St. John's C. of E.

Blackpool's First Free School 1817

Teaching & Learning Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

Last updated: September 2024 Next review due: September 2027

Introduction

At St. John's C E Primary School, we believe that

'Everyone Matters in God's World'.

reflecting our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision:
'In everything, do to others what you would have them do to you.' Matthew 7:12

With this mind, we want our children to have access to teaching and learning where we offer, and put into practice, a curriculum, which is broad and balanced, meeting the requirements of the National Curriculum, Religious Education and Collective Worship.

We promote a quality teaching and learning system that encourages teachers to cater for a variety of learning styles in order to empower pupils to become more actively involved in setting goals, evaluating their progress and enhancing their ability to achieve superior learning outcomes.

We actively encourage greater participation and enjoyment of pupils in their own learning to develop as life-long learners able to sustain themselves and help others to sustain continuous improvement in their future.

Our school policy will act as an 'umbrella' policy for all other school policies in that along with the aims of the school, it will provide the philosophical framework for them, giving guidance on planning, teaching and assessment.

This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LA adviser/inspectors. Electronic copies are available for all teachers and teaching support staff via Google Drive. Copies can be made available, on request, to supply / trainee teachers, governors and parents. Policies can also be found on our website and paper copies are available in the Policy folder held in the main office.

Aims

Within the context of a Church School, we believe the primary aim of teaching and learning at St John's is to develop and support learners. These learners will be autonomous learners capable of both independent and interdependent learning.

We aim to ensure that our pupils are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

We are committed to:

Support critical and reflective learners.
Encourage creativity.
Welcome diversity in approaches to learning.
Promote active learning.
Encourage working in an independent and interdependent manner.
Support the development of learners as conscious individuals and social beings.
Produce lifelong learners.

When can Teaching and Learning happen?

There are 3 contexts at St John's when Teaching and Learning can occur:

Lessons – those planned experiences when pupils are in the care of a teacher and work through a scheme of work to move towards their learning goals.

Routines – those regular occurrences in school when pupils go about their school life whilst being influenced by the place in which they find themselves e.g. worship, lunch, moving around school.

Events- these create opportunities for pupils to both learn curriculum content and/or develop qualities and personal characteristics e.g. performances, sports, educational visits and extra-curricular activities.

Role of the Teacher

The teachers at St John's believe that children learn best when they:

- Are happy
- Are interested and motivated
- Achieve success and gain approval
- Are given tasks and challenges which match their ability
- Clearly understand the task or challenge
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Make a contribution to their school and community

The teachers at St John's will:

- Provide a rich, dynamic and motivating classroom environment that immerses pupils in learning.
- Provide classroom environments where the agreed school values are an integral part of the day-to-day routine.
- Build on pupils' experiences, interests and needs and ensure key learning skills are incorporated.
- Encourage students to be actively engaged in their own learning and in decision making through quality learning experiences.
- Make speaking, listening and oracy an integral part of the learning process.
- Provide developmentally appropriate practice, matching pupil-learning needs to their individual rate of development.
- Provide regular 'open ended' and 'hands on' experiences that link theory to practice and provide for pupil's active participation in problem solving and creative thinking tasks.
- Vary teaching styles and learning opportunities to include individual, small group and whole-class activities that cater for the different learning styles of all pupils.
- Promote positive self-esteem in pupils by ensuring that they all achieve success and by knowing that their efforts are valued.
- Guide pupils to regularly self-assess their own progress against learning questions and success criteria.
- Make connections for the children between previous, current and future learning.
- Have clear lesson questions and outcomes that are shared with the pupils.
- Maintain an up to date knowledge of the National Curriculum and Early Years Foundation Stage.
- Be guided in professional development by current research and initiatives in teaching and learning and act on advice.

Planning

Planning is used to set clear, achievable goals- it aims to ensure that work is well matched to pupils' abilities, experience and interest. We have developed a clear procedure for planning across the curriculum.

Long term plan – drawn up by the curriculum team in discussion with class teachers, which shows the themes and topics to be covered by each class during the academic year.

Medium-Term Plan – a plan for each unit of work, usually half termly, planned by the curriculum leader with support from the subject leader. The medium-term plans show appropriate support /extension to meet individual needs.

Short Term Plan – using the mid-term plan, the class teacher can use individual lesson plans with learning questions which highlights the particular activities and desired learning outcomes for each lesson. Teachers adapt the lessons as appropriate and to address the needs of their class.

All plans are monitored by the subject leader and the SLT. Plans are also made available for support staff working in the classroom during the lesson as appropriate.

Resources

If the aims of the school are to be achieved in terms of Teaching and Learning, it is essential that resources are arranged effectively and to good purpose:

Space – effective use of space is a key element of effective teaching and learning. Furniture – careful thought about how furniture is placed, how it is used and who will use it, will create opportunities for learning to be successful.

Time – approaches which allow for flexibility, for pupils to be given longer reflective experiences, or set time limits so that they hit deadlines, this will give pupils a sense of urgency and control within their work.

Experienced staff – we are very lucky at St John's to have a wealth of adults to support our pupils learning; headteacher, deputy headteacher, assistant headteacher, key stage leaders, class teachers, teaching assistants, SENDCO, Welfare Staff, Clergy, other adult helpers in class and visitors from outside agencies.

Materials and apparatus – each curriculum subject leader has their own budget for their subject area which is spent on resources to support the teaching and learning in that subject across the school. All resources in classrooms are accessible and clearly labelled, encouraging pupils to act independently on choosing, collecting and returning resources.

Recording and Reporting

Record keeping in all subjects is carried out in line with the school's agreed Assessment, Recording and Reporting Policy. Teaching staff keep their own records and are responsible for reporting to parents for the core curriculum subjects (Maths English and Science) Parents are informed of their child's progress and development on a termly basis through parents' evenings. Parents are also informed annually through a written end of year report.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

- To show individual pupil's performance/progress against agreed levels of

attainment.
- To show which aspects of the subject have been covered and any misconceptions which need to be addressed.

Assessment

Assessment is carried out in line with the school's agreed Assessment, Recording and Reporting Policy.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence, teachers are able to: -

- Identify what has been taught and, more importantly, learnt.
- Monitor pupils' progress in acquiring the knowledge, understanding and skills in all areas
- Monitor pupils' progress in cross-curricular elements.
- Establish pupils' needs as a basis for future planning and teaching.
- Identify any misconceptions the children might have.

Teachers continually collect evidence of pupils' attainment in a variety of ways including: -

- Observing a pupil at work, individually and in groups.
- Questioning, talking and listening to pupils.
- Considering materials produced by the pupils and discussing these with them.
- Live marking in lessons.
- Marking children's work in more detail when necessary.

Involving children in assessing their own work helps them understand their own strengths and needs with their learning. Pupils' self-esteem can be enhanced by an increasing awareness of their own progress.

Inclusion

For general details with regard to provision for children with special educational needs please see our agreed Special Educational Needs Policy.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give <u>all</u> pupils relevant and appropriately challenging work at each key stage.

We adapt for less able children by:

- choosing material from an early year group/key stage if appropriate.
- consolidating, reinforcing and generalising previous learning as well as introducing new knowledge, skills and understanding.
- focusing on a more limited range of elements within the curriculum if necessary.
- to provide extra adult support where necessary.

We adapt for pupils working at greater depth by:

- providing more open ended, investigative tasks.
- adding to the complexity of the tasks and concepts presented

- using a wider and more demanding range of resources.
- using questioning to challenge rather than expecting them to produce more recorded work than other pupils.
- taking parting 'challenge' clusters organising tasks for groups of pupils.

Equal Opportunities

Equal opportunities at St John's School is carried out according to our agreed Equality Policy.

All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The monitoring of the policy for Equality is ultimately the responsibility of the Head teacher and the Senior Leadership Team, but every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Parental Involvement

Children always benefit if their parents are fully involved with all aspects of their child's education. Parents are encouraged to support their children's learning by:

- Ensuring their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending parents' evenings
- Supporting their child and teacher by becoming actively involved in the operation of the Individual Health Care Plan and any SEND processes
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Ensuring that their child arrives at school wearing the correct uniform and wearing the correct PE kit
- Agreeing to and supporting the schools home-learning policy
- Participating in class visits prior to their child starting in Reception
- Contributing relevant information to baseline assessment
- Attending all medicals and health interviews when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fund raising events
- Regularly checking the school website and school Facebook/Twitter page.

INSET/Training Provision

INSET and training at St. John's School is carried out according to our agreed Staff Development Policy.

Staff development needs in Teaching and Learning are considered and planned for by the Teaching and Learning and Staff Development subject leaders. These needs are identified through monitoring, curriculum review, evaluation and the system of performance management. These needs are highlighted as part of the subject leader's

subject development plan, which subsequently becomes part of the School and Staff Development Plans. Individual members of staff, supported by the subject leader evaluate the effectiveness of training.

Resourcing and Funding

This is done by the subject leaders in line with priorities set in the School Development Plan and budgeting considerations.

The subject leaders are responsible for maintaining and developing the Teaching and Learning resources and monitoring their usefulness. Resources are replaced and purchased by the subject leader following the general school ordering procedures. The current lists of resources and staff requests/concerns are considered each year before requisitions are made. The purchase of Teaching and Learning resources each year is dependent on the school budget. The amount of Teaching and Learning budget is reviewed annually.

The subject leaders are also responsible for reviewing the resources and their storage annually in consultation with all staff.

The Role of the Subject Leader

Teaching and Learning in our school is directed by 3 SLT leaders (EYFS/KS1 Leader, KS2 Leader and Curriculum Leader). The Teaching and Learning Leaders are responsible for:

- Determining the aims of the school for Teaching and Learning throughout the school and, in consultation with the other members of the school leadership team, staff and governors, devising objectives or targets to allow the school to achieve these aims. Documenting these aims and objectives within the school policy for Teaching and Learning.
- Ensuring all agreed methods of working in Teaching and Learning are put into practice and that staff regularly review these methods.
- Support subject leaders include aspects of teaching and learning in the Schemes of Work.
- Monitoring Teaching and Learning across the school, ensuring that a broad and balanced curriculum is offered. This will include the monitoring of resources (including books, practical equipment, ICT soft and hardware), procedures (including timetables), teaching (including supportive lesson observation if appropriate) and planning.
- Monitoring the assessment, recording and reporting of Teaching and Learning throughout the school and supporting staff in reporting to parents if necessary.
- Undertaking an annual review of Teaching and Learning in the curriculum in school as part of the School Development Planning process.
- Advising all staff on resources throughout the school.
- Through personal reading, attendance at courses and attendance at the subject leader meetings keep abreast of developments and evaluate new ideas using evidence based approaches in Teaching and Learning.
- Keeping staff informed of such developments.
- Submitting reports and presenting to the governing body as required.

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning within our school. It is the responsibility of all teaching staff to monitor and evaluate the curriculum provision made for all subjects within the school in order that pupils make the greatest possible progress. The class teacher will carry out formal or informal

evaluations at the end of each lesson and an evaluation of the overall curriculum is carried out by the subject leader. As with all evaluation the Head teacher has overall responsibility for monitoring the work done.

An important element of the subject leaders' role is that of monitoring the effectiveness of provision in Teaching and Learning. Pupils' progress and performance is evaluated taking account of factors, which may influence this, including teaching methods, resources and school schemes of work.

Monitoring takes place in a number of ways:

- classroom working walls and displays
- whole school learning walks and lesson 'drop ins'
- child conferences
- book looks
- discussion with members of staff.