



Stone C of E School

# Teaching and Learning Policy

Last updated: Summer 2021

Date for review: Summer 2022

## **Aims**

The school aims to encourage an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. The school's aim is that every child reaches their full potential with the support of the whole community.

*The school vision is:*

***'Love one another as I have loved you' (John 13: 34-35)  
helping each other to reach for the stars.***

The whole community aspire to fulfil this vision through our Christian values of community, perseverance, honesty, compassion, respect and responsibility each being a 'stepping stone' to success.

## **Principles of Teaching and Learning**

- For pupils to be happy, healthy and mentally well enabling them to focus and learn to their full potential.
- To ensure high quality teaching that enables all children to achieve their full potential, particularly disadvantaged pupils and those with SEND, to gain the knowledge and cultural capital that they need to succeed in life
- To provide a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- To encourage all children to apply what they know and can do with increasing fluency and independence
- To ensure all pupils study the full curriculum; it is not narrowed
- To provide a Skills for Life curriculum, which nurtures life-long learners who consistently demonstrate the 5Rs:

### **Responsibility**

### **Readiness**

### **Resourcefulness**

### **Resilience**

### **Reflectiveness**

- To develop lively and enquiring minds by encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding
- To nurture wellbeing and positive mental health so children are motivated to learn
- To encourage children to develop strategies to help themselves and support others
- To foster an ability to co-operate and work with others
- For all pupils to achieve the best possible outcomes and for this to be reflected in results from national tests and examinations that meet government expectations
- For pupils to read widely and often, with fluency and comprehension appropriate to their age
- For pupils to be able to apply mathematical knowledge, concepts and procedures appropriately for their age

## **Expectations of Teaching**

### **Professional Conduct and High Expectations**

- All staff to create an environment that focuses on the children
- All staff to consistently model our school values and British Values
- All staff to model our Skills for Life approach – this includes the 5Rs for effective learning and growth mindset attitudes – and to plan these into daily teaching and learning
- All staff to teach and encourage ‘Five Ways to Well-being’ to ensure children are physically and mentally well and ready to access their learning.
- All staff to have consistently high expectations of themselves and all pupils, including presentation, quality and quantity of work and aiming for all pupils to reach their full potential
- Pupils’ behaviour to be managed highly effectively, following our school behaviour policy
- All staff to challenge stereotypes and the use of derogatory language in lessons and around the school

### **Effective Knowledge and Understanding**

- All staff to have secure subject knowledge and understanding of the National Curriculum (2014) – when support is needed, teachers or teaching assistants must be resourceful, researching or seeking advice from other teachers, senior leaders or subject coordinators
- Teachers to present subject matter clearly, promoting appropriate discussion about the subject matter being taught, using a variety of strategies such as talk partners or group work
- Teaching to be designed to help pupils to remember the content they have been taught long term and to integrate new knowledge into larger ideas
- The work given to pupils to be demanding and match the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
- The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – are to reflect the school’s ambitious intentions for the course of study. These materials must clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Teachers to provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely, introduce subject content progressively and constantly demand more of pupils.

- All staff to impart knowledge with enthusiasm, generating high levels of commitment from pupils
- Staff to cater for a range of differing learning styles and cultural diversity; thus ensuring pupil participation and understanding
- Teachers to embed reading, writing, communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress
- Reading to be prioritised to allow pupils to access the full curriculum
- A rigorous and sequential approach to the reading curriculum, which develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- A sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning.
- All staff to ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

### **Well-structured Lessons**

- Regular opportunities for movement and outdoor learning to ensure that children are in the 'Green Zone' for learning – see Zones of Regulation
- Regular use of ICT in order to ensure children are prepared for the real-life context and future employment
- Progression of skills documents to be used to ensure subjects are taught progressively building upon prior learning.
- Every lesson to have a clear Learning Objective (communicated as a WALT – We Are Learning To), which is explained to the class and remains on display throughout the lesson
- Teachers to teach to the top to ensure that all children access age related material
- Opportunities for mixed ability work so that pupils work with a range of other children
- Steps to success (process success criteria) to support children to meet the learning objective
- Questioning which promotes higher order thinking skills, such as 'how'? or 'why?' questioning
- Mild, spicy and hot tasks to be offered to all, ensuring challenge for all – these must include mastery and greater depth activities
- Pupils to be taught to self and peer assess, using 'The Dip' to self-assess against the learning objective in most lessons
- New vocabulary to be introduced/revisited in all subjects.

- Opportunities to read across the curriculum
- All adults to be fully involved and active in lessons
- Use retrieval strategies that require children to revisit learning enabling them to know more and remember more
- Resources and teaching strategies to reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience
- Teachers to set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come (refer to homework policy)

### **Accurate and Productive Use of Assessment**

- Teachers and leaders to use assessment well, for example, to help pupils embed and use knowledge fluently, or to check understanding and inform teaching
- Teachers to check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback in line with the school's assessment and marking policies. We expect pupils to use this feedback effectively
- Teachers respond and adapt teaching as necessary without unnecessarily elaborate or individualised approaches
- Regular formative assessment will inform a 'keep up, not catch up' approach
- Teachers to set targets for reading, writing and maths and to share these with pupils, explaining what they need to do to achieve these and informing pupils when they have achieved their target. These are to be referred to regularly during lessons
- Teachers to provide parents with clear and timely information on how well their child is progressing, how well their child is doing in relation to the standards expected and give guidance about how to support their child to improve.

### **Expectations of Learning**

#### **We expect pupils:**

- To demonstrate high levels of engagement, commitment and cooperation within learning time
- To respond well to staff and lessons to proceed without interruption
- To love the challenge of learning and be resilient to failure
- To produce a good quantity and quality of work in lessons
- To be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills

- To thrive in lessons and regularly take up opportunities to learn through extra-curricular activities
- To be eager to know how to improve their learning. To capitalise on opportunities to use feedback, written or oral, to improve
- To be confident and alert to raise questions and persevere with their work when answers are not readily available
- To have the skills to evaluate their own work (and that of others) and do this in most lessons, using 'The Dip'
- To make rapid and sustained progress in lessons
- To achieve to the best of their ability
- To consistently demonstrate the 5Rs and apply their skills for life outside of the classroom

## Curriculum

Our Curriculum Intent	
<p>Our 'Skills for Life' Curriculum reflects our Christian vision:</p> <p><b><i>'Love one another as I have loved you' (John 13: 34-35) helping each other to reach for the stars.</i></b></p> <p>The curriculum has been planned to reflect the aspirations of the children and families we serve. The curriculum is designed to teach and encourage transferable skills for independent life-long learning. We have shaped our curriculum to allow children to practice and embed their skills. Challenge is built into the curriculum.</p> <p>We have packed our curriculum with creative, inspirational, meaningful learning opportunities. Our Topic based approach organises units of work around a half termly theme enabling children to see 'the big picture' of their learning and make connections through and across different subjects.</p>	EYFS
	<ul style="list-style-type: none"> <li>• To recognise and build on prior learning</li> </ul>
	<p>KS1</p> <ul style="list-style-type: none"> <li>• To recognise and build on prior learning</li> <li>• Instilling our vision and core values</li> <li>• Developing and secure key knowledge and skills as a foundation for future learning</li> <li>• Make learning fun</li> <li>• Begin to develop vocabulary across all subjects</li> <li>• Mastery of skills, knowledge and understanding</li> <li>• Literacy and numeracy acceleration</li> <li>• Opportunities and activities to develop wellbeing</li> <li>• Stretch and challenge for all</li> <li>• Aspirational for disadvantaged students</li> <li>• Extra-curricular opportunities</li> <li>• Preparing students for their next steps into KS2</li> </ul>
	<p>KS2</p> <ul style="list-style-type: none"> <li>• Recognise and build on prior learning</li> <li>• Develop independence in living out vision and values</li> <li>• Continued emphasis on literacy and numeracy knowledge and skills</li> <li>• Further enrichment of subject vocabulary</li> <li>• Teach and encourage transferable skills, alongside knowledge, for independent life-long learning</li> <li>• Engage children in their learning developing independence and responsibility</li> <li>• Skills and knowledge for lifelong health and wellbeing</li> <li>• Aspirational for disadvantaged students</li> <li>• Challenge built into the curriculum</li> <li>• <b>Prepare our young people</b> to live in the modern world (mental health, wellbeing, social media, Citizenship, current affairs)</li> <li>• Prepare children for next step- secondary school</li> </ul>

## *Implementation of Our Curriculum*

Our curriculum intent is successfully translated into practice through:

### Curriculum Experiences:

- Daily lessons
- Daily assembly – embedding our core values and successfully enriching our students morally, personally, spiritually and academically
- Successful lessons and experiences which allow us to enhance growth mindset and Skills for Life (along with ethos and values)
- Health and wellbeing activities e.g. daily mindfulness, the daily mile, leadership opportunities
- Extra-curricular offer – with weekly opportunities at lunch and after school and additional opportunities outside school (trips and events)
- Newsround 2-3 times a week for current affairs discussions in Year 2-Year 6

### Policy into Practice:

- Behaviour policy: helps us instil excellent standards of behaviour and attitudes to learning across the school. Promotes the conditions for successful curriculum delivery so that every teacher can teach and every child has the opportunity to learn
- Assessment policy: supporting successful assessment of curriculum delivery and feedback to students
- Teaching and Learning policy: encouraging pedagogical practices that allow for deep learning, deep thinking, memory/retention, application and practice
- Curriculum maps and schemes of work: providing a progressive curriculum and allowing teachers to know the core knowledge, skills and vocabulary to be taught and to follow a common assessment routine
- Subject guides and key guides e.g. behaviour procedures, assessment
- Pupil Premium Pen Portraits: documenting the actions we take to promote success for our disadvantaged students
- Interventions- improving curriculum access for students in need of additional support

## *Impact of Our Curriculum*

- The impact of our curriculum is regularly measured using summative and formative assessment in core and non-core subjects. We also carry out regular pupil voice and other monitoring activities in order to ensure maximum impact for our children. Our Early Years Foundation Stage results, Year 1 phonics check results, KS1 and KS2 results can all be found on our website.

## **Monitoring**

Our curriculum, teaching and learning are monitored regularly by members of the SLT. All subject leaders are responsible for monitoring coverage and progression within their individual subject area and follow a half termly monitoring schedule to ensure consistency across subjects.