

Darwen St James' CE Primary Academy

Darwen St James'
C of E Primary Academy



TEACHING AND LEARNING POLICY

Mission Statement

Nurturing Ambition through a living faith

Vision Statement

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

Bible verse

Let us not love with words or speech alone but with actions and truth.

John 3-18

School Aims

At Darwen St James' C of E Primary Academy children are central to all that we do, their education, well-being and development of the whole person.

The aims of the school are:

- To deliver high quality education in which a range of creative and stimulating experiences and activities are provided so that each child has the opportunity to develop their full potential.
- To promote and experience an understanding of Christian principles as a basis for developing the personal qualities relevant to a positive contribution to community life (both in and out of school).
- To nurture our children to develop emotionally and socially in order to help them enjoy and manage their lives to be effective learners, respectful, tolerant and responsible citizens.
- To create a high quality learning and working environment, promoting ownership by children and staff and developing senses of responsibility and pride.
- To create a high performing team of staff and governors with the necessary knowledge, skills and understanding in order to meet the demands of education in the 21st century.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers provide a broad and balanced curriculum which will develop the skills, concepts and knowledge necessary for future learning. Teachers use *Growth Mindset* to approach all learning to develop challenge, risk, resilience and perseverance in all learners.

In the course of our daily work, all staff contribute to the development of this ethos through:

- Providing a calm, quiet and effective learning environment in which each child can achieve his/her full potential
- Providing a welcoming environment in which good manners, kindness and respect are fostered
- Providing positive role models
- Providing a fair and disciplined environment in line with the school's 'Behaviour Policy'
- Maintaining purposeful and informative planning, record-keeping and assessment documents
- Maintaining marking, to ensure quality feedback is given
- Providing children with meaningful, purposeful tasks related to the National Curriculum Programmes of Study and Early Learning Goals
- Valuing and celebrating children's successes and achievements
- Developing links with the Church and wider community
- Effective management of their professional time
- Reviewing personal and professional development by providing appropriate INSET, training and support in order to ensure a high level of professional expertise.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all children at Darwen St. James' C of E Academy are given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Including All Children

At Darwen St. James' C of E Primary Academy every child is valued as having unique characteristics, interests and abilities and learning needs. We aim to provide effective learning opportunities for all our children by:

- Setting suitable learning challenges where we aim to give every child the chance to experience success in learning and to achieve as high a standard as possible.
- Responding to the diverse needs children bring to their learning where we have high expectations and provide opportunities for all children to achieve, including girls and boys, children with special needs, children with disabilities, children

from all social and cultural backgrounds, children of different ethnic groups including refugees and asylum seekers and those from diverse linguistic backgrounds.

- Overcoming potential barriers to learning and assessment for individuals/groups of children where we take special account of the type and extent of difficulty experienced by a child. Such needs are likely to arise as a consequence of a child experiencing special needs or disabilities or may be linked to a child's progress in having English as an additional language.

Management of the School Day

- The School Day

Begins at 8.55am and ends at 3.15pm

- Time Allocation

The curriculum

- aims to provide opportunities for all children to learn and achieve
- promotes children's spiritual, moral, social and cultural development and prepare all children for the opportunities, responsibilities and experiences of life.

Curriculum time can be planned as continuous study throughout the half term or as blocked units of study. Work will be planned using the agreed Schemes of Work for discrete subjects with reference to whole school planning in order to ensure continuity and progression.

At Darwen St James' C of E Primary Academy we are committed to following the programmes of study as required by the National Curriculum 2014. Furthermore, a variety of intervention programmes are used to ensure all children's needs are catered for.

Darwen St James is a Growth Mindset school, using the philosophy and language to reinforce learning and our Christian values.

Teachers encourage children to work within given time scales and will facilitate the effective use of time through:

- the provision of appropriate resources
- planning reinforcement/extension activities which can be carried out by individuals/groups of children.

Classroom Management and Organisation

- The learning environment is managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:
 - whole class teaching
 - group work, organised to appropriate criteria (ie ability, mixed ability, interest etc)

- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning

Teaching Assistants, under the direction of the teachers are deployed to support the needs of the children, including those with Special Educational Needs.

Behaviour Management

As outlined in the school's 'Behaviour Policy'.

Organisation

- Classrooms and shared work areas are organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture and groupings of children.
- Teaching Assistants support children's learning within/outside the classroom setting.
- The resources within the classrooms are grouped according to curriculum areas and are clearly labelled.
- Children are involved in the maintenance and care of all equipment and resources including in the cloakrooms and shared work areas (eg library, nurture room)
- Routines for lining up, moving around school, tasks/challenges upon entry to the classroom, presentation/setting out of work, distributing/collecting work/equipment, tidying up etc are embedded at the beginning of the school year and reinforced throughout the year.
- Timetables ensure a balanced curriculum is maintained and effective use of support staff is maximised.
- Displays are in accordance with the non-negotiables.
- Presentation of work is in accordance with -

Pride in work

Handwriting clear, joined where appropriate, on the line

Ruler used to underline all dates and titles and any other line needed

LO used as title

Numbers one per square in maths books

- Homework is set -

Spellings

Reading

Maths (timestables)

Plus any additional work needed, e.g. SATs prep

Planning

Planning takes account of the Early Learning Goals in the Foundation Stage, National Curriculum 2014 and agreed Schemes of Work. Subject leaders produce

the whole school overviews and medium term plans from the schemes of work at we use in school. From that class teacher develop their lessons on weekly planning grids, taking into account the needs and interests of the children in their class.

Differentiation

Teachers differentiate the curriculum by:

- Task/questioning
- support (teacher/teaching assistant/student/parent)
- outcome

Differentiated tasks/questions to meet the needs of all children are detailed in the weekly planning.

Teaching and Learning

Teaching and learning involves meeting the individual needs of children through learning opportunities that enhance and enrich the children's knowledge and understanding in an environment that caters for different types of learners (visual, auditory and kinaesthetic).

Children are part of the learning process, fully involved in their own learning and progress.

Learning Objectives and Success Criteria

Children are presented with child friendly learning objectives at the beginning of each lesson. They are differentiated appropriately.

Marking

See Marking and feedback Policy

Self and Peer Evaluation

This happens in fix it time at the start of each Maths and English lesson. Also through the editing process after pieces of writing.

Excellence and Enjoyment

High expectations are reflected in the range of activities provided to challenge all ranges of ability through written and practical learning experiences in a supportive environment. Children are encouraged to develop independence through enjoyable learning opportunities that build on previous experiences.

Learning Environment

The learning environment offers a variety of opportunities for the children to extend, reinforce and celebrate the children's learning through:

- Interactive displays and working walls
- Promoting key vocabulary and concepts
- Learning objectives
- Working walls to demonstrate processes of learning
- Celebrations of children's achievement
- Dyslexic friendly environment with agreed uniform colour codes for literacy and numeracy, eg Maths coloured vocabulary.
- All following the non-negotiables list

Teaching Strategies

To ensure all children are able to access tasks at the appropriate level, teachers adopt a variety of strategies:

- Modelling, demonstrating, shared
- Talk less teach more
- High expectations
- Opportunities for repetition
- Multi-sensory activities
- Encouragement and positive reinforcement
- Self-evaluation
- Recording
- Intervention when appropriate in the learning process
- Questioning (open and closed)
- Differentiated activities to meet learners' needs
- Opportunities for whole class, group and paired discussion and collaborative learning
- Range of resources used.

Learning Processes

Children learn in different ways. Children develop skills through a range of processes. These include:

- Listening
- Talking and discussion
- Investigation
- Experimentation
- Observation
- Asking questions
- Practical experiences
- Research opportunities
- Repetition and reinforcement
- Critical thinking/problem solving
- Making independent, informed decisions.
- Growth Mindset

Children are provided with these opportunities to access these processes so that they can develop their own strategies to gain and extend their own knowledge, skills and understanding.

Monitoring and Evaluating

Children's work is evaluated and monitored in all subjects on a termly basis. Class teachers, subject leaders and the Headteacher with SLT monitor subjects at different times of the year and feedback when appropriate to members of staff.

Record Keeping and Assessment

Regular assessments are made of the children's work in order to establish the level of attainment, to indicate next steps and inform future planning and learning experiences. This is recorded on Target Tracker.

Screening/Assessment

Identification of children's levels of attainment is achieved through summative and formative assessments throughout the year. Identified children are provided with appropriate learning activities to support their learning. Children are referred to the SENDcO if specific programmes are needed to raise attainment.

Progress is recorded using Target Tracker. Data is collected and analysed each half term, by SLT and then through Pupil Progress meetings with class teachers.

Statutory assessments are:

Reception	Baseline
Year 1	Phonics tests, Rising Stars Progress Tests
Year 2	Maths and English Statutory Assessment Tests, Rising Stars Progress Tests
Year 3, 4 and 5	Maths and English Optional Tests, Rising Stars Progress Tests
Year 6	Maths, Reading and GPS Key Stage 2 Statutory Assessment Tests, Rising Stars Progress Tests

All assessments are analysed by class teachers, subject leaders and SLT.