

St Matthew's Church of England Primary School



Teaching and Learning Policy

Aims

The principles of teaching and learning have been established by the staff and pupils at St Matthew's:

Teaching

Teaching at St Matthew's should:

- make a difference;
- be fun, interesting and exciting;
- be inspiring and engaging;
- be differentiated and inclusive;
- be creative.

Learning

Learning at St Matthew's should be:

- fun and exciting;
- practical, active and experiential (e.g. visits and visitors);
- cross-curricular;
- challenging;
- well resourced.

The school's ethos: Learning together in the Love of God and core values (respect, faith, choices and learning together) are at the heart of all our teaching and learning activities.

Curriculum

These teaching and learning principles are delivered through the framework of the National Curriculum for Key Stage 1 and 2 classes. The curriculum is structured into 'Core' and 'Foundation' subjects, which are:

Core subjects:

- English
- Maths
- Science
- Religious Education (defined as a 'core' subject at St Matthew's)

Foundation subjects:

- Art and design
- Citizenship
- Computing
- Design and technology
- Languages (French in KS2 only)
- Geography
- History
- Music
- Physical Education (PE)

The Early Years Foundation Stage (EYFS) curriculum is based on the following areas of learning:

Three prime areas of learning:

- Personal, Social and Emotional Development

- Communication and Language
- Physical Development

Four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In all teaching and learning opportunities:

- staff display and encourage our school's core values; respect, faith, choices and learning together;
- Building Learning Power (BLP) learning muscles are stretched;
- staff endeavour to make cross-curricular links with other subjects, topics and themes.

Responsibilities

SLT

The Headteacher (HT) has overall responsibility for teaching and learning, supported by the Deputy Headteacher (DHT) and SENCO.

TLR Post Holders

TLR post holders have overall responsibility for their phases and subjects, and are supported by the HT and DHT. They are responsible for monitoring their phases and areas of the curriculum through:

- planning and book scrutinies;
- observing teaching and learning;
- pupil conferencing;
- learning walks (including learning environment scrutinies);
- moderation of teacher assessments;
- progress and attainment monitoring and reports;
- regular formal and informal discussions with staff;
- auditing and ordering resources.

Teachers

All teaching staff are responsible for the planning, delivery and assessment of the curriculum.

Support staff

Support staff are responsible for supporting pupils (individuals or groups) identified in planning and assessing (marking and feedback) the learning for the pupils they have supported.

Governors

Governors support and challenge the school; they are regularly informed of teaching and learning at St Matthew's through termly sub-committee meetings (staffing and finance; curriculum) and half termly full governing body meetings. Link governors (attached to specific subjects or areas of responsibility) support the HT, DHT and TLR post holders.

School Improvement Advisor (SIA)

The school's SIA is a critical friend and supports the HT and DHT regularly and more formally through termly visits. The focus for teaching and learning is in the Spring term visit.

Parents/Carers

Parents/carers should support children through home learning activities (refer to Home Learning policy). Communication with parents is open and regular through informal discussions, formal meetings (e.g. termly parents meetings, 'meet the teacher' meeting before the next academic year) and termly curriculum letters.

Monitoring

The HT and DHT (supported by TLR post holders) are responsible for monitoring teaching and learning through:

- lesson observations (teachers and support staff);
- planning scrutiny;
- book scrutiny;
- learning environment scrutiny;
- learning walks (based on teaching and learning);
- pupil conferencing;
- assessment of progress and attainment (pupil progress meetings).

Planning

Teachers will complete the following planning:

- long term planning - an overview of the year (includes topics for each National Curriculum subject/EYFS area of learning). This information will be provided to parents/carers and pupils at the beginning of the academic year.
- medium term planning - an overview of the term (includes topics and key skills each National Curriculum subject/EYFS area of learning and development). This information will be provided to parents/carers and pupils through termly curriculum letters.
- short term planning - weekly planning for English, Guided Reading, Phonics and Maths; half-termly/unit planning for all other subjects.

Assessment for Learning

Within the context of a lesson, teachers plan and use a range of assessment for learning opportunities (refer to 'Assessment for Learning' policy). This includes:

- assessment based on the WALT (we are learning to);
- WILF (what I'm looking for);
- questioning;
- observation;
- discussion;
- assessment foci criteria using APP/EYFS assessment;
- self and peer assessment by pupils;
- oral and written feedback.

Children's learning in books is assessed regularly and follows the school's Marking and Feedback policy. Presentation (refer to 'Presentation at St Matthew's' document) and basic grammar, punctuation and spelling errors are also assessed.

Children are set targets in reading, writing and maths, which are also assessed.

Learning environment

The learning environment in each classroom should include the following displays:

- English learning wall (including relevant grammar and punctuation for KS1 & KS2);
- Maths learning wall;

- Science learning wall (KS1 & KS2 only);
- BLP display;
- RE reflection table and display;
- Rewards and Steps.

In addition, each class should have age-appropriate resources displayed and accessible to pupils relevant to the learning.

Whole school displays will have a different focus each term set by the HT and DHT.

Resources

- General teaching and learning resources are audited and ordered by the Deputy.
- TLR post holders are responsible for auditing and ordering specific resources for their core subject and phase.
- Resources to support SEN/G & T pupils will be audited and ordered by the SENCO/SLT.

Continuous Professional Development

Staff training needs are identified and agreed within performance development reviews with the senior leadership team and training is provided as required. The provision of suitable training/experience (some of which is 'in-house') and the attendance at appropriate courses is organised by SLT.

Equal Opportunities

The curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to all areas of learning and the development of knowledge, understanding, skills and attitudes.

Inclusion

We aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to achieve the goals they have been set and to take an active part in all teaching and learning activities. Some children will require closer supervision and more adult support to allow them to progress, whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

Monitoring and review

We are aware of the need to monitor and update the school's teaching and learning policy on a regular basis, so that we can take account improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Teaching and Learning Policy to be reviewed in Summer 2017.