

Eccleston St Mary's Church of England Primary School



A Policy Document for Teaching and Learning

1 Introduction

- 1.1** At Eccleston St Mary's School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and Objectives (see also our Curriculum Intent statement)

- 2.1** We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
- 2.2** Through our teaching we aim to:
- challenge and inspire all our pupils;
 - enable children to become confident, resourceful, enquiring and independent learners;
 - identify barriers to learning and put strategies in place to overcome them;
 - help children to learn to persevere and build resilience;
 - foster children's self-esteem and help them build positive relationships with other people;

- help children to know how to keep healthy both physically and mentally;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and individual identities and, in so doing, to promote positive attitudes towards other people;
- ensure an inclusive approach to diversity;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- adopt a holistic approach, focusing on the varying needs of the whole child, not just their academic progress
- prepare learners for life in modern Britain by developing their understanding of fundamental British values supported and enhanced by our Christian values.

3 Effective Learning

3.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them.

3.2 Our teaching ensures that learning opportunities are made available which take account of all learning styles. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- visits to places of educational interest;
- visitors into our school
- creative activities;
- debates, role-plays and oral presentations;
- drama
- STEM (Science, Technology, Engineering and Mathematics) activities
- participation in athletic or physical activity
- outside learning eg in our Forest Schools Area and Outdoor Classroom
- Work in the community
- Pupil voice groups – School Council, Eco-Council, Ichthus

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn.

3.4 We encourage children to take risks and not be afraid of getting something wrong; to build resilience and learn from their mistakes.

4 Effective Teaching

- 4.1** When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We make links to previous lessons so that past learning is extended and built upon and new knowledge is linked to existing knowledge.
- 4.2** Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts and across the curriculum, where appropriate.
- 4.3** We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set reflect age-related expectations, whilst providing appropriate levels of challenge and support. We have high expectations of all children, and we believe that they should be encouraged always to produce work of the highest possible standard and to take pride in their work.
- 4.4** We maintain a brisk pace in lessons and teach through questioning and feedback, avoiding 'lecturing' and ensuring that all children are engaged and stimulated throughout the lesson.
- 4.5** We use a variety of strategies to support learning such as spacing, interleaving, elaboration and dual coding and are constantly looking for opportunities to update our practice in line with current research on how children best learn.
- 4.5** Reading is prioritised to allow pupils access to the full curriculum. Our rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- 4.6** We encourage wider reading of more complex texts and align this with focused 'talk' in class to develop children's vocabulary. Focus words and key vocabulary are displayed in classrooms and 'words of the week' are explored in every class.
- 4.7** We plan our lessons with clear learning objectives which are shared with the children and reflected on at the end of each lesson. The objective is made clear in the children's books and work is marked against the objective. We evaluate all lessons so that we can modify and improve our teaching in the future.
- 4.8** Our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children. Interactive 'working walls' are evident in every classroom, providing children with reminders / stimuli appertaining to the current

learning. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

- 4.9** All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice, emphasizing the need constantly to review and update their content knowledge, pedagogical knowledge and pedagogical content knowledge.
- 4.10** We conduct all our teaching in an atmosphere of trust and respect for all.

5 Early Years Foundation Stage

5.1 Children in Reception follow the Early Years Foundation Stage curriculum. As such, children can access a broad range of areas of provision, inside and outside. Teaching is tailored to the interests of children. All practitioners in Foundation Stage take on the roles of teacher, facilitator and assessor, engaging with children in their play in order to move on their learning.

5.2 Children learn early reading and writing through a daily phonics session which builds on prior learning. It is differentiated according to need and highly structured. Phonics skills are reinforced through children's play and provision.

5.3 Children's early number, calculation and measuring skills are developed through a daily focussed mathematics session, and with provision that reflects the children's current learning needs.

6 Key stage 1 and 2

6.1 All children follow the National Curriculum in Key Stages 1 and 2. In the Autumn term in Year 1, teaching reflects the practice in Early Years and then develops so that pupils are ready for a more formal approach in Year 2.

6.2 All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching will build on previous learning
- It will give pupils the “big picture” of the lesson and ensure they understand why the lesson is important
- The teacher will share the learning objectives and children should help determine success criteria for the lesson
- Opportunities for self-initiated learning will be encouraged

- Lessons will allow opportunities for the pupils to build up their understanding through various activities and opportunities to talk about their learning with their peers
- Teaching will afford children opportunities to review what has been learned.

6.3 Thorough planning, which is tailored to children's needs, enables all pupils to make progress in every session. Long and medium term plans are crafted to ensure full coverage of the National Curriculum. Short term plans are flexible and responsive. They are adapted according to pupils' prior understanding and are designed to build on previous learning.

6.4 Although pupils move through the curriculum at broadly the same pace, some will require support and others greater challenge. The aim of the teacher is to design learning experiences that enable as many pupils as possible to master the concepts and skills being taught and apply them confidently.

7 Addressing Different Needs

7.1 When pupils encounter barriers to their learning and fall behind, the teacher will first intervene and, if further support is needed, will discuss the pupil's needs with the SENCo or a member of the SLT. A short term intervention may then be put in place for the pupil to access, in addition to the usual core teaching.

7.2 Our teaching takes into account the needs of all groups of learners (boys, girls, disadvantaged pupils, pupils with special educational needs or disabilities, (SEND), the more able, learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs) and in keeping with our ethos of putting the child first we aim to teach in a way that meets the child where they are, considers all their barriers to learning and gives them the best chance of success.

8 Developing learners with high expectations and a love of learning.

8.1 Children have the right to receive outstanding teaching to enable them to access outstanding learning. Our child- centred approach linked with a determination that every child should be given the best possible opportunities to succeed, guide all our teaching and learning. Effort is praised and the link between effort and success made clear to children. Good quality work is expected and celebrated through display and the reward system. Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with children.

8.2 Our curriculum has built into it many enrichment opportunities. Whole school events and learning with children of different ages are key features of our school. Each half-term, children from different key stages engage in paired

reading and annually we have an extra-curricular Arts Week, allowing children to come off timetable and learn new skills in different, stimulating and exciting ways.

8.3 We provide a range of extracurricular activities which are accessed by many children. There is a range of before and after school clubs for pupils to extend their enjoyment of learning.

8.4 We have a rich and exciting curriculum. The National Curriculum (2014) is the basis for all our teaching but we aim to enhance and enrich this in many ways. Our curriculum is designed to promote areas our children need and to provide them with engaging learning opportunities and a broad and balanced curriculum. Each year group's curriculum is designed in such a way as to allow for links in learning eg children in Y4 study the Romans in History, make mosaics (such as those found in Pompeii,) in Art and consider why Italy is such a popular holiday destination in Geography.

8.5 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We run all of our trips in accordance with the guidelines provided by Lancashire County Council and all visits are run through the 'Evolve' system to ensure compliance.

9 Using knowledge of pupils' understanding to achieve excellent progress

9.1 Secure knowledge of each pupil's current progress is a core element of teaching and learning at Eccleston St. Mary's CE Primary School.

9.2 Lesson planning is based on prior learning and throughout the learning process, active, formative assessment is required from teachers, teaching assistants and children to ensure that the expected rate of progress is being made. Every effort is made to respond to pupils' misconceptions or mistakes at the earliest opportunity to ensure further learning is not hindered in any way. Pupils are expected to respond to feedback given by the teacher and opportunities for this are built into lessons. Feedback may be written or oral depending on the task and needs of the children. Pupils may also be involved in giving each other feedback.

9.3 Summative assessments take place at the end of each term. Results are fed into the school tracker and this data is then discussed in Pupil Progress meetings. Actions are planned to address any potential issues eg short term interventions for those falling below ARE (Age-Related Expectations.)

9.4 In EYFS, information regarding pupil progress is tracked using Development Matters and the Early Learning Goals. Planning for provision and interventions emerges as a result of this tracking.

10 Home learning

10.1 Home learning is set weekly. In EYFS, this will be adapted to each child's specific needs. In Y1-6, all children are set, each week:

- spellings of either Common Exception Words or words related to topics currently being studied
- age-appropriate mathematical learning eg times tables, number bonds etc
- daily reading
- in addition, each class is set a ‘project’ each half-term to be completed at home, which will be related to current learning in school. This might be a research task, a creative task or a specific challenge and allows for children to make their own choices about their learning. A high standard is always expected. Opportunities are given in class to share good home learning and rewards and acknowledgement given for excellent effort.

11 The role of Governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- monitor the effectiveness of the school’s teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher’s report to governors as well as a review of the in-service training sessions attended by our staff.

12 The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- ensuring detailed information about the curriculum for each subject and each year group is up-to-date and readily available on the school website
- holding parents’ consultation evenings in the Autumn and Spring terms
- sending a detailed written report to parents in the summer term 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 homework eg reading with them and discussing what’s been read;

practising spellings and times tables at home; encouraging and helping them with research for their project

- ensuring there are always open channels of communication between home and school
- setting 'holiday homework' for the whole family in which they are given a choice of challenges to complete together

12.2 We believe that parents can facilitate their child's learning by:

- ensuring that their child has the best attendance record possible;
- ensuring that their child is equipped for school with the correct uniform and PE kit;
- doing their best to keep their child healthy and fit to attend school;
- informing school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promoting a positive attitude towards school and learning in general.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy every year.

This review : September 2019

Next review : September 2020