

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