

Teaching and Learning Policy

Introduction

At St. John's we believe that the school experience for every child should be a rich and varied opportunity, that fosters and nurtures a broad set of skills and attributes that enables each child to be the best person they can be and prepares them for life in the 21st century.

This policy should enable all children to fulfil our School Vision:

“Together, fly high like an Eagle”

We will also achieve this alongside and through the promotion of our school's 6 Christian Values:

Respect, Collaboration, Determination, Equality, Friendship and Positivity

What are our aims?

- To equip learners with a broad range of key skills and dispositions necessary to be successful and fly high
- To provide an engaging, fun, challenging and accessible curriculum which ensures that all learners progress
- To educate & enlighten learners, impart knowledge and prepare learners for the future
- To develop independent, confident, self-assured learners
- To develop a desire, curiosity and self-belief in learners
- To build a safe community where learners take risks & tackle challenges, while reflecting on mistakes and developing resilience

This policy takes account of:

- The nature of our school community and the context in which learning takes place
- The expertise of both teaching staff and support staff
- Educational research and knowledge and understanding about children and education

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin teaching and learning at St John's
- Ensure continuity and progression and a consistency of approach and expectations, in order to support equity in the quality of teaching and learning

At St. John's we believe that children learn best when:

- There are positive relationships between teacher and pupil
- They are made to feel secure, confident and valued in all aspect of their work and well being
- Teachers take account of their diverse talents and ways of working
- They are involved in the learning process and active learning is encouraged
- They have a secure emotional well-being and display the characteristics of effective learning
- They develop independence, self-respect and self-motivation
- Misconceptions are identified and addressed quickly
- They are given regular, prompt feedback (verbal or written)
- Learning is clearly modelled where appropriate
- Pre-teaching is used effectively
- There are opportunities for over learning and 'making it stick'
- Attitudes, such as a desire to learn, curiosity and enquiry are encouraged

Status: Approved

Version: 1.3

Date Approved: 5 November 2019

- A variety of activities are used, inside and outside the classroom
- Homework is relevant to the current learning
- They are presented with learning tasks that are meaningful, relevant and appropriately matched to their ability
- They collaborate in their learning
- They are taught in an inclusive way, in their class rather than outside the room
- They are able to reflect on learning and mistakes, while developing perseverance
- There are challenges and supports for all pupils, particularly those with SEND, disadvantaged groups and high ability pupils
- They are able to take risks and be adventurous in their learning
- There is a level of fun, motivation and enjoyment derived from challenge rather than superficiality
- They are proud of their achievements
- They are clear of the boundaries, expectations and school rules
- They know where the learning fits within a topic or unit and the wider world
- They know what they can do and their next steps
- A strong sense of pupil voice is heard
- They are encouraged to enjoy learning beyond the school day
- They have access to specialist teachers for particular subjects

At St. John's we believe that teachers teach most effectively when:

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They work as part of a mutually supportive team (whole school and within year groups)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They have access to high quality professional development opportunities
- They have time out of the classroom to plan and evaluate the curriculum
- They have good support from senior leaders, additional adults and other agencies
- They are clear about their aims and share them with learners
- Key vocabulary is explicitly taught, used and expected
- They respond to the needs and abilities of the children and learning groups are fluid
- They use teacher talk effectively and it is fit for purpose
- They are clear about individual pupil's barriers to learning
- They have excellent subject knowledge
- They communicate high expectations; expect more and you will get more
- They motivate, enthuse and engage learners through challenge
- They develop effective relationships with parents/carers
- They have constructive dialogue about learning and self-assessment with individual learners

How the physical environment and resources affect teaching and learning:

- Safe and welcoming environment
- The learning environment is supportive, organised and purposeful
- The classroom fosters curiosity and enthusiasm, there is a good buzz for learning whilst promoting good behaviour
- Optimal seating to suit children's physical visual and learning needs
- Areas for small groups, 1:1 and individual learning
- Cared for environment makes the children feel valued
- Additional adults utilised effectively
- Visitors and visits are used to enhance learning
- Resources are current, available and stimulating; they are in good condition and sufficient
- A variety of resources are used to engage, clarify and model
- Displays are used to inform as well as celebrate children's work and learning
- Technology is used judiciously to support and enhance learning

How the curriculum is planned:

- Curriculum overview/medium term plans/ weekly planning
- Planning takes into account prior knowledge and understanding
- Assessment practices are an integral part of teaching and learning
- Curriculum organised into cross curricular topics and can be a question to investigate
- Topics often open with a 'WOW' and end with a celebration or event
- Trips and visitors are planned into topics to inspire learning - community links
- We endeavour to take account of pupils' interest are when planning
- Whole school themed weeks are planned to develop cultural diversity, collaboration and enthusiasm for learning
- We use our curriculum to develop children's spiritual, moral, social and cultural development (SMSC) and as a church school we enable children to discover 'Life in all its Fullness'
- Aspects of the curriculum reflect a pedagogical approach that actively plans to enable pupils to reflect and explore the spiritual and ethical dimensions of all subjects
- Early Years Foundation Stage: The Department of Education document 'Early Years Foundation Stage' forms the basis of our planning, with a broad and balanced curriculum giving every child the opportunity to learn through exploration, experimentation, observation and discovery.
- Purposeful play is at the centre of all learning in the Early Years Foundation Stage and children have the opportunity to be involved in choosing, creating and changing their play environment.
- Years 1 to 6: We follow the National curriculum 2014
- We go beyond the stated National curriculum and look to enhance and enrich it
- Planning is on a 2-year rolling programme for English and topics

Other related policies:

Assessment

Behaviour

Early Years Foundation Stage

Equality Policy and action Plan

Feedback and Marking

SEND

Homework

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