

ST PETER'S C OF E PRIMARY SCHOOL



Teaching and Learning

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

SCHOOL AIMS AND VALUES

The school aims and values have been re-affirmed as follows:

RATIONALE

At St Peter's C of E Primary School, through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help prepare them to make a mature and critical contribution to society as an adult.

We agree that the classroom environment should be challenging but not threatening because we know that learning is enhanced by challenge.

We recognise that much learning occurs during the interaction of pupils with one another and with the adults who work with them.

We acknowledge that we need to be reflective in our practice because not all teaching leads to learning.

Children will be inspired and motivated by staff who will continue to develop professionally themselves within a community of learners.

We recognise that children need to have opportunities to revisit past learning in order for it to 'stick' and we achieve this through retrieval activities.

We believe that the following eight Key Statements define high quality teaching and learning:

MONITORING THE IMPLEMENTATION OF THE POLICY

There will be on-going monitoring of the policy by:

- Senior Leadership Team
- Subject Leaders
- Governors

Classroom practice will be monitored using the reflective model where the teacher is given opportunity to reflect on their own practice.

Planning will be monitored as part of school improvement planning.

Pupil attainment and progress will be monitored 3 times a year by senior leadership team, subject leaders and governors. Pupil progress and attainment is also closely monitored by the governors.

This monitoring, we believe, will underpin the improvement in children's attainment and help make our teaching more effective.

REVIEWING THE POLICY

This policy was last reviewed in January 2023 and will be reviewed every two years or as necessary.

Key Statement 1

In teaching we will ...

Ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.

This will enable us to ...

- Report to pupils and parents
- Differentiate our planning at appropriate levels
- Support children who are not achieving their potential
- Compensate where necessary for those areas of learning where children have greatest deficits and acknowledge that some children will experience less success than others
- Have knowledge of children's prior attainment relative to the learning objectives and success criteria
- Have clear learning objectives set in planning lessons to measure progress within a lesson
- After effective delivery of a lesson, have the means of measuring progress within a lesson
- Have effective record-keeping of children's progress
- Communicate information between staff working with children
- Put in place appropriate provision/support to enable children to make good progress, clearly evidenced through entry and exit data.

Which will be evidenced by ...

- Marking of children's work clearly linked to planned learning objectives
- Progress reports clearly show pupils' attainment and progress

- c. Children achieving their potential
- d. Children meeting the learning objective
- e. Different levels of questioning
- f. Children having clear understanding of objective
- g. All children feeling worthwhile and able to access that objective at their level
- h. Enthusiastic children being in control of their own learning
- i. Teachers using a variety of assessment tools
- j. Children making good progress within set provisions/support
- k. Teachers and Teaching Assistants working with targeted children using appropriate resources/interventions to best meet their needs

Key Statement 2

In teaching we will ...

Reflect on our practice and challenge our own thinking.

This will enable us to ...

- i. Change our practice if this leads to more effective learning
- ii. Share good effective practices to highlight success and support areas for development
- iii. Be prepared to refine and modify plans/strategies in the light of our reflections
- iv. Use resources effectively
- v. To respond positively to change
- vi. Stimulate discussion and innovation

Which will be evidenced by ...

- a. A range of teaching styles used in every classroom
- b. Different styles of learning in the classroom
- c. Highly-motivated children
- d. Children actively engaged in the lessons
- e. Teachers talking analytically about their teaching
- f. Pupils consistently making progress
- g. A willingness to learn from and share good practice with other professionals
- h. Children having the opportunity to revisit past learning

Key Statement 3

In teaching we will ...

Be knowledgeable about what we are teaching.

This will enable us to ...

- i. Be confident that what we are teaching is factually correct
- ii. Be creative in our delivery of lessons
- iii. Identify efficiently where we need to take the child next

- iv. Enjoy teaching
- v. Make accurate assessments of each child's progress
- vi. Take into account the learning that has taken place previously and the learning that is planned to follow
- vii. Ensure that the planned activities deliver the learning intention

Which will be evidenced by ...

- a. Children being motivated, engaged and focused
- b. Children making progress (and be aware of their own progress)
- c. Teacher feeling positive and enthusiastic about their teaching
- d. Children enjoying learning
- e. The knowledge gained by the children being accurate
- f. Teachers' being confident when responding to children's questions

Key Statement 4

In teaching we will ...

Talk regularly with learners about their learning and listen to them

This will enable us to ...

- i. Help the child to clarify their own understanding
- ii. Review prior knowledge and understanding at the start of each lesson as appropriate
- iii. Help assess progress made during the lesson
- iv. Be aware of a child's misunderstanding
- v. Use children's talk as a tool to support the learning of others
- vi. Build children's self esteem
- vii. Plan according to learners needs and interests
- viii. Provide the most appropriate resources for learning
- ix. Prepare pupils for future learning

Which will be evidenced by ...

- a. Children talking to one another and the teacher about their learning
- b. Children showing that they are listening by their responses
- c. Children responding to carefully targeted questions, children being encouraged to talk about what they have learnt and not what they have done
- d. The teacher responding to a child's misunderstanding
- e. Children being able to talk about the progress they have made over time
- f. Children acknowledge their own and others achievements
- g. All children being active and engaged, with children sharing their learning through discussions.

Key Statement 5

In teaching we will ...

Regularly both formally and informally assess the attainment of our pupils

This will enable us to ...

- i. Ensure the progress of all pupils is good and attainment is high in relation to ability
- ii. Effectively assess pupil progress against desirable outcome, national expectations and individual targets
- iii. Use data to identify children whose rate of progress is causing concern in order to respond to their particular needs
- iv. Prepare reports for individual and groups of pupils for parents and pupil progress meetings
- v. Set individual and school targets
- vi. Track pupil progress
- vii. Make attainment data accessible to other professionals
- viii. Inform planning
- ix. Inform parents/carers, pupils and other stakeholders of next steps
- x. Aid smooth transition

Which will be evidenced by ...

- a. Pupils making good progress against prior attainment
- b. Teachers asking questions focused on the learning objectives and children being able to answer
- c. Teachers referring to assessment data when responding to questions about attainment
- d. Children taking part in low-stake quizzes
- e. Realistic but challenging short, medium and long term targets set for children
- f. Teachers having systems in place for informal assessment during lessons
- g. Assessment influencing planning
- h. Work in books
- i. Peer assessments
- j. Children knowing their targets
- k. Marking which allows children to respond and move their learning forward

Key Statement 6

In teaching we will ...

Encourage children to become successful learners

This will enable us to ...

- i. Achieve high standards of behaviour
- ii. Make constructive use of the "Plenary" and 'mini plenaries' in order for the children to reflect on what they have learned and how they will move forward

- iii. Make the learning objectives or learning questions explicit to the children in every lesson
- iv. Give children long-term objectives and outcomes – to know where the individual steps of their learning are leading to
- v. Make links/connections within a topic and across other curriculum areas
- vi. Make effective use of resources
- vii. Give opportunities for children to revisit previous learning

Which will be evidenced by ...

- a. Children on task
- b. Children being involved in their own learning
- c. Pupils being motivated and focused, knowing the direction of their learning and so improving the standard of work
- d. Children being able to transfer and apply previously acquired skills and knowledge to other curriculum areas, enabling them to achieve greater success
- e. Children having ownership of their learning and knowing what the next step is
- f. Children knowing and aiming to achieve their target
- g. Children being able to select resources to support their own learning
- h. Children taking pride in their work which is of a high quality in relation to their ability
- i. Children excited by their learning

Key Statement 7

In teaching we will ...

Ensure that what we teach comes from our school's curriculum plans

This will enable us to ...

- i. When appropriate, plan together
- ii. Regularly review the medium-term plans to ensure coverage
- iii. Plan for progress and continuity
- iv. Match learning activities to the needs of the children
- v. Plan using a range of teaching and learning strategies

Which will be evidenced by ...

- a. The children knowing what learning is expected of them
- b. The children getting the same learning opportunities throughout the year group
- c. The children's work showing continuity in terms of coverage (revisit/accelerate as necessary)
- d. The teacher knowing what learning they must cover in each curriculum area
- e. Progression in the expectation of attainment through the school
- f. A curriculum which is accessible to all

Key Statement 8

In teaching we will ...

Ensure that our teaching is underpinned by the five key Read Write Inc. Principles – Purpose, Passions, Pace, Participation and Praise.

This will enable us to ...

- i. Maintain consistency across the school day for our children to feel secure in the expectations of them
- ii. Give children a sense of purpose as they understand what, why and how they are learning
- iii. Engage our children emotionally in their learning by being taught by passionate teachers
- iv. Maximise learning opportunities by having an effective pace to our learning
- v. Maximise participation, so that every child feels part of the learning and are an active member of the group
- vi. Have a positive learning environment, where children know what is desired and feel a sense of achievement

Which will be evidenced by ...

- a. The children feeling secure in the expectations of them
- b. Learners feeling a sense of purpose to the session – involvement levels are high
- c. Children being engaged in their learning emotionally – wellbeing levels are high
- d. Teaching and learning opportunities being maximised across the lesson – no time is wasted
- e. Every child feeling part of the learning and being an active member of the group – no passive learners
- f. Children knowing what is expected of them, and feeling a sense of achievement – children are proud