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Teaching and Learning Policy

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St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make our world a better place.

Teaching and Learning Policy

Introduction

At St Martin's CE (Aided) Primary School we believe that learning should be engaging and promote an enthusiasm and love of learning in all stakeholders. We believe that through their learning experiences, children build resilience by taking risks, making mistakes and developing strategies to overcome difficulties and therefore experience success. Learning develops independent thinkers through opportunities for investigation and enquiry. Children are encouraged to be resourceful, to show initiative and to celebrate their own and each other's achievements.

As a school we work hard to make all children feel safe and secure within their learning environment, so that they are happy at school, and able to learn effectively. We encourage children to take ownership of their learning and help them feel confident to take risks, make mistakes and demonstrate resilience in their learning. Our school values underpin our commitment to the development of the holistic child, their wellbeing and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in today's ever changing world.

We believe that engaged learners, both adults and children, are constantly looking to develop and improve themselves through knowing what they have achieved, understanding their next steps and aspiring to be the best they can be. We support children to achieve this, through a high quality curriculum (cross reference Curriculum Policy) and effective feedback (cross reference Effective Feedback Policy).

In our community of learners, we promote a sense of belonging and teamwork through developing effective, respectful relationships based on our Christian ethos.

Aims

We believe that high quality teaching and learning should aim to:

- develop confident lifelong learners, who are able to embrace new challenges and experiences;
- inspire and engage all children, promoting a positive attitude towards learning;
- maximise progress to ensure the best possible outcomes for each individual child;
- meet the needs of all individuals, by focusing on personalised learning;
- use Assessment for Learning to inform teaching and learning;
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning;
- ensure children have **respect** and empathy for others and themselves, through **friendship** and kindness;
- enable children to use **creativity** in their learning;
- help children to develop the **courage** needed to embrace challenge and show resilience when solving problems or when things go wrong – mistakes are a chance to learn;
- develop children's ability to learn and work independently and collaboratively,
- enable children to take their place as responsible citizens in society with the life skills necessary for them to succeed and make a positive contribution;
- develop and promote aspiration for all children,
- promote spiritual, moral, social, cultural, mental and physical development,
- prepare children for the transition between key stages and the next stage of their education.

Learning Skills

At St Martin's we believe in the importance of learning to learn. It is impossible for a school to teach children all the skills, knowledge and understanding that they will need to be successful in our constantly changing world. Therefore it is important that we inspire our children to be lifelong learners and actively teach them how to learn effectively. In order to support children to do this, we have developed 6 Learning Skills:

Curiosity – wanting to learn, being interested and asking questions

Teamwork – listening to others and working together to support each other

Reflection – looking back, celebrating our successes and learning from our mistakes

Resourcefulness – making a plan and using our initiative to find ways to help ourselves and each other

Concentration – listening to advice, staying focused and managing distractions

Perseverance – trying our best and never giving up

Children are introduced to these learning skills in Year R, where 'Gilbert the Goose' looks for children demonstrating the learning skills. Daily review sessions also focus children on sharing the learning skills they have used as well as the learning they have completed during Discovery time (child-initiated learning).

As children progress through the school, they are supported to become independent in using our learning skills. Initially teachers actively teach these, identifying which skill or skills will need to be used for particular learning, identifying where children have used a learning skill particularly effectively and also reflecting on learning that children are struggling with and identifying which learning skill could help. As children grow and develop, they take responsibility for this themselves, identifying their own individual strengths, as well as learning skills that they need to work on. The learning skills are displayed in every classroom and referred to on a regular basis.

Each half term we have a whole school focus on a particular learning skill; where appropriate these are linked to the time of year e.g. reflection in the final half term of the year. Worship is used to develop children's understanding of the half-termly focus learning skill. Children understand that they can still demonstrate and practise all of the learning skills but are actively looking for opportunities to practice the half-termly focus learning skill.

There is a special certificate for each of the learning skills. Teachers award certificates every Friday to children who had demonstrated a learning skill during the week (approximately one child from each class each week). These are awarded in whole school worship and time is spent sharing and celebrating successes and inspiring all to achieve.

Effective Teaching and Learning

Different children will respond differently to different teaching strategies and therefore, St Martin's does not recommend or expect teachers to use any one strategy. Instead, teachers use their deep knowledge and understanding of the curriculum, and of the children in their class, to select the most appropriate strategies for teaching and learning. They do this through gathering evidence from assessment, including pre-assessment tasks and on-going AfL, to meet the needs of children in their class and maximise progress for all.

We believe it is important that all children are given the opportunity to experience a range of different strategies and supported to identify any preferred learning styles and develop skills in other learning styles. Therefore we will ensure all children regularly:

- experience success
- make mistakes and reflect positively on these as a learning opportunity
- work independently, in pairs and in small groups (both adult-selected and self-selected)
- receive direct teaching from the teacher and/or LSA as a class, small group or individually
- receive guidance and support from the teacher and/or LSA as a class, small group or individually
- practice key skills
- attempt problem-solving activities, both individually and in small groups, which demand perseverance and resilience
- make connections between different areas of learning
- take part in practical activities
- record their learning in a variety of ways including through writing, drawing, IT, drama, photographs
- edit and improve their learning

We believe that children learn best when they:

- Feel safe and secure and enjoy being at school
- Work with trusted adults
- Are valued, respected and listened to
- Know that they are understood and cared for
- Are motivated and excited by their learning
- Know the reason for their learning
- Know their next steps in learning
- Have opportunities to practice key skills
- Make mistakes and use these as learning opportunities
- Know what is expected of them
- Know when they have been successful - receive positive feedback and have their own successes celebrated
- Have access to a wide range of strategies and resources which support their learning
- Are encouraged to ask questions and find out the answers
- Have opportunities to work independently, in pairs and as a group
- Know that school and home work together

Therefore our teaching aims to:

- Meet the needs of all learners
- Inspire and engage all learners
- Ensure all learners make personal progress
- Celebrate children's achievements and successes
- Provide support and challenge for all children
- Develop lifelong learners through actively teaching our learning skills: Curiosity, Teamwork, Perseverance, Concentration, Resourcefulness, Reflection
- Ensure everyone is valued through listening and respecting everyone's contribution
- Ensure children believe in themselves by developing their self-confidence and self-esteem
- Have high expectations of all children
- Build on children's prior knowledge (established through pre-assessment tasks)
- Provide a range of experiences through a high quality, relevant and creative curriculum
- Develop children's ability and confidence in solving problems
- Provide opportunities to embed and apply their learning
- Give opportunities to take risks, challenge themselves and aim high

In order to do this we use:**Hooks**

At the start of each unit of work, teachers use a range of strategies to hook the children and engage them with their learning e.g. films, role play, drama, slow reveal, artefacts.

Outcomes

Throughout a unit of work, children work towards producing an outcome. This is something that they should have worked hard on and feel proud of. Where possible, outcomes are shared with others e.g. parents, another class, or a member of SLT.

Pre-assessment Tasks/PATs

Prior the start of a unit of work in English and maths, teachers use pre-assessment tasks to establish prior knowledge and what children can already do. Children understand the importance of completing pre-assessment tasks independently so that the teacher knows what they can already do and can plan their next steps in learning. Teachers use the outcomes of pre-assessment tasks to inform their planning and determine appropriate learning journeys for every child.

WALTs (We Are Learning To...)

It is important that there is a clear purpose for all learning. WALTs identify the intended learning, as opposed to the activity that they children are completing e.g. WALT use adjectives to clearly describe a setting, rather than WALT write a setting description for Hogwarts. The WALT is shared with the children, usually at the start of the lesson, to ensure they understand the intended learning. On occasions, the teacher may choose to share the WALT during the lesson or even at the end of the lesson, especially if sharing the WALT at the start of the lesson would prevent the children from discovering the learning themselves e.g. through a science investigation. All WALTs should be

recorded alongside the children's work. The way this is done will depend on the activity and age of the children e.g. pre-printed sticker, written by children. Children should not spend a significant amount of time copying WALTs from the board.

WILFs (What I'm Looking For...)

It is important that children understand what they need to include in their learning in order to be successful. WILFs identify what the teacher is expecting to see in a piece of learning. They can be provided by the teacher or created by a class, a group or even an individual child. WILFs should only be used where appropriate and not for every piece of work. They can also be used as a check list, e.g. to support the editing process in English and self and peer marking, with children being asked to identify each element of a WILF in their writing.

WAGOLL (What A Good One Looks Like)

Children can benefit from seeing a good example of the learning they are aiming to achieve. A WAGOLL provides a strong model of the expected outcome of a piece of learning. They are provided by the teacher and may be an example from an external source, an example the teacher has created, an example from a different class or a previous year. WAGOLLs should only be used where appropriate and not for every piece of work. They can be shared at the start of a piece of learning as inspiration or at the end as a comparison to support children in improving their learning.

Inclusion

At St Martins CE (Aided) Primary School, we are fully committed to ensuring all children have the opportunity to be included in all aspects of school life, and do everything we can to ensure this is possible. We consider all children as individuals when planning learning opportunities and work hard to support all children to feel included and to achieve their potential. For children with additional needs, we consider the most appropriate way of supporting them to learn, which could include use of appropriate resources, adaptation, modification or differentiation, 'flexing' to make a task more accessible, or through the deployment of adult support (cross reference Inclusion and SEND Policy). This is recorded in a Personal Learning Plan (PLP) or a Personal Support Plan (PSP).

We acknowledge that children achieve more highly when staff, parents and other professionals work closely together as a team around the child. We provide opportunities for staff, parents and other professionals to communicate openly regarding the child's needs and work hard to agree consistent, child-centred approaches. Where appropriate, we involve the child directly in these discussions and decisions, and support them to take ownership of their learning needs.

Additional adults are deployed to provide support according to the needs of individuals, groups and whole classes. Wherever possible we utilise the expertise of current staff members when deciding on deployment. This could be through class support, 1:1 support, intervention groups or targeted needs support e.g. ELSA.

Planning

The curriculum is planned to ensure enjoyment and engagement, progression, consistency and full coverage of all aspects of the statutory curriculum and EYFS areas of learning (cross reference Curriculum Policy). Topics are used to make links between different areas of learning where appropriate, allowing key skills to be applied through different contexts.

The Learning Environment

Within each classroom, we provide a learning environment where:

- resources are neatly stored, clearly labeled and readily available for all;
- displays support learning and celebrate children's achievements;
- working walls for English and maths are relevant, current and support children's learning;
- a class charter, developed with the children in September, reflects the Rights Respecting School's agenda and is signed by all members of the class;
- there is a visual timetable to support everyone;
- a display of the school behaviour management system (sunflower) with a peg for each child is actively used;
- there is an area where work that the teacher is proud of is displayed;
- children are aware of their next steps in learning in English and maths.

Mixed-Year Group Classes

The majority of children at St Martin's CE (Aided) Primary School are taught in mixed-year group classes. The curriculum is carefully planned to ensure that children are taught the correct skills, knowledge and understanding for their year group, with planned continuity for year groups that span more than one class; children will not be taught the skills, knowledge and understanding for the year group above or below them. Our three-year rolling cycle of planning ensures that children do not repeat topics (cross reference Curriculum Policy).

Monitoring and Evaluation

The SLT monitors and evaluates the impact and effectiveness of the Teaching and Learning Policy and procedures through:

- informal observations,
- 360 monitoring,
- feedback from all stakeholders.

Governors monitor and evaluate the impact and effectiveness of the policy and procedures through:

- focussed monitoring visits to school,
- outcomes of stakeholder questionnaires,
- Headteacher reports to the governing body.

Appendix 1



Teaching Strategies to support High Quality of Teaching, Learning and Assessment

The expectation is that teachers will use their deep knowledge and understanding of the curriculum to select the most appropriate strategies for teaching and learning in light of evidence from assessment, including pre-assessment tasks and on-going AfL, to meet the needs of children in their class and maximise progress for all.

The teacher could be:

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| <ul style="list-style-type: none">*teaching the whole class to:<ul style="list-style-type: none">-introduce a new concept,-expose all children (including children with SEN) to the concept,-sharing knowledge and information,-model skills needed for learning. | <ul style="list-style-type: none">*teaching the majority of the class or a focus group of children or year group of children to:<ul style="list-style-type: none">-introduce a new concept,-address misconceptions,-sharing knowledge and information,-model skills needed for learning. | <ul style="list-style-type: none">*moving between groups to:<ul style="list-style-type: none">-check in with children, to monitor understanding and intervene where necessary to move learning forward,*provide immediate feedback, both verbal and written, to move learning forward. | <ul style="list-style-type: none">*observing a group and intervening in a coaching role. | <ul style="list-style-type: none">*working with an individual child to:<ul style="list-style-type: none">-provide reassurance and build confidence,-introduce a new concept,-offer additional explanation,-address misconceptions,-provide support in responding to feedback,-ensure children 'keep up' through ad-hoc intervening,-pupil conference to identify barriers to understanding,-complete diagnostic assessments. |
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At the same time, the LSA could be:

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|---|---|--|---|--|
| <ul style="list-style-type: none">*supporting individual children to access learning,-making observations about specific children. | <ul style="list-style-type: none">*teaching a focus group of children/individual to:<ul style="list-style-type: none">-provide reassurance and build confidence,-introduce a new concept,-offer additional explanation,-address misconceptions,-provide support in responding to feedback,-pre-teach key vocabulary and context,-ensure children 'keep up' through ad-hoc intervening,-ensure children 'catch up' through SEN interventions,-complete diagnostic assessments. | <ul style="list-style-type: none">*leading the majority of the class on a task to:<ul style="list-style-type: none">-practise skills,-consolidate learning. | <ul style="list-style-type: none">*moving between groups to monitor understanding and intervene where necessary to move learning forward.*Observing a group and intervening in a coaching role.*Providing immediate feedback, both verbal and written to move the learning forward. | <ul style="list-style-type: none">*monitoring the rest of the class. |
|---|---|--|---|--|

The children (independently, in pairs or in groups) could be:

| Foundation Development of knowledge, understanding, concepts and skills | Developing Using knowledge, understanding, concepts and skills together and independently | Secure Applying knowledge, understanding, concepts and skills | Excellence Applying and extending knowledge, understanding, concepts and skills to a new situation |
|--|--|---|---|
| <ul style="list-style-type: none"> *working with the teacher or the LSA, *working in a concrete context, *working in a real life context, *using models, practical resources, images or other learning resources to support understanding, *learning and using key vocabulary (e.g. from working wall). | <ul style="list-style-type: none"> *working with the teacher or the LSA, *completing tasks applying learning from previous teaching sessions, *independently repeating modelled/guided tasks, *using models, practical resources, images and other learning resources (including working wall) more independently, *regularly repeating/overlearning key learning e.g. number bond sums, *unpicking misconceptions with support. | <ul style="list-style-type: none"> *working with the teacher or the LSA, *applying learning independently, *identifying, understanding and explaining mistakes, *using models and learning resources (including working wall) independently, *applying learning in different contexts, *show our understanding of the concept in different ways e.g. creating success criteria. | <ul style="list-style-type: none"> *working with the teacher or the LSA, *applying learning in an abstract context, *using and applying knowledge or learning to work out a new method, *explaining knowledge, skills or understanding to another child/group of children e.g. leading a group and peer mentoring, *teaching another child/group of children a new method, *pursuing own lines of enquiry within the context of current learning. |
| <ul style="list-style-type: none"> *using previous learning in a cross-curricular way, *using previous learning to solve a problem, *working with peers to support learning, *completing peer and/or self-assessment, *using a stop watch to time tasks on a regular basis – looking for a personal improvement, *responding to feedback, including marking. | | | |