



# St Leonard's CE(A) First School

## Teaching and Learning Policy

**Developed in consultation with:**

Teaching Staff  
The Governing Board

**Adopted by the Governing Board:**

Sep 2018

Signed: Mrs Karen Humphreys

Date for review: Sep 2019

This policy must be renewed regularly to reflect new initiatives, changes to the curriculum and developments in technology or changes to the physical environment of the school.

# Teaching and Learning Policy

## Values underpinning Teaching and Learning

At St Leonard's First School our purpose and aim is to deliver the highest standards of teaching and learning, educating the whole child as preparation for life by valuing hard work and learning together as a school family. All children have an entitlement to the highest quality of teaching and teachers have a professional responsibility to ensure that their teaching meets this standard. School leaders have a responsibility to monitor, evaluate and review teaching and learning to ensure that this high standard is met.

At St Leonard's we aim to inspire; a curiosity for life, a love of God and one another, a willingness to help those in need and a respect for our world, through worship and celebration together in our school and local church.

Our mission for teaching and learning is based around our four core school values.



Our core values are linked to both British Values and a set of related learning behaviours which we endeavour to ensure that all children learn more about and learn how to demonstrate throughout their time with us at St Leonard's.

Children are taught about learning behaviours through weekly worship time and house team projects and take part in activities which enable them to show both their endeavour and their curiosity.

Our commitment to giving children roles and responsibilities and leadership opportunities helps them to develop the independence and confidence to succeed and to treat others as they would wish to be treated with Love and Respect.

All children are different and all equal. We ensure that everyone's special talents are allowed to shine through like bright flames. We do this by ensuring our curriculum adapts to pupil's interests and talents. We also ensure that all children are given the opportunities, the support and challenge they need to reach their potential and meet the high expectations set for them in every area

of school life, regardless of sex, race, ability, social class, religion or appearance.

We encourage children to take responsibility for their own learning, to be as involved as possible within their own learning journey. Through our marking and feedback policy pupils are involved with both self and peer assessment to move their learning on.

If this policy is successfully implemented it will result in children who:

- Are active, well-motivated and positive learners.
- Achieve to the best of their ability and take pride in their work.
- Attain the highest possible standards.
- Display high standards of behaviour.
- Are eager to learn more.

## Learning Behaviours we value at St Leonard's.



### *Concentrating Crocodile*

*I need to concentrate to follow the school rules, to learn more about our school values and to learn new things.*



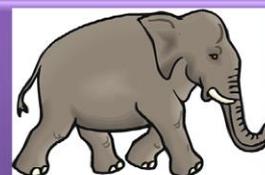
Proud Peacock



Choosing Chimp



Creative Chameleon



Exploring elephant



Persevering Parrot



### *Slinky Linky Snake*

*Linking all of my learning together with our school values.*

## Leading Teaching and Learning

The Headteacher is responsible for Assessment and outcomes.

The Subject leaders are responsible for leading teaching and learning within their subject. They are responsible for:

- Developing practical ideas to encourage the best learning from the children.
- Supporting staff in implementing learning strategies.
- Meeting together with other staff to monitor and track pupil progress.
- Meeting together to devise action plans to close gaps in learning.
- Keep up to date with new developments in teaching, learning and assessment.
- Feeding back to the Governing Board on pupil progress.

## Teaching Staff

Teaching staff are deployed according to their strengths in order to continually improve the learning experience for pupils and enable the highest of expectations.

## Professional development

Engaging in appropriate on-going professional development, both self-initiated and as identified through monitoring and performance management ensures that teaching staff keep their skills and subject knowledge at a high level. Teaching staff are asked to complete a reflective log after training to assess the impact it will have on their work in school.

## Teaching Assistants

Teaching Assistants are assigned to work with a particular class or a particular child. The teachers and school SENDCO are responsible for the effective direction and deployment of TA's to support learning. Teachers and TA's discuss planning and feedback daily to ensure learning intentions and activities are clear. TA's report on successes and next steps weekly for the children they work with. Teachers give further advice for the TA for the next week. TA's

work with a variety of children across the week and use a range of intervention strategies to personalise learning for children.

### Specialist support

Additional support is provided from a range of sources to identified pupils so that all children can access and fulfil their potential.

### Behaviour

The behaviour of all children in school, anywhere in the school, is the responsibility of all staff in the school. We promote good behaviour in the class room and around school using the positive strategies detailed in our school Behaviour policy. All staff are expected to manage behaviour effectively to ensure a good and safe learning environment.

### Curriculum

Our curriculum has recently been re-designed with a basis of whole school topics. This allows the whole school to become immersed in a theme together and to allow teachers to collaborate and share ideas. It is both creative and stimulating. It is also designed as a 'story book' curriculum, using high quality fiction and non-fiction texts as a stimulus for learning across the curriculum subjects, meeting the requirements of both the National Curriculum and the Early Years Foundation Stage.

We value children as individuals and provide learning opportunities that build on their strengths, interests and talents. We involve our pupils in curriculum planning at the start of each topic, putting them at the centre of their own learning. The curriculum seeks to motivate and interest our children, it has regard for their needs and next steps in learning within a range of knowledge, skills and attitudes. Their love of learning grows through the links made across all curriculum subjects and their curiosity is supported by making links to their own lives. Relevance is also supported by inviting in a full range of visitors for 'question time' activities and engaging in a variety of educational visits off site.

Our curriculum has been designed to enable children to develop the skills they need to be effective, enthusiastic learners in the 21<sup>st</sup> century. It has also taken into account the local area in which the children live and the careers and jobs that they show interest in. It raises aspirations. Our curriculum aims to

create enthused and energetic learners. There is a strong emphasis on keeping our children physically active throughout the curriculum and the day in order to achieve their 60 minutes of daily exercise.

In a small school, the staff know the children very well, enabling them to plan the teaching and learning to maximise each child's potential. Whole class teaching, small group work and individual teaching support the academic, moral, physical, creative, personal and social development of each child.

Our curriculum is based on a three year rolling program, which enables all children to access a broad range of activities and topics. Our philosophy is simple. We know our children! If we know what interests and enthuses our children and we know where they are within their learning and what skills they have grasped, then we know what their next steps are. Lessons are planned around these next steps and we differentiate learning to match the needs of the children within our classes.

- Learning intentions from the Early Learning Goals and National Curriculum underpin a broad, balanced and engaging curriculum.
- Literacy is embedded across the curriculum within all topics. High quality texts with topic links are used to teach specific Literacy skills, wherever possible.
- The medium term plans outline the knowledge, key skills and attitudes to be taught in each term.
- Literacy and Maths are taught daily with contexts drawn from the topic where appropriate. Other subjects may be taught weekly or in blocks where this provides a more cohesive learning experience.
- Spelling and reading of key words and Arithmetic are taught through a programme of Precision teaching.
- Children are given tasks which have a clear sense of 'purpose' particularly in writing.

### Wonder Days and Theme weeks

Throughout the year, we hold wonder days and theme weeks for all children in the school. These days link to specific areas of the curriculum and are a chance for school house teams to work and collaborate together. Children gain learning opportunities which are outside the everyday range of activities.

## Planning

Excellent subject knowledge and knowledge of children's learning should underpin effective planning. This should consist of challenging learning objectives based on accurate assessments. Long term planning is done by the teaching staff collectively within whole school topics. Medium and short term planning is the responsibility of individual teachers. This requires a thorough knowledge of each individual in the class, their prior attainment, their progress towards targets and their learning needs. Each half term, pupils are involved in the planning process for each topic through asking questions that they would like to know the answers to, which are explored on 'Thinking Thursday's'.

St Leonard's does not require teachers to submit detailed weekly planning as this is not an effective use of their time and we are committed to ensuring that our teaching staff maintain an appropriate work life balance. Teachers produce a weekly overview of their learning activities specifying learning objectives and opportunities for differentiation. Planning follows a common format across the school, developed together as a teaching team. This is focused on impact and reduction of workload. It provides prompts to support the teacher in thinking about what will 'hook' the children or act as a 'fascinator' to ensure lessons are real and vivid. Teachers work together on planning where possible to raise standards.

## Presentation of work

At St Leonard's we have high expectations of presentation and actively encourage all children to take pride in their work. Children are taught cursive handwriting in Early Years as soon as their fine motor skills are developed enough. Teacher's model this on the board. When a child is able to join legibly and consistently they may be awarded a pen licence to use in all subjects with the exception of Maths.

## Structuring Learning

The way lessons and units of work are structured reflects our understanding of the learning process. Teachers are responsible for all aspects of the learning cycle: creating a safe and stimulating learning environment, assessment for learning and target setting, planning progressive sequences of lessons, with differentiated and challenging learning objectives, modelling, providing engaging

activities, giving effective feedback, monitoring progress and identifying children's next steps in learning.

As a Dyslexia Friendly school we use a variety of learning approaches to challenge and encourage all learners to achieve.

In EYFS, teachers ensure opportunities for self and teacher directed learning.

**In planning and delivering learning, teachers:**

- make effective use of accurate assessment to build on prior learning.
- describe the outcomes and expectations.
- ensure learning objectives and success criteria are shared, exemplified and prominently displayed, and referred to as a key element throughout each lesson.
- Model skills required to meet the learning objective and success criteria.
- Ensure modelling writing is aimed at the highest level in the class.
- Teach and model cursive handwriting in daily practice.
- Encourage high standards of presentation, effort and achievement.
- Provide opportunity where appropriate or necessary for pupils to record verbally or using new technologies or via adult support/scribe.

**In planning and delivering learning, teachers engage learners by:**

- Making learning memorable-use props, stimulating resources and music.
- Giving the key information and vocabulary needed for the lesson.
- Using a multi-sensory approach, a variety of different learning styles.
- Asking open-ended and deeper questions to engage curiosity and assess understanding.
- Using ICT (including iPads) and other resources to engage all learners (number sticks and fans, mini whiteboards).
- Using talking partner/learning buddy activities and providing learners with thinking time.
- Using the outside environment to inspire learning.

- Providing opportunities for literacy and numeracy skills to be applied in other subjects in a meaningful context.
- Ensuring support staff are deployed effectively.

### Organisation

Children are taught in three classes (Sparks, Flickers and Flames) in the mornings and two classes in the afternoons. (Sparks and Flames). This morning structure allows pupils to be taught in their age and stage for English and Mathematics. The Foundation Stage are taught as one group in the morning with year1 and 2 and Year 3 and 4 in mixed groups.

For Phonics, SPAG and Arithmetic, children are grouped according to ability in order to provide challenge and support in these key areas.

St Leonard's staff work hard to ensure that all children are happy and safe in the school environment. Any concern is important to us and we encourage parents to discuss any worries with their child's class teacher in the first instance.

Within each class we teach in a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs. Groups can be ability based, or mixed ability groups; again this is varied according to the tasks, outcomes required and children's needs. Activities are differentiated to best meet the individual learning needs.

## The School Day

	Time
Breakfast club begins	08.40am
Children enter school through the front door. Children complete morning activities	08.50am
Registration	9am
Daily Worship	9.05am
Phonics / Grammar, punctuation and spelling groups	9.30am
English/Maths lesson	9.50am
Morning break time	10.35am
Snacktime	10.45am
English/ Maths Lesson	10.55am
Wash hands for lunch	11.55am
Lunchtime	12pm

Afternoon session 1	1pm
Afternoon session 2	1.30pm
Afternoon session 3	2pm
Afternoon session 4	2.30pm
Daily Mile	3pm
Tidy up time/ story time	3.10pm
Hometime	3.30pm

## The Supportive Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to be the best they can be.

### **We create a supportive learning environment by:**

- Encouraging a 'can-do' culture - getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness.
- Provide opportunities for success for all children by pitching and differentiating lessons appropriately
- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.
- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum
- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions
- Making expectations and boundaries clear by describing the behaviours we want and challenging all inappropriate behaviours

### **Classroom organisation**

- The organisation of the classroom, resources and pupils is of paramount importance if significant and purposeful learning is to take place.

### Classroom resources

- Resources are stored in easily accessible places, visually labelled, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.

### Classroom routines and systems

- Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.
- Children enter the classroom in an orderly, quiet manner ready to start the lesson.
- Lessons start and finish promptly
- All staff follow the school Behaviour Policy and guidelines.
- A whole school reward system recognises pupil achievements (see Behaviour Policy).

### Marking and Feedback

Marking focuses on highlighting where children have achieved certain learning objectives and/or success criteria. This is highlighted pink as 'tickled pink'. Marking also identifies where errors have happened as 'green for growth'. Children are asked to respond to the teachers marking using a purple pen as 'the purple pen of power.' Children are given quality periods of time each week in order to respond to the teachers marking and to ensure a deeper understanding before moving on.

### Recording and Reporting

Teaching staff are expected to keep a variety of written records of how the children are performing in English and Maths. This is then fed into planning for subsequent learning.

St Leonard's reports to parents **three times annually**.

**Autumn term:** Parents consultation evening and performance slips.

**Spring Term:** Parents consultation evening and performance slips.

**Summer Term:** Written report showing whether children have met the age related expectations and a short parents evening.

### The Role of parents

At St Leonard's we believe that parents have a fundamental and invaluable role to play in helping their child to learn and achieve their potential. We ensure that strong partnerships are made which facilitate this. We do this by:

- Holding parent consultation events to explain individual learner progress once a term
- Holding workshops to explain our school strategies for learning and teaching.
- Arranging additional meetings with parents where pupils have a specific learning need or difficulty with behaviour.
- Holding meetings to welcome new parents and children before they start and then four weeks after starting school.
- Sending information to parents at the start of each half term in which we outline the topics that the learners will be studying in school.
- Providing explanations of how parents can support their child with home learning activities.
- Providing a home school starter pack for new pupils to the school to ensure Early learning is embedded at home too.
- Setting homework which is differentiated to children's abilities and will move their learning on.
- Providing the children with reading diaries and home learning diaries.
- Inviting parents along to theme days and stay and play events to immerse them and their children in the curriculum.

### Inclusion

St Leonard's First School is committed to an inclusive education for all. Please refer to the school's inclusion policy for a detailed explanation of how this is achieved.

### Monitoring of Teaching and Learning

This is carried out by the Headteacher, subject leaders and the Governing Board and externally verified through a number of on-going activities such as:

- Book scrutiny
- Observation of teaching and learning

- A variety of pupil discussions (school council, worship council, lunchtime chats, Governor lunches, tea and cake with the Headteacher, Letters to the Headteacher).
- Rigorous in house analysis of school data, development and implementation of associated action plans.
- Learning walks
- External validations
- Subject or SEND monitoring
- Moderation meetings within school and with other schools

Ofsted criteria for *Good* and *Outstanding* are used to help teachers to recognise practice which will have a positive impact on learning within the classroom. Teachers are given detailed feedback on their strengths and areas for improvement. Teaching staff are given opportunities to share good practice, to observe each other, to plan together and to engage in team teaching as part of the school improvement process.

### Related Policies

Homework Policy

Assessment Policy

Marking and Feedback Policy

Monitoring Policy

Behaviour Policy

SEND Policy

Inclusion Policy

EYFS Policy

