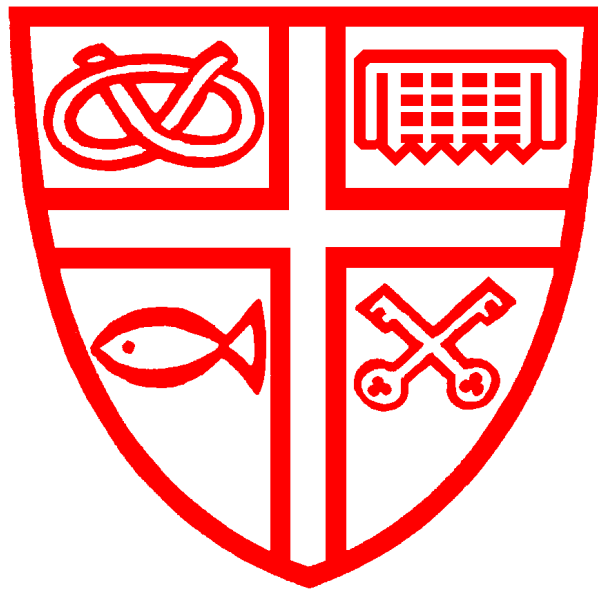


St Peter's CE(VA) Primary School

Love Christ
Love Learning
Love One Another



MfL

January 2022-2024

Vision Statement St Peter's (VA) CE Primary

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

At St Peter's we would like all children to experience languages from EYFS up to year 6. As a school we believe modern foreign language to be an integral part of enabling children to be effective citizens of the world. It helps to open their eyes to the wider world and give them confidence when meeting people of different cultures. Language lessons should be fun, active and inspire children to find out more about the language, culture and beliefs.

EYFS/KS1 learn basic vocabulary across a number of languages. In KS2 the learning is focused on French and want the learning to be relevant to experiences the children may have in their life. They should learn to recognise and say vocabulary, incorporate it into spoken sentences and written word. This approach uses Bruner's spiral curriculum at its heart, starting out with basic learning and gradually getting more difficult each time it is revisited within the year. This repeated revisiting aids retrieval of learning as discussed by Ebbinghaus.

Aim:

To ensure that the philosophy for learning that is held by St Peter's Primary school, along with the schools ethos, is embedded within this subject and across the school.

Intent:

At St Peter's we recognise that developed, thorough, focused planning leads to effective teaching and learning.

- Staff have a clear understanding of the wider curriculum and how the curriculum is built at St Peter's. They make pertinent links and connections amongst subjects as well as devising activities to practise skills and learning.
- Staff fully understand the expectations of curriculum coverage and standards of the year group they teach.
- Subject knowledge is strong across all subjects and common misconceptions are understood and planning takes this into account.
- Staff write and follow schemes of work which are focused, clear and precise. They have been developed to build learning over time, across the years and make relevant connections.

- Through effective use of diagnostic assessment, work will be planned that meets the needs of the children.
- Work planned meets all the needs of the class from challenge for the able children, those who need scaffolds to develop and those who need a specific programme to access the learning at their own level. Ensuring that the children will be pushed to meet their own potential.
- Work planned will always be purposeful ensuring learning is progressing.
- Careful planning and organisation will ensure that staff are always prepared to give a high quality lesson.

Related Policies / Documents

- Longterm plans
- Curriculum planning file
- Maths Scheme of work
- English scheme of work
- Topic overviews
- Class yearly objectives

Implementation:

At St Peter's we recognise that each staff member brings different styles and skills to the table which we celebrate. However to ensure that there is a consistent approach across all subjects and all year groups teaching need to follow the following ethos as the foundation for their practise.

- Staff follow expectations for teaching and learning set out by the subject leaders and school policies.
- Effective use of time is essential with pupils getting off to a flying start after each transition point - break, lunch, assembly and the start of the day.
- All staff must model the highest standard of english and maths through their speech, handwriting, presentation and spelling.
- Understand how children learn and incorporate into lessons the teaching style most appropriate for the year group.
- Staff must create a positive atmosphere for learning including following the behaviour policy, providing a stimulating learning environment, promoting independence and responsibility, pushing the children out of their comfort zones and celebrating effort and success.
- Staff share high expectations at the beginning of the lesson and provide a clear picture of what work is expected, what the standard of work looks like and model what pupils should be doing.
- Staff share information in a clear manner that has been planned to reduce cognitive overload.
- Staff use a range of styles / pedagogies which fit children's needs - scaffolding, modelling, questioning etc.
- Staff provide guidance throughout the lessons to push progress.
- Staff adapt lessons / suite of lessons to ensure that children are meeting the standards for their year group and to make lessons inclusive for all.

- Staff support children to reflect on learning each lesson against focused objectives.
- Staff ensure that previous learning is constantly reinforced and maintained such as handwriting, punctuation and spelling rules.
- Children are involved in their own learning:-
- Children understand how learning links together through the use of learning pathways.
- Children know what they are learning that session through learning objectives and why it is important / links with outcomes being explicit.
- Children are directed to use higher order thinking skills to promote deeper thinking.
- Children will know what they need to include for their work to be successful using success criteria.
- Children will self-check and self-assess independently and through set tasks.
- Children will work with one another to share positives and spot areas for development through peer assessment.
- Children will know where they are at against age related expectations and what else they need to do to meet them through skills ladders available for them.
- Children are encouraged to drive the learning and ask questions so they are active participators in their own learning.

Related Policies / Documents

- Subject policies
- Learning environment / resources policy (appendix 3)
- Assessment for Learning Expectations (appendix 4)

Impact:

- Staff constantly review lessons and practise ensuring effective teaching and learning is happening or understanding what changes need to be made to future teaching.
- Children are given timely oral feedback throughout the lesson to ensure that misconceptions are addressed and to push learning on.
- Children know how well they have done through positive marking and feedback.
- Children will be encouraged to make their work better through feedback questions or actions.
- Children have a clear idea of their focus and how to move on through personalised targets.
- Staff will ensure that time is timetabled in to respond to marking.
- Staff will consistently follow the feedback policy including frequency, codes, language.
- Skills ladders are filled in half termly and discussed with the children during the pupil appraisal meetings.
- Staff analyse data regularly using the data to adapt planning, regroup children, provide children with personalised targets, celebrate successes.

Related Policies / Documents

- Assessment Policy
- Feedback and marking strategies (appendix 5)

Professional Responsibilities:

- Staff model positive attitudes to learning.

- Parental support is encouraged to help support children at home and give parents a clear idea of what is expected of the children this is done through half termly data sharing, termly parents evening, open door policy and yearly written reports.
- Staff hold accountability for pupil outcomes and complete data analysis termly.
- Staff attend and provide continuing professional development, support and keep up to date with developments in education.