

St Augustine's Federated Schools Primary



Teaching and Learning Policy

We want all of our community to have equal opportunities to experience life in all its fullness (John 10:10). We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13)

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

'We encourage all community members to be the best that we can be in every aspect of our lives, as we grow in the Christian virtues of Faith, Hope and Love, so that we may live life in all its fullness.'

Our vision encompasses and promotes being the best we can be. This is at the forefront of all teaching and learning at our school. Our school values of friendship, respect, wisdom, inclusion, honesty and courage underpin everything we do and are woven throughout the curriculum, supporting children's physical, emotional, social, moral, cultural and spiritual development alongside their academic progress. The value we place on inclusion and belonging, ensures that all pupils are given access to a wide pool of knowledge, skills and progression whatever their background or ability level. This is enhanced by carefully chosen texts and experiences across the curriculum to enrich pupils understanding. Our rich, thorough and ambitious curriculum, is designed to ensure that every pupil has the opportunity to make excellent progress, both academically and personally, and ensures that every child is given the chance to shine and be the best they can be.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Are included and feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Display positive learning behaviour and show respect to others
- Can work with others or on their own, depending on the task

- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when facing challenges in their learning
- Can manage their emotions when they encounter difficulties
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. We recognise the importance of working in close and genuine partnership with parents, carers and all family members. Our home school agreement promotes a shared understanding that it takes a joint effort to ensure that each child becomes the best person s/he can possibly be and realises their potential.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Adapt teaching to respond to the strengths and needs of all pupils
- Actively engage parents/carers in their child's learning through class newsletters, school website, parents' evenings, meet the teacher sessions, phone calls and classroom letters including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress half termly where necessary, termly through parent meetings, and produce an annual written report on their child's progress
- Meet the expectations set out in the curriculum policy, behaviour policy, marking and feedback policy and homework policy

3.2 Support staff

Support staff will:

- Know pupils well and adapt support to meet their individual learning needs
- To have knowledge of a range of learning support needs.
- To aid the pupils to learn as effectively as possible, both in group situations and individually by, for example, clarifying and explaining instructions, meeting physical needs as required whilst encouraging independence, ensuring the pupils are able to use the equipment and materials provided.
- To work closely with the school SENCO
- To work with professionals such as Speech and Language Therapists, Occupational Therapists, etc.
- Consistently model the language expectations

- To assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- Use agreed assessment for learning strategies and procedures
- Use effective marking and feedback as required, in conjunction with the class teacher (and other professionals as appropriate) to maintain a system of recording pupil's progress in line with school policy
- Engage in providing inspiring lessons and learning opportunities
- To assist the class teacher in devising strategies, drawing up and implementing action plans to overcome behavioural, physical or learning difficulties.
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Establish a supportive relationship with pupils through high expectations, promoting self-esteem and celebrating achievement
- In conjunction with the teacher, to assist those children with challenging behaviour to learn as effectively as possible, using all appropriate strategies for that child or children.
- To participate in curriculum planning, and the evaluation of the support programme.
- To provide feedback to pupils in relation to progress and achievement.
- To liaise, advise and consult with other members of the team supporting the teachers when asked to do so.
- To contribute to written reports and reviews on pupil's progress, including maintaining records, as appropriate.
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, marking and feedback policy and homework policy

3.3 Subject/phase leaders

Subject/phase leaders at our school will:

- Help to create well-sequenced, ambitious, broad and balanced curriculum plans that build knowledge and skills from EYFS to Year 6
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence

- Monitor and moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Provide support and modelling for identified teachers to improve quality of teaching of their subject
- Create and share clear intentions for the planning, teaching and assessment within their subject/phase
- Evaluate the impact of their curriculum on standards in their subject and report to Senior Leadership Team (SLT) and Governors
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, subject policies, behaviour policy, marking and feedback policy and homework policy

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Monitor the quality of planning, teaching and assessment in all subject areas in order to evaluate the impact of the curriculum
- Hold subject leaders to account for monitoring and evaluating the impact of their curriculum on standards in their subject
- Hold staff and pupils to account for their teaching and learning
- Address underachievement and intervene promptly
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Meet the expectations set out in the curriculum policy, behaviour policy, marking and feedback policy and homework policy
- Celebrate achievement and have high expectations for everyone

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities on time and as required
- Uphold and promote the school vision of 'being the best we can be'
- Meet the expectations set out in the behaviour policy and the anti-bullying policy

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning and ask for help when needed

3.7 Governors

Governors at our school will:

- Monitor to ensure that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment through discussions with SLT/subject leaders and regular governor visits
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Our curriculum is constructed to be creative, diverse and inclusive and is designed to meet the needs of all pupils within the St Augustine's CE Primary community. It sets out a clear progression of skills and knowledge for each subject area across every year group from EYFS to Year 6. Our progression of skills and knowledge maps show the skills taught within each subject and how these develop

progressively to ensure that end of key stage attainment targets in the National curriculum are securely met by the end of each key stage. Units of lessons are sequential and key learning objectives are revisited regularly, allowing children to build their skills and knowledge, applying them to a range of outcomes.

The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited regularly with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. We use published schemes from Kapow, SCARF, Language Angels, Maths Mastery and GetSet4PE, along with our own schemes to ensure consistency and progression in our teaching and learning. These also provide high quality resources to support curriculum delivery. Lessons are planned well to ensure that children know more and remember more and make at least good progress in the short, medium and long-term.

Please refer to our Curriculum Policy for further information on organisation and planning, and see our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in the classrooms, outdoor spaces, halls, music room, cookery room and the ICT suite.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate (e.g., tables of four)
- Visual timetable
- Knowledge organisers displayed clearly and regularly referred to
- Key vocabulary and visuals
- Displays of material pupils have previously learned about and can identify
- Displays that celebrate and support pupils' learning
- Working walls to support in knowing more to remember more
- Appropriate case and handwriting to be used for labelling on displays, key vocabulary and when modelling writing

6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

Strategies that will be used to do this are:

- Adapt teaching effectively to respond to the strengths and needs of individual pupils
- Using support staff effectively to provide additional support
- Working with our SEND coordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames, word banks and scaffolded tasks where necessary

Please refer to our SEND policy, SEND Information Report and Equality policy located on the school website.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be set weekly and a physical copy will be sent home in children's weekly homework book. Home learning projects will be set on a termly basis by class teachers and whole school home learning projects will be set throughout the year.

Reading records will be monitored by the class teacher on a regular basis – at least once a week.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

If homework requires any necessary equipment or resources, these will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Daily verbal feedback will be given throughout all learning and weekly written feedback will be given in English and maths through the teacher writing a next step in pupils' books.

Please refer to our marking and feedback policy for more detailed information on subject specific marking and feedback.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment is ongoing daily and weekly. Formal summative assessment will be used at the end of every half term as well as the end of each Key Stage.

We provide learning objectives and targets for pupils, and verbally report against these to parents on a termly basis. Pupils will receive a written report annually.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders, phase leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Analysing assessment data and identifying actions
- Planning scrutinies
- Book scrutinies
- Pupil voice

11. Review

This policy will be reviewed every two years by Head of Primary, Assistant Headteacher responsible for curriculum and governing body. At every review, the policy will be shared with the full governing body.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- Assessment and Marking policy
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Home-school agreement