



Teaching & Learning Policy

**'Love bears all things, believes all things, hopes all things,
endures all things.'**

1 Corinthians 13:7

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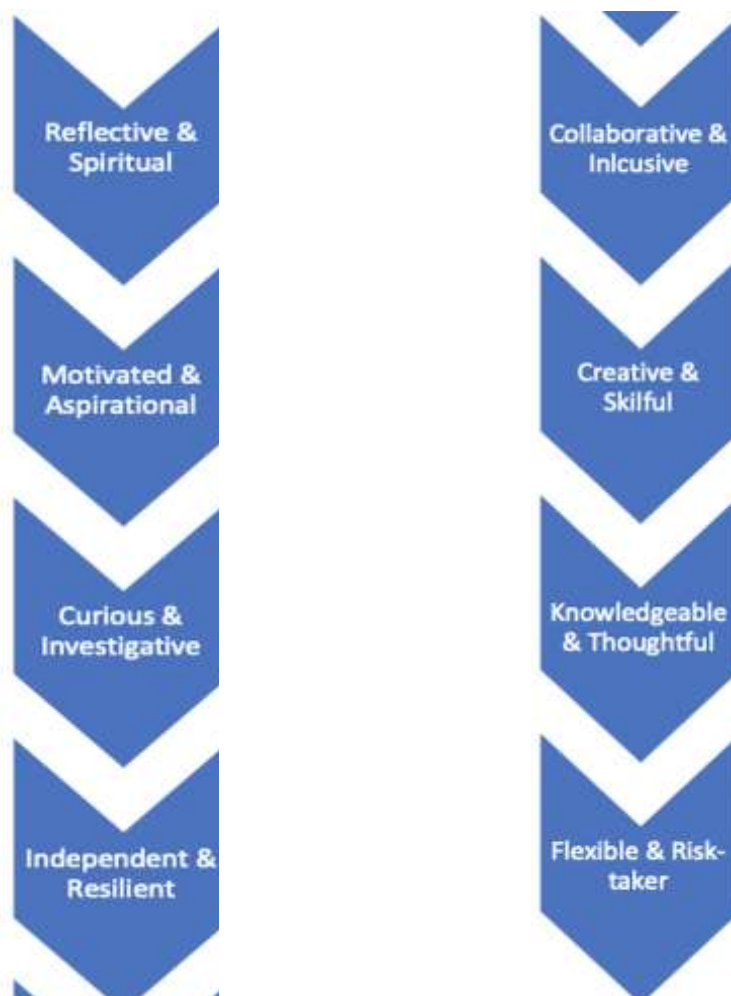
Introduction

At All Saints, we believe in the concept of life-long learning, with children and adults alike learning new things every day. We believe that the quality of teaching and learning is crucial to children being able to fulfil their unique potential. The National Curriculum and Religious Education form the core of our teaching and learning content and this policy summarises their management in our school.

This policy reflects the consensus of opinion of the staff and was agreed by the governing body. The implementation of this policy is the responsibility of all staff.

Aims & Objectives

Our curriculum has 8 clear aims and these form our vision for the impact we wish to have on our children and their future. As a result of our well-designed, broad curriculum and our high-quality teaching and learning, children will have the following qualities:



We believe these qualities will contribute towards the development of life-long learners, who are able to flourish and live life in all its fullness.

Teaching

We believe that each child will be supported and empowered to fulfil their unique potential through experiencing quality in:

- A broad and balanced curriculum
- An enriching programme of extra-curricular activities and visits
- A stimulating learning environment
- Rich and up-to-date learning resources
- Innovative teaching and an investigative approach to learning
- An ethos of support, challenge and encouragement to succeed
- Effective differentiation, which is skilfully applied
- Spiritual, Moral, Social and Cultural (SMSC) threads in all lessons
- Clarity on where each child is on their unique learning journey
- Strong partnerships between school, home, the church and the community

Children at the centre of learning

Curriculum content is broken down using learning labels, which are glued into the children's books and discussed as learning objectives and success criteria. In this way, children (in an age-appropriate way) are clear about their learning journey and understand the purpose of the lesson.

A broader picture of the children's learning is made clear through our school 'Learning Journey's' which are used across reading, writing and maths. These are used to help the children to understand the 'bigger picture' of their learning across the year, whilst also ensuring termly 'milestones' are clear.

Planning for Teaching

The curriculum is taught by integrating subject, where possible, through cross-curricular projects. This approach links vocabulary, skills and knowledge in relevant subjects so that children can enjoy rich learning experiences in a purposeful way.

Subjects in the curriculum are integrated to use time efficiently as possible through projects. This is carefully planned to include the vocabulary, skills and knowledge which children must acquire to make progress in core and foundation subjects. We do, however, appreciate that not all learning can be linked in this way and it is recognised that separate arrangements must be made for subjects or aspects of subjects which are not relevant to the projects.

Projects are chosen for each class based on the National Curriculum. Annual curriculum maps and project webs describe the coverage for each class.

Teachers prepare planning (using flipcharts) that is based on the curriculum entitlement for each subject. Key concepts, vocabulary and prior learning are identified on these plans. Progression is made clear through the use of learning objectives.

Teachers upload their flipcharts to the staff share drive termly so that they can be further improved and leaders are able to evaluate their subjects.

Teaching assistants (TAs) support pupils' learning. TA roles are set by the class teacher depending on the nature of the lesson and needs of the class.

Planning for Learning

Teachers' planning is based on the curriculum content to be covered on the school subject policies and overall curriculum. The following criteria helps children to learn effectively and help us to work towards our 8 curriculum outcomes:

- Make use of first-hand experiences
- Ensuring that learning is an exciting and worthwhile experience
- Self-esteem is fostered
- Encouraging life-long learning
- Identifying continuity and progression from nursery to Y6 in all subjects and areas of learning
- Using display to support introduction, continuation and celebration of learning
- Encourage pupils' active participation in the learning experience
- Using enquiry that is based on real contexts
- Ensuring that children can access learning experiences at an appropriate level (differentiation)
- Fostering collaborative learning amongst children
- Ensuring the activities are inclusive

Thinking Skills

At All Saints, we make use of 'Bloom's Taxonomy' to embed different levels of challenge appropriate to the age and stage of each child. These thinking skills are embedded within the project:

- Information processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills

Assessment

We use assessment as an integral part of teaching and learning. It helps us to:

- Plan work matched to a child's achievement
- Identify where specific help is required
- Help children to progress by setting appropriate targets for learning

Reporting

Parents are provided with an annual report that summarises their child's achievements in all areas of school life over the course of a year. This enables parents to clearly see the progress their child has made and what can be done to further assist that progress in the future. This report has a vital role to play in helping parents to understand the work of the school and in strengthening the partnership between home and school.

Differentiation

In KS1 and KS2, teachers identify achievement for their class as a whole and at group and individual level. We assess pupils as working in one of the following groups for each subject. This information is used to plan the next steps in learning in order to gain maximum impact on pupil progress.

- Greater Depth (GDS) – pupils demonstrating mastery
- Working at the expected level (EXS) – pupils working within age-related expectations
- Working towards expectations (WTS) – pupils working towards age-related expectations

Underachiever plans and additional support plans are used to identify the steps being taken to support pupils who are making slower progress or who have additional needs.

Curriculum Leadership

Leaders have designated responsibilities for specific subjects, which include:

- Reviewing and implementing policy and schemes of work
- Ensuring progress, continuity and differentiation in achievement and provision
- Monitoring, evaluating and planning further development
- Ensuring that colleagues are aware of available resources
- Keeping up-to-date with new developments and research in their subject area and disseminating this information to staff
- Supporting induction so that all teachers are informed about how the curriculum is delivered in their classes
- Offering support and encouragement to colleagues
- Ensuring that assessment and recording techniques are relevant
- Liaising with other schools and agencies
- Promoting interest and understanding from parents and governors

Continuing Professional Development

Professional development for all staff is at the heart of school improvement. It is an activity that:

- Impacts positively on achievement and progress
- Increases participants' skills, knowledge and understanding
- Maximises the potential of performance management
- Increases the quality and effectiveness of teaching

The purpose of staff development is to:

- Develop school effectiveness and raise pupils' performance
- Support greater self-esteem, self-confidence and enthusiasm
- Create an open, supportive and collaborative culture across school
- Foster a real desire amongst staff to continue learning
- Extend and enhance job-related skills
- Promote co-operation between staff and ensure that all colleagues are valued

Staff have opportunities to develop their specialist expertise and to improve teaching and learning skills. These are detailed in individual performance management

records and the school's development plan, which support improvement, succession planning and individual proficiency.

The Role of Governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support teaching and learning by ensuring that resources are allocated effectively
- Ensure that the school buildings and premises are used optimally to support teaching and learning
- Seek to ensure that our staff development and our performance management systems promote good-quality teaching
- Monitor the impact of the school's teaching and learning approaches through the school's self-review processes, which include regular headteacher reports and termly reports from leaders

The Role of Parents

We recognise that parents have a key role in helping children to learn and fulfil their potential. We have the following systems in place, which are designed to involve parents as fully as possible in their child's learning journey:

- Termly parent meetings to share progress and next steps
- Sharing topic plans on our website and through letters at the start of each term
- Open-door policy, where parents have access to teaching staff daily, so informal chats can take place when needed
- End of year report, which summarises a child's attainment and progress
- Homework format is project based and has lots of choice involved, meaning that each family can support learning in the way that suits them best

Parents also have a vital role in supporting their child and the school on implementing school policies. Therefore, we would like parents to:

- Ensure their child has the best attendance possible
- Ensure that their child is equipped for school (uniform and PE kit)
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters that are likely to affect a child's performance or behaviour
- To promote a positive attitude towards learning and school
- To fulfil the requirements set out in the home school agreement

Monitoring and Review

We understand that it is important to monitor the school's teaching and learning policy, and to review it regularly so that we can take account of new research and developments in the curriculum. We will review this policy every 2 years, or earlier if necessary.