



All Saints' Church of England Primary School

Learning and Teaching Policy 2020-21

Growing Stronger Together in God's Love

Our core values are Koinonia, Compassion and Love.

Proverbs 22:6 Start children off the way they should go.

Here at All Saints', we believe that starting children off the way they should go starts here. In our **school community**, we are proud of our All Saints' family feel. The central element of being a family, the true meaning of **koinonia**, is interdependence and at All Saints', every one of us is needed and valued and each person is important to the whole.

Ephesians 4:32 Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

At All Saints' we look for **compassion** within ourselves so we care for others and help them. For **ourselves**, we try to be honest about our mistakes so we can change and improve. We accept that sometimes mistakes can be made and that these mistakes need to be forgiven. Forgiveness was at the heart of everything Jesus did and is at the heart of the Lord's Prayer, which we say daily.

1 John 4:19-21 We love because he loved us first.

We understand the love of God is boundless. The love within our school is one of family and friendship. We believe friendship enables each child to grow and ensures that the unique individuality of each person is recognised, allowing them to flourish.

In our **Worship**, we thank God for his **love**; he is the One who created love. It is because of His love that we are able to love each other.

Luke 1:37 For with God, nothing shall be impossible

Together we **grow stronger**, believing that with God nothing is impossible. This extends across all we do; academically, spiritually and emotionally. By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and abilities, ready to go from strength to strength and be truly ready for the next step in their learning journey.

Purpose of the policy:

All Saints' C of E Primary School's *Learning and Teaching Policy* aims to establish a clear framework for outstanding learning and teaching. The policy identifies the type of learners we wish to create and the broad range of teaching approaches used throughout the school to achieve this.

This policy is based upon the views of the staff, pupils and governors.

What makes a good lesson? (Pupil voice)

- ✓ Looking at fascinating material to read and learn from
- ✓ Drawing diagrams and pictures as well as writing
- ✓ Being given clear explanations from the teacher
- ✓ Learning when it's quiet
- ✓ Going outside for science
- ✓ Learning in groups
- ✓ Sharing ideas
- ✓ Learning lots!
- ✓ Solving puzzles and challenges

Plan (see English, maths, curriculum & RE guides)

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all pupils

1. Be clear and precise about the knowledge/skills you want pupils to learn, not what you want them to do. Break them down.
2. Differentiation should be planned over time to ensure a quality first approach which meets the needs of all pupils and maximises the use of additional adults.
3. The tasks enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
4. To work with the SENCo termly, tracking data to identify children for intervention programmes.
5. Appropriate pace set for the intended learning, so time is used purposefully from the beginning of each day.
6. The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills such as research and co-operative working.
7. Home learning in place to consolidate skills taught in class and provide opportunities for parents, children and the school to work together in partnership in relation to pupils' learning.

Teach (see English, maths, curriculum & RE guides)

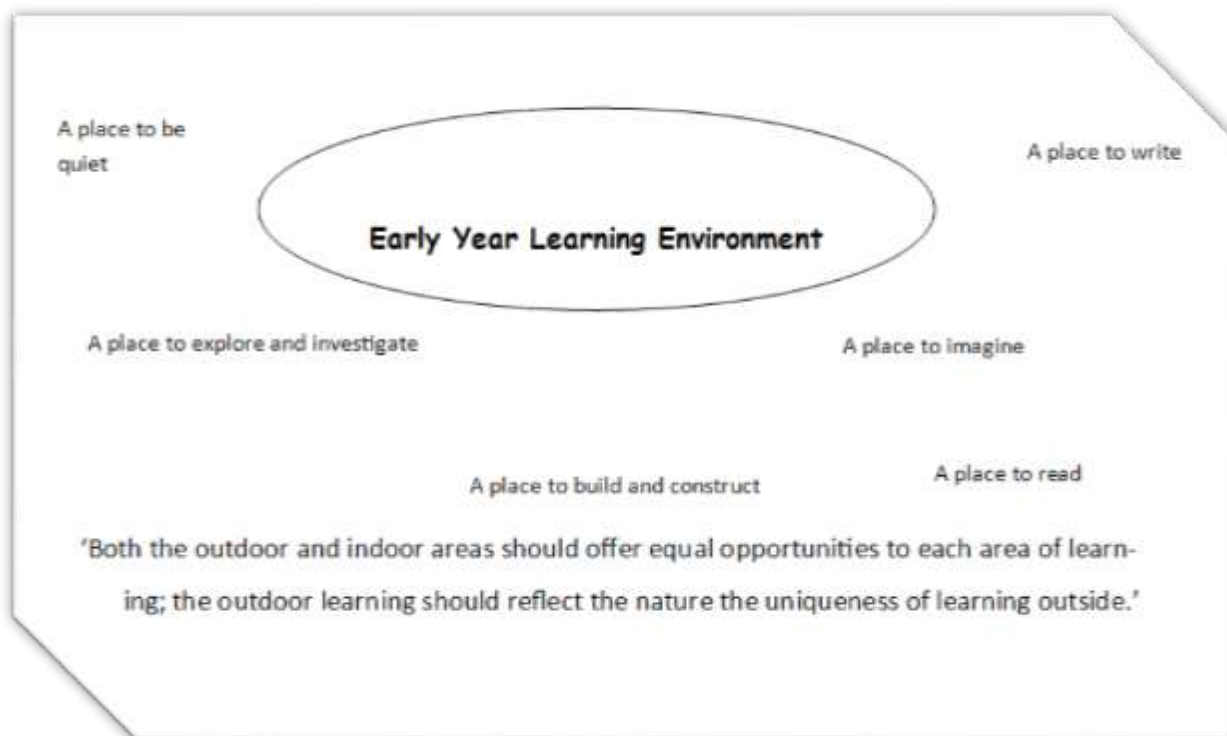
Teaching is a lifetime's craft which needs to be continually improved upon – if we are not confident, reflective and resilient learners ourselves, then we can't expect our pupils to be.

1. Go with the learning: the 'flow' of great progress is more important than following a lesson plan.
2. All pupils must be working harder than the teacher, so the teacher is the facilitator.
3. Teachers must be explicit about learning outcomes
4. Teachers demonstrate a high degree of subject knowledge when framing and answering questions.
5. To use expertise to enhance learning opportunities (e.g. MSSP, specialist Spanish teaching, specialist music teaching)
6. Demonstrate the values of the school in line with our Right Respecting School:
 - a) Enable them to develop resilience by taking risks and working through barriers
 - b) Develop every child's personality, talents, abilities to the full
 - c) Encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Mark (see Assessment & Marking policy)

Effective marking is a dialogue between teacher and pupil which informs future planning and teaching and provides feedback for pupils to make progress over time.

1. Teachers must have a secure overview of the starting points, progress and context of all pupils.
2. Marking must be purposeful- succinct, in order to engage pupils
3. Marking and feedback must be frequent and regular
4. The marking policy must be used.



Learning Environment

- ✓ Seating arrangements should reflect the needs of the class (e.g. a more formal seating arrangement may be needed for some classes) making sure all pupils have a good visibility of the board.
- ✓ Clear happy face and smaller sad face – see Behaviour Policy
- ✓ A well-stocked, inviting book corner which promotes the application of phonics and a love of reading (see the Reading section in your English guide for more information on this).

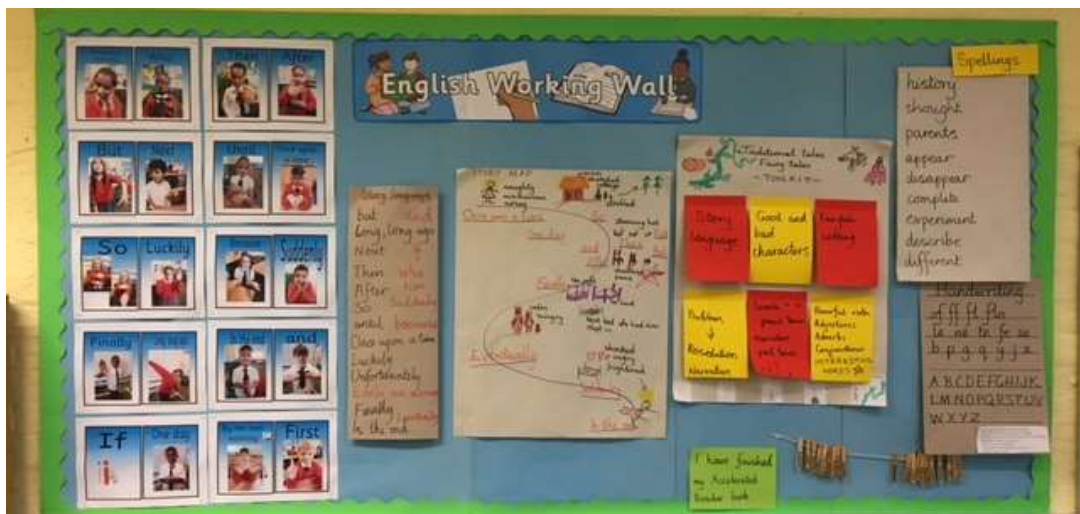


✓ There should be a mixture of displays, half and half, between:

1. **Celebration of children's learning**- this should include a topic, RE and science display and may include an English and maths display depending on how many boards you have. These should be changed a minimum of once a term. Any backing paper for topic displays must match the topic e.g. black paper for space. Work must be backed and clearly labelled with the child's name. Not every child's work should be on each display; however, each child must have their work celebrated somewhere in school. Each display must contain a blurb explaining the learning. Early Years displays must include pupil voice



2. **Working walls**- these must be backed with either blue or green paper and include an English and maths working wall and when needed a science working wall (refer to the relevant sections in your curriculum folder). They should be changed when needed as you move between units. Anything handwritten must be in line with our handwriting policy.



- ✓ Interactive Prayer table – refer to the RE section in your curriculum folder
- ✓ In KS1 and 2, maths Help Desk should be organised so they contain concrete materials and challenges to support and extend learning
- ✓ Rights Respecting School class charter displayed (see the PSHE section in your curriculum folder)
- ✓ Any Table top displays must be purposeful and interactive and linked to your current topic e.g. Victorians, Space etc.
- ✓ For KS1, RWI sound charts and CVC guide displayed
- ✓ The resources in your classroom must be clearly labelled for easy access to encourage independence
- ✓ Visual time tables, behaviour management cues and Teacher T's should be clearly displayed
- ✓ As much as possible surfaces (teacher's desks, window sills and windows) must be clear, tidy and organised.
- ✓ ICT use to support learning

SEN and Equalities:

At All Saints, we are committed to providing the very best learning environment for all of our pupils. We recognise the right of every child to a balanced, engaging and challenging curriculum that enables them to flourish in a positive and caring environment.

In order to ensure our environment suits the needs of all pupils, we strive to provide tailored support to children who may need adaptations to their working environment in order to succeed.

We aim to:

- Ensure that all pupils have access to a differentiated curriculum that is appropriate to the individual's needs and abilities.
- Ensure that children requiring SEN provision are identified as early as possible in their school career and fully supported in the classroom environment.
- Ensure we build strong relationships with our families and that parents of children with SEN are kept fully informed of their progress and attainment.

Please see our Special Educational Needs and Disabilities policy for further details.

As a Rights Respecting School, we are committed to the ongoing celebration of diversity and value all achievements whether they are social, emotional, cognitive or physical. Through working together in a Christian environment, we aim to support the needs of every pupil and "Start children off the way they should go." (Proverbs 22-6).

Role of Governors

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

- * Support the effective allocation of resources;
- * Ensure that the school building and premises are effective in supporting 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 all staff development and performance management policies promote good quality teaching;
- * Monitor the effectiveness of teaching and learning policies through the school self-review processes including the Headteachers report to governors.

Role of Parents /Carers

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school:

- Parents' evenings are held three times a year to share successes and provide strategies to help move the child forward.
- Tapestry builds a very special record of a child's experiences, development and learning journey through their early years. Using photos, videos and diary entries, the teacher, along with the child's parents, 'weaves' the story of the child and how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child's unique journey. All information held in the platform is stored securely, and can be downloaded and shared as required. Parents are able to view online their child's progress and how much fun they're having, whilst also uploading their own comments and media.
- Teachers in KS1 and KS2 use Google Classroom to send announcements to entire classes, share resources, lesson notes, PowerPoints, diagrams, and home learning. Children can use it to access work covered in class in school, at home or on the go and complete home learning. Parents can use some of the features of Google Classroom to help engage with and support children in their home learning.

When children begin at All Saints', parents are provided with important induction information to guide their start. Parents can share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills. All children starting in Nursery and Reception, receive a home visit from the EYFS team during the summer term before they start. When a child starts at All Saints', the parents will be provided with a Home School agreement, which details the expectations of the school and parents and allows for a clear understanding of the partnership between home and school.