



St Peter & St Paul

CofE Primary School

Teaching for Learning Policy

2019 - 2020

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	October 2019	Mr Steve Ginn Head Teacher
Agreed by Governors:	October 2019	Mrs N Ford Chair of Governors
Lead:	Learning and Achievement Committee/ Senior Leadership Team	
Review date:	October 2020	

Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

Teaching for Learning Policy

Principles and Ethos:

At St Peter and St Paul CofE Primary School, we aim to serve the community by providing an education of the highest quality within the context of Christian belief and practice. At our school, our philosophy of education is concerned with the academic, personal, social and spiritual development of all the children in our care, including EYFS, Key Stage One and Key Stage Two.

Central to the principles of St Peter and St Paul CofE Primary School is a culture of challenge and choice which permeates our class teaching and the learning of the children. As part of this, our teaching endeavours to embrace the ideas inherent within a growth mindset. We actively encourage challenge, resilience and effort in all our students. We believe that everyone's abilities and talents can be developed through dedication and hard work. We aim to create a love of learning and resilience in the face of challenge and difficulties. In practice this means that our pupils are urged to see mistakes as an important part of the learning journey, not as failure. Pupils are praised for consistent effort and determination, rather than quick success. They are encouraged to challenge themselves in every aspect of learning.

Aims:

As a natural consequence of our ethos and principles, we aim for all children to:

- Promote the Christian values of care and forgiveness whilst respecting the right of each individual to have their own beliefs.
- Achieve their full potential through high expectations of academic achievement and behaviour.
- Present an attitude of effort and resilience, even in the face of mistakes.
- Have access to different levels of learning challenge and be encouraged to take an independent attitude towards their learning choices.
- Have their efforts, as well as achievements, acknowledged and rewarded through the use of Sharing Assemblies, special awards and praise from staff
- Be educated for life, particularly in the skills of co-operation and competition through events such as Sports Day, sporting competitions, team points etc.
- Have pride in themselves, their school and community and demonstrate this through their behaviour at all times, wearing a uniform, presentation of their work, sharing assemblies and displays.
- Develop self-discipline and to take responsibility for their own actions and decisions, through their work, homework, behaviour, School Council and circle time activities.
- Receive support from home to enable them to arrive at school each day, well prepared and encouraged to give of their best during their school day.

Purpose:

The purpose of the policy is to promote current good practice in teaching and learning, by clearly defining the elements that we believe constitute good teaching, in order to maximise children's learning both within the school and the wider community. This forms the basis of our subject teaching and incorporates individual foundation subject policies (excluding English, maths, RE and SRE) and the revised Primary Curriculum for 2014.

Our approach is in line with the principles outlined in Suffolk's Vision for Learning. Learning should consist of:

- Successful Learning
- Enjoyable Learning
- Accessible Learning
- Inclusive Learning
- Ethical Learning

Key Principles in Learning:

Learning is an active process of **constructing meaning**. Children will be encouraged to:

- ask questions
- show curiosity
- engage in dialogue with adults and peers about the learning
- make connections with previous knowledge
- reflect on and evaluate own learning, and that of others, to identify next steps in learning

Learning is **governed by the learner and planned by the teacher**. Therefore, when planning, teachers must take account of:

- the needs, attitudes and feelings of the learner
- learning styles (visual, auditory and kinesthetic), developed by the teacher

Learning involves **taking risks**. Children will be encouraged to:

- offer their own ideas
- experiment and try different ways
- see mistakes as opportunities to clarify new learning and not as a failure
- find solutions by taking risks with their learning

Confidence, self-worth and encouragement will be developed through:

- children knowing that the learning that they bring from outside school is valued
- staff showing a personal interest in the learning experience of children outside the classroom which is echoed by parental interest in children's learning in school
- children feeling successful

Learning is affected by the **emotional and physical environment**. The school will endeavour to provide:

- a secure and warm classroom atmosphere helps children feel supported in their learning by adults and peers
- stimulating displays promote curiosity and encourage independent learning
- supportive displays for English and Maths including working walls or learning loops as appropriate

- children's work is visibly appreciated through displays

Learning is a **life-long process**:

- children begin to understand how to extend their learning
- adults show that they are still learners

Key Principles in Teaching:

When we are teaching well, we:

Show **knowledge of the children**. When we show knowledge of the children we:

- respect them
- listen to them and learn about their interests
- understand their temperaments, learning strategies and attitudes.
- are aware of and understand their different physical, emotional and intellectual needs and capabilities
- apply professional understanding of child development

We are **well planned**. When we are well planned we will have considered the following:

- the timescale of the activity
- opportunities for pupils to choose their own level of challenge
- extension to, or support for the activity
- classroom organisation e.g. furniture, resources and accessibility of apparatus
- all adults informed of learning objectives and clear about their role
- identified learning intention/question and outcomes linked to specific success criteria (these may be added to during the lesson)
- resources prepared and available (i.e. in a place known by the children so they can access these if they decide to)
- use of published plans is kept to a minimum and where these are used they are fully annotated to ensure that the planning is appropriate to our pupils
- requirements of the curriculum
- requirements within each year group
- grouping of the children
- planned assessment
- range of teaching strategies to be employed
- interest level and enjoyment of the children

We ensure that children know what is expected of them, how to perform successfully and have **high expectations**. We will:

- ensure the learning intention/question is clear to pupils
- encourage high standards of presentation
- set high standards for behaviour
- set challenging targets

- interact with the children
- work in partnership with others
- have specific success criteria for the session sometimes giving children opportunities to identify these
- ensure that success is recognised
- ensure that the atmosphere gives children confidence to ask questions, clarify the task, take risks and learn from their mistakes

We identify **appropriate tasks** which will develop the intended learning but also takes into account the needs of the individual. We will:

- ensure that children understand the learning intention/question
- ensure that tasks are manageable but provide opportunities for extension
- differentiate in ways that meet the needs of individuals whilst maintaining their self esteem
- ensure activities are directly linked to the success criteria and enable pupils to progress (they can do something at the end of the lesson that they couldn't do at the beginning of the lesson or they are better (more effective and efficient) at doing something at the end of the lesson).

We use a **variety of teaching strategies**, which are motivating, stimulating, allow for fun, unpredictability and enthusiasm. By:

- ensuring there is high quality interaction between children and adults where questioning promotes further learning
- planning activities that may be investigative and exploratory
- planning activities that may be practising or revising taught skills
- planning activities that may be using taught skills in new and extended situations
- ensuring there is time for both adult and child input
- ensuring appropriate opinions offered by all are valued
- the use of paired and group activities
- the use of practical demonstrations
- the use of independent work
- the use of trips away from school
- the use of visitors to school
- the use of ICT
- there are opportunities to use their learning in real life situations or in new contexts

We use a **variety of assessment methods** that give feed back to the children and aid further planning to raise achievement. We will involve the children in assessment by:

- sharing assessment with them
- developing opportunities for self-assessment
- setting individual targets with children
- mark work, which support further learning
- use child observations, children's written and verbal responses in assessment

- analyse assessments to monitor pupil progress and evaluate our strengths and our areas for development
- regularly review and report progress

We will use **effective resources**:

- have resources that are appropriate to the learning objective
- ensure that children know how and when to use resources
- ensure that resources are in good condition
- use a wide variety of resources

We will use **effective additional support** in the classroom. Support staff should be:

- actively contributing to learning throughout the lesson
- included in planning where possible
- informed of the learning objective and assessment foci
- be valued for their skills
- working in partnership with teaching staff
- have opportunities to work with the widest range of children

We will endeavour to have **thorough subject knowledge**. We will:

- be able to plan appropriate learning
- use the technical language related to the subject accurately and appropriately
- be enthusiastic and confident which will then motivate the children
- be able to model and scaffold the learning to enable children to make progress
- identify tasks that challenge the most able
- select appropriate resources and materials to support the learning task
- develop the skills of speaking and listening, literacy, numeracy and ICT within the subject
- remain learners ourselves and keep up to date with our own knowledge and understanding

Assessment and Development of Teaching:

As teachers we take responsibility for our own development, therefore we will:

- reflect on the successes of our teaching
- be self-critical without being over critical
- review areas of teaching that could be improved
- keep up to date with current educational thinking through links with other schools, CPD and personal reading as necessary.

When working with Teaching Assistants (TAs), Teachers will:

- provide opportunities for TAs to check understanding of lesson
- guide and support the TA to be an effective practitioner

- provide clear, honest and constructive criticism to develop TA practice

All teachers should expect to be observed teaching every year, with no more than three hours for appraisal based observations. Learning walks and book looks should be expected at any time and should be seen as an open and honest and collaborative process in the spirit of developing the practitioners practice and to identify support from colleagues. The feedback provided will:

- identify strengths
- identify areas for improvement
- identify how the school will support the teacher to progress
- provide an opportunity to discuss any further training needs

The monitoring of the standards of the children's work and of the quality of teaching is the joint responsibility of the leadership team and individual subject leaders, who both follow a monitoring cycle. Subject leaders are also responsible for supporting colleagues in their teaching, for keeping informed about current developments in their subject and for providing a strategic lead and direction for their subject in the school.

Learning Environment:

Because children learn best when they feel happy, safe and secure, confident and valued, there will be evidence in each learning environment of:

- high expectations of behaviour and attitude
- an atmosphere of trust, where pupils are encouraged to try out new ideas without fear of failure and where mistakes are seen as learning opportunities
- a positive atmosphere where children are not afraid to either challenge themselves or make mistakes
- familiar routines to enable children to focus exclusively on their learning
- displays within the classroom to act as active learning spaces (e.g. working walls, useful reminders, engaging displays etc.)
- displays outside the classroom to celebrate the work of pupils
- pupils knowing the location of resources to encourage their independent learning by being able to select and utilise suitable equipment and resources

Governors:

The school governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support effective teaching strategies by effective recruitment and retention of staff.
- Allocate all appropriate resources effectively.
- Ensure that the school buildings and premises are well equipped and best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.

- Ensure that staff development and teacher appraisal policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from the Headteacher in the termly report to Governors.

The Role of Parents:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' curriculum sessions and workshops to explain our school strategies for teaching across the curriculum.
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school.
- Providing written reports annually to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Providing parents with behaviour guidelines so that they can support our behaviour policy.
- Explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Holding termly parent and child consultation evenings
- Informal regular communication through, for example, Home-School link books
- Operating an 'open-door' policy where parents are encouraged to seek support as and when appropriate.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Fulfil the requirements set out in our home/school agreement.
- Ensure that their child has the best attendance record possible.
- Proactively communicate with school and inform staff if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Promote a positive attitude towards school and learning in general.

Policy Review:

This policy will be reviewed annually in the autumn term.

Document History

Version	Date	Comments
Issue 1	May 2017	Initial version of the policy
Issue 2	November 2017	Reviewed by the Learning and Achievement subcommittee at their Autumn 2 meeting. Proposed for approval in existing format.
Issue 3	October 2019	Reviewed by the Learning and Achievement subcommittee and amended slightly to reflect current practice.