



Scotforth St Paul's CE Primary and Nursery School

Learning, growing and caring as part of God's family.



Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.

Teaching and Learning Policy

Approved by:	Curriculum and Standards committee	Date: 02/10/24
Next review due by:	Autumn 2025	
Changes		
18/10/23	p4 high standards of work (display) pg 4 Feedback is not always written and marking is limited to ensure it is time effective. Verbal, in the moment, feedback is used and is not recorded. p5 half way through and (assessment)	
24/09/24	No Changes	

Aims

At Scotforth St. Paul's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens. We provide opportunities to enable the children to develop resilience and independence and build an understanding of both the heritage of the local area and their place within the wider world.

Our INTENT is

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- To challenge all children to achieve their best irrespective of academic ability (e.g SEN/D or AG & T)

IMPLEMENTATION

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Take responsibility for their own learning, using our three rules – be ready, be respectful and be safe
- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Can take risks in a safe environment and learn from them
- Recognise mistakes and errors as a learning opportunity and persevere
- Set their own high expectations – learning behaviour, progress in learning, presentation etc.

This learning culture will be actively taught and revisited each September, then further modelled, developed and reinforced, throughout the year, involving the children at every stage.

Assessment for Learning will be evident in lessons, to ensure they are well-paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform the planning of lessons with a clear progression in knowledge and skills.

Roles and Responsibilities

Teachers

The teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning
- Update parents/carers on pupils' progress and produce an annual written report on their children's progress
- Establish positive working relationships with all children in the class
- Model learning and expected behaviour for the children
- Treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress

- supporting assessments of children's understanding
- developing children's independence
- leading and delivering follow up and intervention sessions

Volunteer helpers, mainly parents/ LUSU students, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as computing expertise.

Curriculum Subject Leaders

The subject leaders will:

- Create an engaging curriculum with foundations based on the school's Christian vision and drivers – resilience, independence, local heritage and wider world
- Develop a sequential, knowledge based curriculum with links to previous learning and other subjects
- Monitor teaching, progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Have responsibility for the purchase and organisation of resources
- Keep up to date with developments in their particular subject area and be responsible for sharing this with colleagues
- Complete and review risk assessments (if appropriate)
- Report to governors

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- 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
- Address underachievement and intervene promptly

Parents

Parents have a fundamental role to play in helping children to learn. Parents and carers of children are expected to:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- 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

Governors

Governors at our school will:

- Monitor 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
- 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

Planning

Long term plans are developed using the National Curriculum.

Units of work are planned sequentially ensuring coverage of and progression through the National Curriculum.

Planning is based on previous learning and is considerate of each class' needs.

Teachers can plan in the most effective format to support the delivery of the lesson.

Teachers are flexible within their planning, adapting lessons based on formative assessment.

The importance of the Learning Environment

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well-organised environment encouraging independent learning, respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
 - Celebrate success - achievement, high standards of work
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote Independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, presentation examples, interactive & challenging
 - Displays are changed regularly and reflect the current topic/themes/ learning
 - Show children's learning

Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account.

We will differentiate learning to cater to the needs of all of our pupils, including:

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

In order to ensure all children can access learning and making progress we provide:

- Scaffolded support with additional concrete resources
- Different tasks to provide challenge for all
- A learning mentor to ensure holistic support enabling all children access to the curriculum
- An ILP for children with additional needs
- Provision maps for each class ensuring children receive appropriate support

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

Home learning should not cause additional stress to family life – parents should talk to school if it becomes a problem.

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. Feedback is not always written and marking is limited to ensure it is time effective. Verbal, in the moment, feedback is used and is not recorded.

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. English and Mathematics are assessed termly and progress measured from previous term and Key Stage. Science, RE and the foundation subjects are assessed half way through and at the end of each unit of work. End of Key Stage assessments are used to measure attainment and progress.

We will provide termly verbal reports at parents' evenings. Parents will receive a written report annually.

Monitoring & Evaluating the IMPACT

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

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the subject ambassadors
- Planning scrutinies
- Book scrutinies

Review

This policy will be reviewed annually by the SLT. At every review, the policy will be shared with the full governing board.