

St Bartholomew's C of E (Aided) Primary School

Teaching and Learning policy



Start: September 2018

Review: April 2021

Purpose

The purpose of this document is to describe the St Bartholomew's C of E (Aided) Primary School Teaching and Learning Policy.

Key Objectives

The school will give all our children full access to the curriculum and will enable them to achieve the highest academic and personal standards by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

The school embraces a creative curriculum and sees the development of English, Mathematics, Science, Computing and Religious Education as central to our curriculum work, balanced with the humanities and expressive arts.

The school will strive to provide an enjoyable curriculum and will work with children to help them understand the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons. These will be based on real-life experiences, wherever possible, in a structured, well-ordered classroom environment.

Aims

The school will:

- provide a broad, exciting and challenging curriculum
- provide an environment that is fun, stimulating and challenging to all pupils.
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- equip children with a range of skills and a desire for lifelong learning.
- work with other schools to share good practice in order to improve this policy.

Teaching and Learning

All staff will:

- seek to ensure the provision of a rich learning environment which is safe, accessible and conducive to effective learning both within and beyond the classroom;
- ensure that they develop a learning environment which supports spiritual reflection;
- develop a learning environment that seeks to engage the attention of all learners, ensuring that individual needs are met;
- recognise and celebrate all children's achievements.

Planning and expectation

- All lessons will have clearly identified learning objectives (expressed using the acronym WALT which means *We are learning to*) with differentiated steps to success and/or support to ensure that every child's learning needs are met;
- Regular feedback will be provided to all children in a way appropriate to their learning, in order to aid understanding and future learning;
- Opportunities for self and peer assessment will be provided to allow pupils to identify the next steps in their learning;
- Cross-curricular strategies to support the basic skills of English, Mathematics and Computing will be developed and implemented;
- All homework will be relevant and set at a level where pupils can succeed;
- ICT skills will be embedded across the curriculum.

Teaching methodologies

- We promote an ethos of safety and respect for others and their property at all times;
- We encourage children to become independent learners and to manage their own equipment;
- We present learning opportunities in a range of ways to incorporate visual, aural and kinesthetic learning styles;
- We ensure that learning is personalized to meet the needs of all children;
- We are alert to opportunities for learning outside the planned curriculum which benefit both social and intellectual learning and develop these.

Use of assessment procedures

- Assessment for Learning (AfL) is ongoing assessment and will be used to help teachers and children identify the next steps in their learning;
- Targets for each child will be set in pupil progress meetings each half term and monitored by phase leaders, subject leaders and the Senior Leadership Team;
- Children's achievements will be tracked and recorded electronically each term;
- Teachers will give both individual and group feedback on a regular basis and adjust short term learning objectives appropriately;
- Assessment will inform intervention required across the school;
- Regular review of children's SEND support arrangements and/or EHCPs will take place in accordance with our SEND policy.

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and stakeholders are aware of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- the responsibility of involving the School Council in the development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head Teacher

The Head Teacher will:

- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy;

- monitor the effectiveness of this policy;
- demonstrate the link between this policy and the School Improvement Plan
- annually report to the Governing Body on the implementation and development of this policy.

Role of the Teaching and Learning Committee

The Teaching and Learning committee of the Governing Body will:

- work closely with the Head Teacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the full governing body on the success and development of this policy

Role of the Subject Leaders

Each subject leader will:

- review progress of their curriculum subject and report this to the Head Teacher and senior leadership team on a regular basis.
- ensure that each subject has an action plan which forms part of the School Improvement Plan.

Role of Staff

Each member of Staff will:

- comply with this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react to those unexpected moments which will further develop children's experiences;
- be encouraged to develop the curriculum by using the range of cultures within the school;
- maximise learning opportunities by encouraging and developing parental/carer involvement;
- use a range of teaching and learning styles to address the needs of all children;

Role of Pupils

Each child will:

- be made aware of this policy;
- learn to take pride in their work;
- be encouraged to produce work of a high standard;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask for further help, if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school's BARTS values and rules to ensure the smooth running of the school;
- talk to others without shouting and use language which is neither abusive nor offensive;
- hand in homework properly completed and on time.

Role of the School Council

To represent pupil voice in the school to;

- discuss their ideas as to the curriculum;

- support teachers and the senior leadership team with curriculum development.

Role of Parents/Carers

- be made aware of this policy;
- be encouraged to take an active role in the life of the school by attending important events such as; parents evenings, class assemblies, school concerts, fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be encouraged to organise after school clubs or groups;
- be asked to take part in periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- take holidays outside of term time;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school's BARTS values and rules to ensure smooth running of the school;
- ensure correct school uniform is worn

Timetable

Class timetables provide details of time allocations to each subject

Planning

Long, medium and short term planning is in place for all subjects.

Subject Policies

Policies are in place for all subject areas and are updated every three years.

Monitoring

Standards will be monitored by:

- book looks
- lesson observations and drop-ins
- learning walks
- pupil discussions
- audit of subjects
- scrutiny of planning
- termly pupil progress meetings
- data analysis

Subject leaders, senior leaders and phase leaders will undertake monitoring activities.

Topic Work

Geography, History, Science, Computing, PSHCE, Art and DT might sometimes be taught as topics with possible links to Music and RE.

Educational Visit and Visitors

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

Parental/Carer Involvement

All parents/carers are informed of their child's topics and are actively encouraged to help in any way they can.

Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

Special Educational Needs and Disabilities

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress.

Disadvantaged Pupils and The Pupil Premium

In accordance with Government policy, the school will use the funding provided by the Pupil Premium to raise the attainment of disadvantaged pupils of all abilities to reach their potential and to support children with parents in the regular armed forces.

Raising Awareness of this Policy

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parents' evenings and periodic curriculum workshops
- communications with home such as the bi-weekly Head Teacher's newsletter
- reports such as Head Teacher's reports to the governing body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning curriculum

Monitoring the Effectiveness of the Policy

Annually or when the need arises, the effectiveness of this policy will be reviewed by the Head Teacher and the Teaching and Learning committee and recommendations for improvement and amendments made to the full governing body.