



Learning through Faith

Teaching and Learning Policy

Introduction:

At St Mary's CE Primary Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through God's teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that by following the Fruits of the Spirit our teaching and learning experiences help children to lead happy and rewarding lives.

Aims

We believe that people learn best in different ways. At our academy we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Ensure that God's Word inspires children's lives and learning;
- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens.

We believe that effective learning happens when teachers:

- agree a list of characteristics of good learning with the children, which is revisited regularly during lessons and used to support children to reflect on themselves as learners;
- have good subject knowledge;
- assess the knowledge that their pupils already possess in order that they can build on current skills and knowledge;
- plan lessons which build on pupils' prior learning and are well matched to the needs of groups and individuals;

- make effective use of teaching assistants to support and extend learning throughout the lesson;
- use active learning techniques throughout their lessons to ensure that all children are fully engaged;
- adapt the structure of lessons to meet the needs of the children;
- regularly check that pupils have understood what they are learning during lessons and then re-shape activities so that children are supported or challenged appropriately;
- ensure that lesson expositions are appropriately paced so that children have sufficient opportunities to complete worthwhile tasks;
- use a range of questioning techniques to gauge pupils' understanding;
- provide regular written feedback to pupils and give them adequate time to respond, in line with our Marking and Feedback Policy;
- plan for and use a range of teaching methods suitable to the task and the learning styles of the pupils in class;
- create a positive climate for learning, where pupils feel secure and safe and able to take risks with their learning and learn from their mistakes;
- develop independence within their pupils, so that they can begin to take more responsibility for their own learning;
- provide activities which are explicitly designed to support children to work independently, in pairs and in groups;
- create a visually stimulating environment with a combination of working walls and celebratory displays of pupils work.

We think that an effective learning environment will include:

- a bright and welcoming atmosphere;
- working walls to support pupils with age-appropriate expectations and current learning, and will help pupils to be independent;
- well organised resources that are independently accessible by pupils;
- interactive displays, linked to current topics;
- keywords linked to current topics, which have been discussed with the pupils and used to aid independence;
- displays which celebrate pupils' achievements and value their efforts;
- access to high-quality adult support

Inclusion

St Mary's CE Primary Academy aims to be an inclusive academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude

individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of individuals and groups of pupils.

Reviewed March 2025.

To next be reviewed March 2027