

Agreed FGB (or appropriate committee)	Review Date
Date: June 2022	June 2024
Signed:	

Stilton Church of England Primary Academy



Teaching and Learning Policy

This policy sets out requirements for the provision and monitoring of high quality teaching and learning at Stilton Church of England Primary Academy.

The Staff and Governing Body believe in lifelong learning. We believe that all children deserve high quality learning and teaching experiences and that a well-structured, balanced and enjoyable curriculum is essential if our learners are to thrive and achieve.

We aim to provide a caring, happy, safe school in which creativity and individuality can flourish. Through our commitment to high quality teaching, we aim to provide a well sequenced, knowledge rich curriculum which is valued, specified and taught to be remembered.

Intent

We aim to:

- promote the highest possible achievement for all pupils irrespective of race, gender, culture or disability.
- provide a knowledge rich curriculum which is broad and balanced.
- inspire our pupils and encourage them to ask questions
- provide our pupils with a broad and rich vocabulary that all can access
- promote pupil's intellectual, spiritual, creative, cultural and physical development.

- prepare pupils to become responsible citizens, confident, independent, healthy individuals and life-long learners in the 21st century.

1. Principles of Effective Learning:

At Stilton Church of England Primary Academy we believe that children learn best when:

- they feel happy, secure and comfortable
- their confidence and self-esteem is high
- they are surrounded by positive role models
- school works closely with parents/carers
- they are excited about what they are learning
- they are challenged
- learning environments are stimulating
- teaching is structured and carefully planned
- teaching enables them to investigate and explore
- teaching takes account of children's differences and interests

2. Strategies to Promote Effective Learning:

To help children feel happy, secure and comfortable, we will:

- use positive language
- greet them in a positive, friendly manner at the start of every day
- take time to get know them
- find out what they enjoy and how they learn
- talk to them about their interests and life beyond the school day
- establish routines that ensure children know what to do throughout the day
- provide a buddy system for children who join the school mid-year
- use visual timetables in every classroom
- use similar books throughout the school
- implement the behaviour policy consistently
- use consistent classroom layout systems across the school
- implement the anti-bullying and equalities policy rigorously
- recruit staff who share our ethos and provide induction for new staff

To develop children's confidence and self-esteem, we will:

- consistently notice what is going well and praise them
- use precise praise when feeding back
- celebrate their successes through displays
- recognise their achievements in weekly celebration assemblies
- take time every day to reflect on what has gone well
- use nurture groups to support our most vulnerable children
- have weekly PHSE lessons
- use intervention activities to support specific children
- provide them with regular, progressive speaking and listening opportunities
- provide them with opportunities to share their learning with children in their own and other classes
- ensure that all children take part in assemblies and productions
- provide feedback to our pupils
- empower the children to resolve conflicts
- maintain high expectations of pupils' presentation

To ensure that children are surrounded by positive role models, we will:

- use home/school agreements
- talk to everyone in a courteous manner
- model a love of learning
- plan CPD for all staff
- celebrate adult achievements
- encourage all children to take on a role that contributes to the whole school; ie Play Leaders, School Councillors, Eco Councillors, Friendship fixers
- provide opportunities for them to work together in vertical year groups
- involve members of the local community in the life of the school
- implement the behaviour policy consistently
- implement the anti-bullying and equalities policy rigorously
- recruit staff who share our ethos and provide induction for new staff

To work closely with parents/carers, we will:

- use home/school agreements
- send home and display on the website, half termly curriculum information; including suggestions of how to help at home

- send regular Dojo messages
- send a newsletter via Dojo and upload it to the school's website
- hold termly parent consultations
- write a detailed annual report
- initiate contact if there is a concern
- meet with parents/carers at a mutually convenient time if they raise a concern
- provide opportunities to visit the classroom to observe the children's learning
- provide opportunities to join in with other school events; ie, Sports Day, performances
- hold regular workshops and Learning Cafes
- send home booklets which explain how to help develop basic skills
- upload booklets and guidance onto the school website
- hold celebration assemblies
- welcome parents into collective worship when possible

To help children become excited about what they are learning, we will:

- use the **PKC** to support in the teaching of Science, History ,Geography and Art
- use visits and visitors to enhance the curriculum
- start each topic with a curiosity question to **engage** their learning.
- have a curiosity box filled with items to get the children thinking about their new learning experiences
- use thinking frames
- use a wide range of teaching strategies
- use role play, drama and speaking and listening activities
- involve the children when writing risk assessments for educational visits
- establish links to prior knowledge and learning
- provide knowledge organisers
- provide quizzes and challenges to assess what the children know
- provide a range of extra-curricular activities

To challenge children, we will:

- maintain high expectations of behaviour and learning behaviours at all times
- ensure that work is differentiated to meet all learners' needs
- provide verbal feedback where at all possible
- mark children's work and provide constructive feedback (see marking policy for more details)
- adapt planning when the need arises in the lesson

- Give children the opportunity to choose their own level so as not to put a cap on learning
- ask probing questions to stretch all learners
- regularly provide the children with opportunities to develop key skills through extended, investigative and reasoning activities
- Use Dive Deeper in Maths to provide challenge and embed learning

To ensure learning environments are stimulating, we will:

- create working walls for English and Maths in every classroom
- display the children's work creatively
- develop Book Corners in every classroom
- use high quality resources
- ensure that resources are labelled and easily accessible
- display relevant vocabulary throughout the classrooms

To ensure teaching is structured and carefully planned, we will:

- write medium term plans
- write weekly plans for English, Maths and the core subjects
- use an agreed set of teaching and learning non negotiables for each subject
- vary our lesson structure to meet the needs of the children
- use pre teaching
- use Further Work Required
- set targets for Reading, Writing and Mathematics that will be written in Target Passports for AfA pupils
- targets will be shared with parents/carers at consultations
- Provide feedback (see marking policy)

To ensure teaching enables children to investigate and explore, we will:

- provide frequent opportunities to learn through first-hand experiences
- adapt planning should the need arise in the lesson
- develop and use the outdoor learning areas throughout the year
- use the local community as a learning environment
- provide drama and role play activities
- provide children with the skills and opportunities to research

To ensure teaching takes account of children's differences and interests, we will:

- provide visual, auditory and kinesthetic learning experiences
- work individually, in pairs, groups and as a whole class
- provide interventions where necessary
- Provide feedback

- use SBSP for pupils with SEND (see SEN policy)
- adapt planning should the need arise in the lesson
- talk to the children about themes prior to planning them and take their views into account

3. The Curriculum:

Implementation

Our Curriculum is a carefully sequenced, knowledge rich curriculum which is valued, specified and taught to be remembered. It follows the National Curriculum with a progression model where learning is carefully sequenced to build on prior knowledge and understanding. All pupils in all classes are entitled to the same rich curriculum and provision is scaffolded for those that require it. Lessons are taught subject by subject with an overarching half termly question to develop curiosity. Our 'golden threads', run through all we do and build on previous learning.

The Primary Knowledge Curriculum (PKC) is used as a resource to support our teaching and learning.

Lesson Structure:

Lesson structure will vary depending on the objective for the lesson and the needs of the children in the class. There will be opportunities for:

- Whole class teaching
- Group work, organised according to appropriate criteria(ability, mixed ability, friendship etc)
- Guided group work
- Collaborative learning in pairs
- 1:1 work
- Independent learning

Learning Behaviours

We believe that all children, no matter how young, have a responsibility as learners to make a concerted effort to become a good learner. We positively encourage all of our children to take age-appropriate responsibility for their learning and are committed to ensuring that we provide the opportunities for them to realise this life-long skill.

At Stilton C of E Primary Academy we expect all children to be good learners and to demonstrate the attributes associated with exemplary learning behaviour. Exemplary learning behaviour is a crucial factor in determining the progress a child can make in all aspects of their learning. Learning behaviour is not concerned with how well a child behaves in a lesson, although that is a pre-cursor to exemplary learning behaviour. Moreover, it is the extent to which they are engaged with their learning and the range of skills, attributes and mechanisms they have available to cope with the successes and failures of learning. This in turn enables them to overcome these and reach their full potential.

In our school, we have a bespoke approach to this through our 'Learning Detectives' programme which aims to model, teach and nurture exemplary learning behaviour through four themes: 'Reflection', 'Resilience', 'Resourcefulness' and 'Relationships'. These themes are taught explicitly via whole school assemblies as well as during class time, with certificates being awarded for those children showing these attributes. The language of exemplary learning behaviour is threaded throughout lessons and is a key feature of learning walks and lesson observations.

Within the four themes, we teach and expect the following learning behaviours from our children:

- Excellent attendance and punctuality to lessons.
- Whole body listening.
- Engagement and enthusiasm for the task.
- Resilience– the ability to keep going with a task even when it appears too challenging.
- Making links with other areas of their learning.
- Good group work attitudes such as turn taking, listening, empathy, encouragement and drive.
- Acknowledgement of others and their ideas.
- Independence.
- Taking a responsibility for their progress by responding to marking, feedback and target-setting.
- Respectful attitudes towards all adults, including visiting teachers.
- The ability to discuss their learning with others.
- Being open to challenging ideas and tasks.
- Reflecting on their own learning behaviour and whether it is a barrier to their own future progress or is potentially a barrier to their peers.

Children involvement:

We actively encourage the children to become independent learners. We encourage them to aid their learning by:

- arriving at school on time
- bringing the correct resources
- getting enough sleep and eating a healthy diet
- sharing ideas
- asking questions
- completing homework

Impact**How we will know our children have met our curriculum aims?**

- they show curiosity in their learning by asking questions
- they will use more ambitious vocabulary during their learning
- they will have a broad knowledge and knowledge of our golden threads
- they will be confident, independent learners who are creative and physically active
- they will have a sense of responsibility for themselves and others

Monitoring

Teaching and learning will be monitored by the Senior Leaders and Subject Leaders through a termly monitoring and evaluation schedule which identifies the priorities for that term. This will include:

- Planning and work scrutinies.
- Observations, drop-ins and learning walks.
- Pupil voice.
- Pupil progress meetings.