

## St John's Highbury Vale CE Primary School



### Teaching and Learning Policy

St John's Highbury Vale CE Primary School Vision for Education:

*“I can do all things through Christ who strengthens me.”*

**Philippians 4:13**

This can be lived out through our school moto,  
*‘every child, every opportunity, every day.’*

At the heart of our school vision is a desire for an authentic and life-giving relationship with one another and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of a consistently high standard.

### **Rationale**

#### **Teaching and learning at St John's Highbury Vale School**

We recognise that learning is a journey that has already started before children come to school and will continue long after they leave us. We therefore aim to equip our children with the skills and characteristics of effective learners and to help them to develop positive learning behaviours. Teaching at St John's may be direct or indirect, teacher or pupil led, involve a range of styles and approaches and encourage thinking.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged but where they enjoy learning and know that they can succeed.

This policy focuses on the needs of all the children and the importance placed by the school on teaching, learning and achievement for all.

Our Christian Vision and six core values underpin all aspects of teaching and learning.

### **Aim**

- To ensure children feel valued and are given the confidence and strength through an understanding of Christ's teaching, to achieve their very best.
- To encourage children through praise and positively reinforcing good relationships, behaviours and attitudes
- To develop, in our pupils, a responsibility and independent attitude towards their learning
- To foster effective professional relationships which challenge, encourage and support
- To ensure all children are given the chance to succeed and achieve across the breadth of the curriculum
- To foster self-esteem and belief in themselves as life-long learners
- To plan questions and activities to support the learning objectives of the lesson and encourage quality responses from our children
- To create and maintain a purposeful, well-resourced learning environment, which is calm, safe and secure and leads to successful learning
- To provide clear structured lessons that promote learning for all abilities, needs and learning styles
- To ensure assessment directs future teaching and informs personalised learning
- To use enrichment opportunities to develop innovative and creative teaching
- To encourage and provide supported opportunities for parent/carer involvement

### **Teaching and Learning**

Teaching and learning and interactive. We feel, as part of our role as educators, children should be encouraged to recognise responsibility for their learning and to develop skills that they need to become independent learners.

To enable pupils to understand what successful learning is, teachers must share their expectations with them. Strategies for this should include:

- Modelling and demonstrating – showing children how to do something (shared writing sharing children's work, storytelling, extended dialogue)
- Instructing – running through a procedure
- Scaffolding – giving a framework for children to repeat (e.g. sentence starters, story scaffolding)
- Explaining – providing reasons and giving examples (what a good piece of work will look like, or sometimes more effectively, what it will not look like)
- Sharing Learning Intentions (L.I.) and success criteria, target setting/sharing – individual, group and whole class

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If children are to take responsibility for their learning, they need to know what they are expected to learn and how they are to do it. Explaining the learning intentions to children enables them to carry out the tasks confidently. It helps to dispel anxiety as pupils are quite clear about what is expected of them. It also enables them to evaluate their own effectiveness as learners.

Teachers will make learning intention clear to the children, usually at the beginning of the lessons. The learning intention should be displayed in written or in pictorial form.

How to achieve the objective must be reviewed during the lesson (in a mini-plenary) and at the end of the lesson (final plenary). This can be achieved by asking children to evaluate their success against the objective. The following strategies lend themselves well to this process:

- Deciding on/sharing of the Success Criteria (S.C.)
- Teacher questioning
- Children reporting back including thumbs up/down, sad face/happy face
- Teacher recapping including correction of any misconceptions
- Use of iPad Apps to show examples of what that has achieved the L.I. or needs further development

### Lesson Structure

A good 'interactive whole class teaching' lesson includes clear learning intentions discussed with the children. It will usually (but not always) have a structure which includes:

#### Introduction

- Pacey in nature, setting the tone for the rest of the lesson
- Engaging for the children
- Clear learning intentions shared and discussed with the children
- Introduction and displaying of new key vocabulary
- A stimulus
- Connect the learning with previous work;
- Suitable starter activity – thought shower, quick-fire game etc

#### Main Teaching – Teacher Exposition and Guided Practice

- Give learners the 'big picture' of the whole lesson or learning cycle;
- Unpack the learning to the class
- Introduction of new concepts or processes
- Demonstrating and exemplifying new skills or concepts
- Lively pace
- Open ended questions which are planned and pitched appropriately to check and develop understanding

Teachers should encourage interaction between teacher and pupil, and amongst pupils themselves, through variety of questions – closed, open, quick answer and questions that require thinking time. Children are expected to develop skills of speaking clearly to the class, not just to their teachers. Children are expected to use extended vocabulary to explain their understanding. Whenever possible the teaching section should incorporate first-hand experiences relevant to the children's needs and might include looking at artefacts/pictures/film clips.

The following may also be included in the guided practice segment of a lesson:

- The development of speaking and learning skills
- Justification and extension of answers

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- First hand and second hand experiences, resources used as a stimulus
- Questioning used to gauge understanding
- Differentiated questioning to target lower attaining children and to extend the more able including those achieving greater depth
- Encouragement and praise given where appropriate
- Open questioning used through out
- Present the information in a range of styles;

### **Pupil Practice**

Activities should be varied, purposeful and appropriate to the pupils' learning needs. Children complete a task to practice and consolidate the work learnt during the lesson or previous lessons. There should be strong links between the teaching and the task.

Teachers should give children the opportunity to work in a variety of ways such as individually, in pairs or in small groups. High, middle and low attainers are given differentiated tasks or may be directed to complete different examples. Extension and support activities are provided where required.

Children are given an understanding of what mastery and greater depth looks like – opportunities for challenge and deepening learning should be created.

The pupil practice section of the lesson may include some of the following:

- Well selected meaningful activities, enabling children to consolidate learning as effectively as possible
- Use of ICT to consolidate learning linked directly to the learning intention
- Differentiated activities and support clearly matched to pupils abilities and needs
- Teaching staff to be focused on a target group of children (as appropriate)
- Support staff actively engaged within a specific task
- Children motivated and on task
- Children collaborating and/or working independently
- An appropriate noise level

### **Plenary**

Lessons must have a clear finish. The plenary should aim for:

#### Feedback

- Review the main learning intentions
- Summarise the main facts, skills and ideas
- Discuss what to remember and how to remember it
- Consideration of the difficulties encountered
- Children to discuss what they found easy/difficult/enjoyable – the key question asked of pupil is – 'What do you know now that you did not know before?' Focusing on what has been learnt, not what the task was
- Reviewing and evaluating work
- Self and peer assessment

#### Forward Planning

- Discussing what will be done next
- Doing some linked work at home
- Making links to other work/curriculum subjects

We encourage children to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, what helps them learn, and what makes it difficult for them to learn.

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We focus on motivating all the children, and building on their skills, knowledge and understanding, so that they reach the highest level of personal achievement.

### **Home Learning**

Home learning is currently uploaded onto Google Classrooms. Every child has individual log-ins, in which they can access the online classroom. Teachers upload home learning bingo grids at the beginning of every term, along with any homework projects. Maths and English homework is uploaded weekly.

Google Classroom is also used to support home learning for children who are unable to attend school due to medical reasons.

### **Achievement and Progression**

In order for children to achieve, it is necessary not only to have high expectations but also to identify actions taken to ensure that all children achieve their best – it is important that the action we take to ensure all children aspire and achieve.

Teachers are familiar with all relevant information (class assessment data, SIMS data, vulnerable group data etc.) available for the pupil. Barriers to learning such as disruptive behavior, lack of confidence are addressed and the teacher is aware of SEND and EAL needs. Issues are discussed with previous class teachers and support staff, as well as the inclusion lead.

Actions to ensure children succeed

- Provide a learning environment which encourages children to see themselves as life-long learner. Children need to believe that effort leads to success and accept that they have the ability to improve and learn
- Liaise with parents to ensure a good working partnership
- Ensure that teaching is progressive with manageable steps of learning
- Review children's work/progress regularly and set targets
- Regular monitoring of work across year groups
- Discuss concerns with key member of staff, the Inclusion Leader and the Head Teacher and work together to produce action plans and strategies to support the pupils
- Regular monitoring and tracking of groups and individuals by the SSLT
- Attend to individual child's needs

### **Classroom Management**

- Adults need to be on time and ensure everything is ready for the start of the lesson
- Ensure children enter the room in a calm manner
- Ensure children are seated comfortably so that they can see the screen/whiteboard or big book displayed enabling participation in the whole class session; ensure all children have their spectacles where necessary
- Displays are interesting and stimulating and are changed termly to reflect the current curriculum
- Resources are well organized, labelled and are easily accessible
- An acceptable noise level is insisted on
- Working walls used and updated regularly – ensure these can be seen by all children whilst working

### **Feedback and Rewards**

There is a clear system of rewards and sanctions at St John's, (see Behaviour Policy). However, external rewards alone do not promote a learning culture. It is our aim to work towards giving children appropriate and regular written and verbal feedback on their learning, helping them towards success, (see Marking and Feedback Policy). Any feedback needs to move the child's learning on and help them with future tasks. Feedback is also possible for parents through the Class dojo system.

### **Planning**

Our curriculum maps are the objectives outlined in the National Curriculum 2014 for each phase of Primary School.

Planning consists of three stages: long term, medium term and short term. These provide the essential framework to facilitate learning. Children's achievement is closely linked to the quality of the plans and these are regularly checked by the SLT, subject leaders and members of inspection.

**Long term plans** – Curriculum Maps provide a curriculum framework. They are a summary of the subject content for each term of the school year and provide breadth and balance to the curriculum. Long term plans give clear guidance of what must be taught and when it is to be taught. Teachers should refer to the school curriculum map.

**Medium term plans** – Outline Planning state the learning objectives of the half-term and over-view of activities with links to schemes of work. Where possible, subjects have been drawn together with a linking theme to provide depth of learning.

Medium Term Plan provide learning objectives of each curriculum areas give reference for resources and published schemes of work that are used. They are draw from a variety of sources including:

- The National Curriculum
- The Curriculum Guidance for the Foundation Stage document
- The LDBS Agreed Syllabus for RE
- Jigsaw PSHE Scheme of Work
- Purple Mash ICT Scheme of Work
- LGFL Switched on Science

Medium Term plan for each year group are located in planning folders in the classroom and also on the school system. Short term plans provide a teacher's personal script for the weeks lessons.

Short term planning can be in the form of a written plan, power point or smart board slides. Teachers must plan activities which will teach concepts, skills or knowledge identified in the learning objectives. Learning objectives must show what we are expecting the children to achieve

### **Cross-curricular teaching**

By this we mean incorporating and applying knowledge, skills or understanding of additional subjects to compliment or enhance learning in another area. We endeavor to include speaking, listening and reading in all areas and to apply mathematical understanding wherever possible e.g. Topic, Science, PE, and Technology.

### **Spiritual, Moral, Social and Cultural development (SMSC) / Personal, social, health and citizenship education (PSHCE).**

We plan collaborative and cooperative work across a range of activities and experiences to support the children to develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and that of others. They develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. A variety of experiences teach them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

### **Inclusion**

We refine and adapt learning cycles to meet the needs of those pupils with special educational needs, those with disabilities and those learning English as an additional language. We believe in an inclusive education where all children are taught effectively to their individual needs. We achieve this through whole class high quality first teaching, appropriate differentiation individual target setting and through targeted interventions where needed.

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Teachers should ensure that they are familiar with all the information available for each child and liaise with the Inclusion Leader to provide individual and group targets.

Planning should take into account the role of support staff to ensure their time is used purposefully and has the greatest positive impact on pupil outcomes as possible.

Planning, teaching and learning activities must give consideration to the visual and kinesthetic support needed to ensure that all children have access to the curriculum. For further details please see separate policies: Special Educational Needs; Accessibility; More Able.

### **Educational Visits and Visitors**

Each class will go on a trip to enhance their current learning at least once every term. In addition, we invite visitors and groups to the school to add variety to the learning experiences of the children. Trips and visitors may have a topic, core subject or PSHE/SMSC focus. Children have the opportunity to attend a residential trip in Year 6.

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- Seek to ensure that our staff development and our performance management promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes;
- Meet core subject leaders to discuss progress towards achieving objectives on action plan.

### **Parents**

Parental support is key to securing good learning. We inform parents about what and how their children are learning:

- By holding parent workshops to explain our school strategies for English, Mathematics and Health Education including Sex and Relationships Education;
- By sending curriculum information to parents, at the start of each term;
- Termly invitations to look at children's work alongside their child;
- By sending annual reports 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 home learning.

We therefore expect parents:

- To ensure that their child has the best attendance record possible (school target is 97%);
- To ensure that their child is equipped for school with the correct uniform and PE kit;
- To do their best to keep their child healthy and fit to attend school and work hard;
- To inform school if there are matters outside of school that are likely to affect a Child's performance or behaviour;
- To promote a positive attitude towards school and learning in general;
- To fulfil the requirements set out in the home-school agreement. (See Home School Agreement).

### **Monitoring and review**

We will review this policy every two years, or earlier if necessary.

Next review date – **May 2022**