



Silverdale St John's CE Primary School Teaching and Learning Policy
Silverdale St John's Church of England Primary School Mission Statement:
Inspiring Success through Learning, Community and Faith.

We aim to do this through our ethos:

We help and support each other in our learning with Christian attitudes of Truth, Love and Respect. We utilise the beautiful environment of Silverdale to enrich our curriculum.

Introduction

Within the Anglican ethos of the Church of England Foundation our school aims to:

- Provide an enjoyable and stimulating learning environment that challenges children to develop knowledge and skills and strive to be the best they can be.
- Ensure that every child feels safe, happy and part of the Christian family by developing a strong, supportive partnership with parents and the community.
- Encourage children to see themselves as a child of God and nurture their moral and spiritual development.

At Silverdale St John's CE School we believe in independent learning. We actively encourage our children to be as independent as possible in all that they do in school, taking the responsibility to challenge and evaluate their own knowledge and understanding of the world. We are dedicated to teaching a high standard of basic literacy and numeracy skills that will be the foundation for additional skills to be built upon. We foster an ethos of resilience and resourcefulness supporting children to be unafraid to try something new or make a mistake. We maintain that learning should be fun. We have a curriculum that is underpinned by relevant, practical, creative experiences that enable every style of learner to be wholly involved.

Aims

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- nurture children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children in turn, to be respectful of the ideas, attitudes, values and feelings of others
- develop an understanding of Christian values and beliefs through positive links with the local and wider church
- enable children to use their own strategies for learning, reflecting on how they learn best and encouraging them to help themselves
- strengthen children's understanding of their community and their roles and responsibilities within it
- help children grow into reliable, independent and positive citizens, understanding fundamental British values

Through their learning, children will:

- become confident in basic literacy and numeracy skills
- utilise these skills to learn about and make sense of the wider world, science, technology, history, art and religion
- become resilient and be willing to learn from their mistakes
- be resourceful, finding ways to overcome problems or challenges they face
- ask questions about their learning and find out the answers through investigation and research
- collaborate with each other using communication skills to make joint decisions and plan strategies for completing challenges
- contribute to the direction of their learning, pursuing their own lines of enquiry and interests in particular subjects
- use a range of technology, programs, applications and the internet to present and find information

Effective learning

We acknowledge that learning styles are unique; we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We nurture a child's capacity to learn by developing a range of skills to aid them. These include:

- managing their own distractions
- questioning and reasoning
- collaboration and interdependence
- planning and refining
- perseverance
- empathy and listening
- noticing and imitation
- imagining

These work alongside our animal characteristics for learning –

Be positive - like a puppy

Take risks - like a monkey

Ask for help - like a dolphin

Be independent - like a cat

Persevere - like a tortoise

Challenge Yourself - like a squirrel

Stay focused - like a hawk

Be a good communicator - like a bat

Work as part of a team - like bees

These are displayed in the corridor and in each class and are referred to during lessons.

All of the above skills enable the children to become resilient, resourceful and reflective learners.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. The content of what is taught in school is determined by the National Curriculum; we cover the programmes of study in each subject over a two year cycle so pupils in our mixed age classed do not repeat topics. Plans are written to ensure progression and coverage. These are sent to and monitored by the subject leaders and head teacher.

To ensure teaching is well paced and focused on children's progress, the following elements will be covered:

- **Learning Objective Questions**

We present the learning objective as a question to be answered by the end of the lesson and refer to it regularly. The LOQ may be skill or knowledge focused, and will be concise and in child friendly vocabulary.

- **Success Criteria**

Factors that determine the success of the lesson will be shared with the children at the outset, enabling them to make their own judgements on their achievements at the end of the lesson. More importantly, the process of 'how' to achieve success ('Steps to Success') will be discussed and jointly decided upon by the teacher and the pupils.

- **Questioning**

Different types of questions will be asked during lessons including closed/ open questions. These will be differentiated for children and will enable teachers to assess prior understanding, and progress during the lesson. Children are openly encouraged to ask their own questions; and more importantly, find their own answers.

- **Differentiation**

Teachers will plan questions and tasks appropriate to the prior attainment and understanding of children in the class. Differentiation, taking account of both higher and lower ability children, may occur through support offered by an adult, resources provided by the teacher, by the task set or by the expected outcomes of different children.

- **Feedback and Marking**

Regular feedback will be given to children, verbally or written. Comments will refer to the Learning Objective Question and the Success Criteria discussed with the children and may be in the form of an example, a reminder of the learning or a scaffolded prompt. (cf Feedback and Marking Policy).

- **Plenary**

Time will be planned at the end of the lesson to review children's learning and progress against the Learning Objective Question. Children's success may be celebrated, common misconceptions and errors addressed, and the children's learning may be applied to a different form of problem or applied in a different situation.

- **Fix it time**

Time will be planned in for the children to read/listen to the feedback and marking given. Children will then have time to address any issues, with support if needed, to ensure they can make the necessary improvements to their work.

In every lesson, pupils are involved in their own learning. Children will be encouraged to discuss questions in pairs and groups, edit and improve examples and give answers to questions.

Accommodating all Abilities

Our primary focus is to build upon prior attainment. We ensure all tasks in every lesson are set at an appropriate ability for each pupil and when planning these, due regard is given to information gained from assessments and individual targets. Through ongoing assessment we identify next steps in the pupils' learning and enable them to achieve these. Through guidance from adults, children are also encouraged to set their own targets for improvement. We have high expectations of all children, encouraging work of the highest possible standard to ensure children reach their full potential.

Promoting Good Attitudes to Learning

Teachers establish good working relationships with all children in the class. We treat the children with kindness and respect, providing equal opportunity to take part in class activities, valuing every child's contribution. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree a class code of conduct in collaboration with the children, expecting all to comply with this. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We believe that a stimulating environment sets the climate for learning, and an effectively organised classroom promotes independent use of resources and high quality work by the children.

Teachers and children work together to maintain a well organised environment; resources are clearly labelled and arranged relating to different subjects. Working walls aid the children in their literacy and numeracy and include such things as word walls, number lines, prompts, strategies and examples of good work.

Displays are an important teaching and learning tool, used to exemplify learning, convey information and celebrate success. They are changed regularly, to ensure that the classroom reflects the topics studied by the children. Classroom displays pose questions which encourage the children to be reflective in their learning. Corridor displays celebrate the achievements of pupils in all classes; at any opportunity, the whole school will collaborate in a single display to show unity throughout the school.

The Role of Teaching Assistants

Teaching assistants are deployed effectively throughout school to support learning. They work with individual children and small groups, involved in:

- Supporting children's understanding
- Group work
- Developing children's independence
- Observing children's responses and informing the teacher
- Raising standards of achievement
- Follow up work to address misconceptions

Teaching assistants contribute to assessment for learning, informing the teacher of the pupils' achievements and marking the work of the children they have been supporting. They are skilled in reshaping tasks or questions in order to ensure individual children achieve success within a lesson. They receive plans from the teacher prior to lessons and record observations or assessments on these plans which are then fed back to the class teacher.

The Role of Governors

Our governors determine, monitor and review the school policies on teaching and learning. They receive regular reports from the Head Teacher outlining school progress and effectiveness in order to evaluate the proficiency of the school. Subject Governors meet regularly with subject leaders in order to receive updates specific to core curriculum areas. In doing this, the Governing Body:

- supports the use of appropriate teaching strategies by allocating resources effectively;
- ensures that the school buildings and premises are best used to support successful teaching and learning;
- monitors teaching strategies in the light of health and safety regulations;
- monitors how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensures that staff development and performance management policies promote good quality teaching;
- monitors the effectiveness of the school's teaching and learning policies through the school self-review processes

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:

- sharing information about the children's learning on the termly newsletter
- holding regular parents' evenings in which we explain the progress made by each child and indicate how the child can improve further
- sending an annual report to parents on their child's achievements
- explaining to parents how they can support their children with homework
- holding parent workshops to explain the work covered and the strategies and methods taught to the children
- Including information about our curriculum provision, PE funding and SEND on the school website
- Asking parents and children to sign a home/ school agreement at the beginning of each school year

Training

At Silverdale School, we are dedicated to improving our teaching by upskilling ourselves through current and relevant training. Teachers and TAs regularly attend training provided by in house training, the cluster groups and the LA as and when necessary.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The policy will be reviewed and updated (if necessary) annually.

Date agreed by Curriculum Committee: October 2018

Date of review: Autumn 2019