



St John's Primary School
Learning and Teaching Policy

Philosophy

At St John's we believe that every child must be valued and respected for what he/she brings to the learning situation. It is our task to build on their existing knowledge, experience and skills and to promote an environment where the highest quality learning takes place. We feel that the learning and teaching at St John's should equip children with a toolkit of transferable skills to enable them to become lifelong learners.

Aims

- To provide effective and quality teaching and learning across the whole curriculum
- To provide a curriculum that gives equal opportunities and access to all and allows each child to realise his or her full potential
- To develop academic skills and social, moral, spiritual and cultural understanding and skills

Objectives

1. To create a supportive and caring ethos where children have a high regard for themselves and others; where mistakes are seen as a process of learning and where every child's work is valued and there is shared expectation of quality.
2. To plan and structure the learning and teaching in a meaningful and purposeful way so that every child achieves and develops skills and knowledge appropriate to their level of ability and understanding. To plan for and ensure equality of opportunity.
3. To organise an enjoyable and creative learning environment so that children develop the skills necessary for current and future learning.
4. To provide consistency in the delivery of teaching and learning so all lessons are good or outstanding.

Learning and Teaching

We aim to provide an abundance of experience and activities so that by the time the children leave our school they will be well on the way to becoming independent, confident learners who:

- communicate clearly in speech and writing in ways appropriate to various occasions and purposes.
- read fluently and accurately with understanding and enjoyment
- apply mathematical skills and concepts to a variety of everyday settings.
- have developed an enquiring mind and enjoy problem solving
- are enterprising
- can work both independently and in collaboration with others
- have an understanding of the use of new technology in a range of situations
- have an understanding of healthy lifestyles –physical, social and emotional wellbeing
- have developed values that show social, moral, spiritual and cultural understanding (SMSC)
- understand their role within the community.

The Curriculum

At St John's Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. We ensure that our children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum. We provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding, focusing on depth of learning and mastery of content. This enables teachers to remain with subjects/topics for longer, ensuring pupils have mastered the content before accelerating into new material.

Our cross curricular approach to learning means some subjects are taught through a topic and some are covered as discrete subjects. This enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits. Our curriculum promotes the spiritual, moral, social, cultural, physical, mental and emotional development of our pupils. We recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.

Teachers will ensure that they:

Ethos

- Establish a welcoming and stimulating classroom environment with high expectations for all
- Promote a Growth Mindset in which all children and staff see themselves as learners
- Work closely with parents and carers to ensure all children are well supported both at home and at school
- Provide a creative and engaging curriculum
- Promote St John's values and SMSC

Planning

- Work closely with colleagues so that continuity and progression of learning is achieved across the curriculum and throughout the school
- Carefully plan and differentiate work according to the needs of the children, using our assessment software and Assessment for Learning to inform planning
- Take into account the children's knowledge and experiences
- Give children a context for their learning
- Plan for a wide range of first hand experiences both within and outside the classroom
- Include exciting and motivating Entry and Exit points for each topic
- Share planning in advance with teaching assistants
- Ensure teaching assistants are clearly directed to support learning and are clear about who they are supporting and why
- Save planning on Staffshare each week. (A copy should also be put in the Year Group Planning Folder which should be kept in the classroom)

Teaching & Learning

- Adapt lessons i.e. deviate from planning if necessary, in response to the children's learning
- Give opportunities for quality talk through the use of Learning Partners (Talk Partners at KS1)
- Use the No Hands Up technique and 'lollipop sticks' when questioning children in whole class situations
- Use effective questioning
- Use effective modelling to demonstrate learning to children
- Use quality resources to support learning
- Use guided teaching to move the learning of targeted groups forward
- Share clear child friendly learning objectives with the children
- Record learning objectives in children's maths and English books

Assessment and Feedback

- Mark work in accordance with the Marking Policy
- Provide the children with constructive feedback, including next steps, related to the learning objectives.
- Provide opportunities for children to respond to marking
- Update assessment software on a regular basis, and complete summative assessments on in assessment software in accordance with the assessment schedule.

Equal Opportunities

All children are provided with their full entitlement to the curriculum regardless of their differences.

Special Needs

Progress of pupils with special needs is regularly monitored and assessed. The needs of children receiving SEN support, or have an EHCP are catered for within the school and with the advice and support from the SENCO. These children have Individual Support Plans and also have input/ advice from outside agencies. All children who need extra support in the classroom are given it by the teacher or teaching assistant. However it is our aim for these children to work independently.

Gifted and Talented Children

We regularly assess and monitor all children, including those who have been identified as being gifted and talented. Teachers differentiate work to ensure Gifted and Talented children are challenged within lessons. We also look for opportunities for these children to take part in additional activities that will support their learning.