St John's Church of England Primary School

Teaching and Learning Policy

Gather, Grow, Go - The Parable of the Mustard Seed (Matthew 13: 31-32)

Date agreed and ratified by Governing Body: September 2021

Date of next review: As required

1. Introduction

1.1 At St John's Church of England Primary School we believe that a creative, purposeful and individualised curriculum motivates and inspires our pupils to become lifelong learners.

2. Curriculum Vision

2.1 Staff, children and governors have created a personalised curriculum, which supports our mission statement 'challenging ourselves and supporting others to succeed and flourish', and our distinctly Christian learning and living values.

2.2 The curriculum ensures that St John's is a vibrant, diverse, exciting and friendly place to learn. In all activities, children are expected to uphold our learning and living values and wider British values as well as understanding their spiritual, moral, social and cultural development.

2.3 Teachers consider how to use our wider community for enrichment activities such as: trips, outdoor learning, community links or partnerships, real-life experiences and visitors.

2.4 Classes launch each topic with an engaging 'hook' and finish each topic with a 'wow end' to share and celebrate their learning, such as with a final project exhibition or presentation.

3. Effective Teaching & Environment

3.1 Teachers are expected to attain the expectations outlined in the Teacher Standards. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

3.2 In line with teacher standards, teachers will:

- have high expectations to inspire, motivate and challenge pupils - including all abilities and needs
- develop, consolidate and deepen pupils' knowledge, understanding and skills
- have secure subject knowledge
- engage in reflective practice and professional development
- deliver clear feedback so that pupils know how to improve
- provide an environment that is de-cluttered and effectively organised for individual needs
- report concerns on pupil progress or behaviour to the Head of Inclusion and Welfare or SENCo
- deploy support staff effectively to meet pupil needs and accelerate progress (see St John's Teaching Assistant Standards)
- understand their accountability for pupils' attainment, progress and outcomes in all subjects

3.3 Learning environment expectations include:

- a daily visual timetable updated each session
- a high-quality reading area
- age/need appropriate learning areas, i.e. role play area or specific resources for SEND needs
- a calm down area and emotional register
- accessible and clearly labelled resources
- subject-specific displays including key vocabulary – see subject leader expectations
- fire exits are kept clear and teachers consider health and safety, reporting issues appropriately

4. Planning

4.1 Long-term plans outlining curriculum topics will be written in year group teams and will then be used to develop a detailed medium-term plan each term.

4.2 At the end of each term, the next medium-term plan and newsletter is prepared for the following term. Time is given for this where possible.

4.3 During all planning, teachers should ensure that learning provision reflects the school's deeply Christian ethos and develops core skills across the whole curriculum.

4.4 In term 6 there is a transition meeting between the current class teacher and new class teacher to hand over all key information.

4.5 Planning expectations for teachers:

- collaborate in teams when planning to ensure consistency across the year group
- medium-term plans are used to inform daily (EYFS) and weekly planning
- plans and/or resources should be uploaded to Sharepoint
- weekly planning process and format to be agreed in teams with subject leader approval
- lessons must have a clear learning objective (LO) and be differentiated as required
- all resources to be prepared and shared with team in advance of the lesson
- provision maps to be in place and reviewed three times a year alongside the SENCo

4.6 While planning, teachers should consider a range of strategies such as:

- whole class work, group work, paired work and independent work
- precise modelling of work and expectations
- the role of relevant manipulatives and practical resources
- the use of technology to support and enhance learning
- debates, drama and oral presentations
- participation in physical activity and outdoor learning
- use of the local environment, visitors or real-life contexts
- investigations and problem-solving opportunities
- skills such as research, questioning, evaluating and analysing

4.5 Teachers are to have high expectations of presentation and to consider in advance how work is to be presented by pupils. These expectations include:

- books labelled with first name, class, year group and the subject using the school template
- date and learning objective to be underlined with a ruler and pencil - the long date is used except in maths when the short date is acceptable.
- LOs are typed using cursive script in KS1
- LOs are handwritten by pupils in KS2 unless typed is more appropriate for individual needs
- pupils write in blue handwriting pen or pencil and use green biro to respond to marking or edit
- drawings and diagrams should be in pencil and coloured in with colouring pencils.
- children are to be encouraged to stick work in straight and take care with presentation

5. Assessment and Feedback

5.1 Accurate and effective assessment is key in informing the teacher's planning and differentiation processes to enable pupils make progress.

5.2 The school uses 'St John's Tracking Statements' for years 1 to 6 to track and monitor progress in Reading, Writing and Maths. The tracking statements are linked to the end of year expectations in the National Curriculum.

5.3 Leaders will request data collections throughout the year – timings may vary between subjects. Agreed test papers are used to inform teacher assessment at the end of terms 2, 4 and 6.

5.3 Teachers will use their lesson assessment to modify teaching and adjust planning as needed.

5.4 Teachers will give regular feedback to pupils, both orally and through marking, which the child will engage with so that they improve and make progress.

5.5 Marking expectations:

- teacher's marking comments should address the learning objective
- teachers use green and pink highlighters to identify successes and next steps respectively
- teachers comment in a purple pen while children respond to marking in a green pen
- children are to be given allocated time, where convenient, to respond to marking
- the following marking codes are used to indicate the level of support: CT (class teacher), TA (teaching assistant), I (independent), ST (student teacher) and C (cover if supply) - the adult to pupil ratio is also given to indicate the level of support provided where appropriate
- Pupils self-assess English against a POP (Pen of Power) target which is set by the teacher. Pupils tick this if they feel they have met it by the end of the lesson; adults underline it in purple if the target needs to continue.
- see subject-specific guidance for English and Maths marking

5.6 Assessment can also include self and peer assessment; language through colour; rainbow marking; in-depth marking; checklists; quizzes or other retrieval practice activities.

5.7 There are two pupil progress meetings a year to discuss pupils' progress and attainment and evaluate the impact of provision for individual pupils.

5.8 The teacher's role during pupil progress meetings is to:

- be prepared to discuss class data and all pupils' progress
- identify pupils working at greater depth and share what provision is in place for them
- share what provision has been made for focus groups/key children and its impact
- raise any concerns about pupils in the class
- plan and alter interventions or decide on new provision

5.8 Moderation of work is carried out regularly and teachers should be prepared to explain their assessment judgements. Moderations can be internal or external within partnerships or county.

6. Professional Development

6.1 St John's provides opportunities for teachers to continually develop their practice through the coaching and appraisal processes in line with section 3 of this policy.

6.2 A teacher's professional development is integral to the appraisal process and is used to impact the progress of teaching and learning.

6.3 Coaching will be offered to support whole school and individual development and additional coaching can be requested by teachers.

7. Monitoring

7.1 The monitoring of teaching and learning is based on the School Improvement Plan and individual teachers' Professional Development Journals. The individual teachers' overviews are a record of monitoring, areas of development and impact of feedback and support.

7.2 Leaders will assess the quality of teaching and learning through regular monitoring such as: reviewing children's work; reviewing the teacher's planning process; undertaking observations and learning walks inclusive of the classroom environment; discussing learning with pupils, parents, staff and governors; and data analysis

7.3 Where teaching does not meet the teacher standards, an action plan of support and coaching will be implemented. If improvements are not made following given support, targets will be set, and the formal capability procedure followed in line with the school's Capability Policy.

8. The role of Governors in teaching and learning:

8.1 As part of the teaching and learning process, governors will support, monitor and review the school's policy on teaching and learning. In particular, they will:

- consider the allocation of resources and funding
- support and monitor how effective teaching and learning strategies are at raising attainment
- ensure staff development and performance management policies promote quality teaching

9. The role of parents in teaching and learning:

9.1 Teachers are expected to maintain communication with parents/carers regarding behaviour for learning and academic outcomes.

9.2 Parent consultations are held twice a year to discuss progress and next steps (autumn and spring). Teachers keep records of the discussions. A report is sent home at the end of the summer term to celebrate curriculum learning and to indicate whether the child has met age-related expectations for reading, writing and maths. In EYFS, at the end of the year, pupils are assessed against 17 learning

goals. Parents must be informed if a child is a 1, 2 or 3 (working below the goal, having met the goal or exceeding the goal). Parents of pupils in EYFS must also be informed of their child's achievement related to the 'Characteristics of Effective Learning'.

9.3 Parents and pupils are expected to have signed, understood and be following the Home-School Agreement.

10. Related Documentation

10.1 This teaching and learning policy should be read in conjunction with the following school policies or documents:

- Teacher Standards
- EYFS Policy
- Behaviour policy
- SEND policy
- Appraisal policy
- Capability policy
- Subject leader expectations
- Home-School Agreement
- Teaching Assistant Standards