

# St John the Evangelist CE Aided Primary School

## Teaching and Learning Policy

### Our School's Vision Statement

***“St. John’s is a caring, Christian community striving to support its members to achieve their God given potential. Exploring our unique gifts and raising aspirations, we prepare our children for the challenges of the modern world. Following Jesus’ example, we seek to grow good people who can make a difference.”***

We believe that

**“Children are a gift from the Lord.”  
(Psalm 127 v.3)**

We believe that any gift from God is most precious. This makes children the most precious gift. Consequently, developing and supporting every child in our care to become the best that they can be is fundamental to all that we do.

### Introduction

At St John’s School we believe learning should be a rewarding and enjoyable experience for everyone; it should be both rigorous and fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make a full contribution to society. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### Aims of this Policy

We believe that a rich and varied learning environment allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens

## **The Curriculum**

As a Church school we provide a distinctive education underpinned and embedded by Christian values for all children. We follow the National Curriculum which is broken down into core and foundation subjects. We also teach sex education, religious education and spiritual, moral, social and cultural education to further enhance the curriculum. We ensure that the pupils are aware of key British values both directly as part of the curriculum and also as part of their daily experiences.

**Agreed characteristics of teaching and learning** - these characteristics need to be referred to when planning all teaching activities. *(Where references are made to "teachers" in this document, this also encompasses teaching assistants.)*

## **Effective Learning**

**The Learning environment should:-**

1. be tidy and self-servicing - to enable pupils to take increasing responsibility for the organisation and care of learning resources
2. use available space and learning resources to best advantage
3. have the necessary resources for learning which are effectively stored and accessible
4. have interactive and stimulating displays which reflect the current topics. Working walls should be in evidence in all classrooms.
5. have displays of children's work throughout the year to celebrate achievement
6. be governed by an agreed set of rules for all activities

7. foster co-operative and collaborative learning and good working relationships
8. provide regular opportunities for pupils to develop their ideas through independent inquiry including extension/consolidation activities
9. set a standard of quality which provides pupils with high expectations, positive attitudes and good role models
10. have the flexibility to adapt to whole class, group and individual learning
11. enable pupils to use technology effectively as an aid to learning
12. be inclusive, safe and caring

### **Pupils' Learning should**

1. interest and excite the learner
2. offer planned and sequential opportunities to work individually or as a member of a co-operative group. It should enable them to play an increasing role in planning and organising their learning
3. involve quality interaction with the teacher
4. enable them to have first hand experience and engage in investigative work rather than be passive recipients of a body of knowledge. It should enable them to communicate their findings in a variety of ways and produce work for a variety of audiences
5. take into account pupils own interests
6. involve them in the planning and assessment of their own learning
7. allow practice and application of knowledge/skills/concepts gained
8. involve the selection of appropriate materials and tools
9. use modern technology as an aid to learning
10. provide opportunities to utilise the outdoor environment
11. be planned according to clear learning objectives and outcomes
12. be long-lasting, it contains regular planned re-inforcement
13. be celebrated, encouraged and rewarded
14. develop self-esteem and resilience
15. offer opportunities for pupils to learn in different ways which best suit them

These include:

- Investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- responding to audio visual materials
- debates, role-plays and oral presentations
- designing and making things
- participation in physical activity

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

## **Effective teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the long term school curriculum plan to guide our teaching and learning.

We base teaching on our knowledge of the children's level of attainment. Our prime focus is to develop the knowledge and skills of the children. Effective teaching offers the challenge to move children on to the next stage of their attainment. It must build on prior knowledge. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's individual plans where appropriate. For those who are more able we provide opportunities to learn at greater depth. We have high expectations of all children, irrespective of ability, race, gender, age or achievement and we believe that their work here at St John's School should be of the highest possible standard.

**All teaching and learning is underpinned by our Christian Values. Staff lead by example**

### **The teacher will**

1. maintain good discipline through mutual respect. We make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We expect all children to comply with our rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts, and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy
  2. be flexible by using different teaching styles based on the task and the needs of the children
  3. be aware of the model of learning he/she presents to pupils
  4. have good curriculum knowledge and be clear on the skills, concepts and attitudes which are the goals of the learning process
  5. engage in well-timed interventions and deploy effective higher-order questioning techniques
  6. have clear lesson objectives which are made clear to the pupils; our lessons are planned around these learning objectives. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future
  7. be able to assess children's learning within a lesson, adapt to their current learning needs and devise assessment strategies related to agreed school policies, maintaining effective records of their plans and outcomes. All teaching should value and have high expectations of every pupil.
  8. design challenging and differentiated learning tasks using stimulating resources, both for individual activities and collaborative group work
  9. set academic targets for the children in each academic year. We review the progress of each child throughout the academic year and set revised targets. These targets are shared with pupils and parents
  10. value and promote partnership between home and school
  11. form positive professional relationships as part of a team
  12. ensure that all teaching is carried out with due regard to our Health and Safety Policy.
- We ensure that all tasks and activities that the children do are safe. When we plan to take

children out of school, we first inform the EVC and then parents to obtain their permission prior to undertaking a full risk assessment.

### **The Role of Governors**

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

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are 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 performance management policies promote good quality teaching
- monitor the effectiveness of school teaching and learning policies through the school self-review processes. These include liaison between subject co-ordinators and nominated Governors, the termly Headteacher's report to governors as well as a review of the training sessions attended by our staff

### **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' evenings
- maintaining the school website with information on policies, procedures and events.
- 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. The foundation stage teacher will inform parents of future planning throughout the year
- holding three parent's evenings each year, operating an 'open door' policy and sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework
- maintaining an open dialogue, for example through the use of reading diaries
- encouraging parents to contribute fully to our school community - parents are always welcomed and valued when supporting the teaching staff

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

We would like parents to:

- ensure that their child has the best attendance record possible
- 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
- support the school homework, uniform and behaviour policies
- support the school's ethos

Signed .....

Date.....

To be reviewed .....