

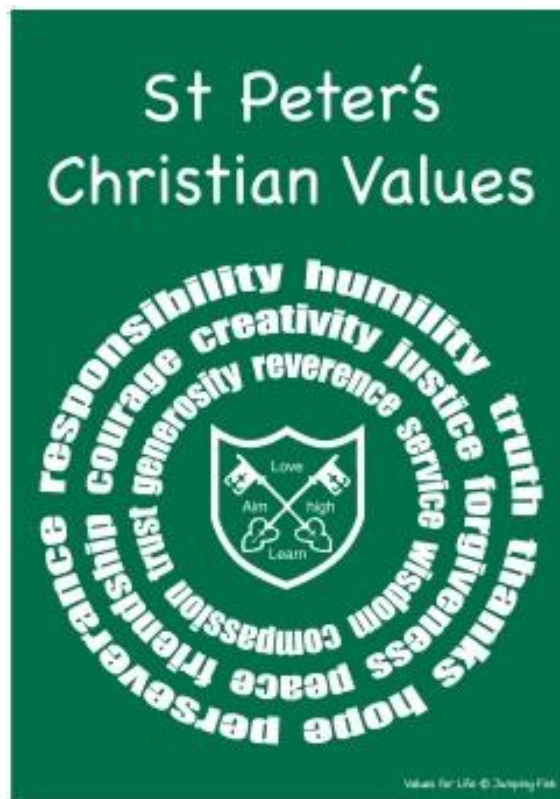


St Peter's Church of England (Aided) Primary School
Curriculum Statement. Appendix 5 – Teaching and Learning Policy



September 2019

1. Our Vision



We are St Peter's, a Christian village school rooted in our community. We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness.

Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

We have three key aims:

- To LOVE one another in the way God loves us.
- To inspire children to love to LEARN; and equip them with the skills and attitudes* to do so all their lives.
- To AIM HIGH so every child can achieve their full potential.

** Refer to St Peter's Christian Learning Attitudes – 1.1*

Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others and their own unique talents in a broad curriculum.

When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

*"Whatever you do, work at it with all your heart,
as working for The Lord". COLOSSIANS 3:23*

CONTENTS

1. Our Vision

*1.1 - Our Christian Learning Attitudes

2. Our Pedagogy – ‘What is Effective Teaching?’

2.1 – What does the 2019 Ofsted framework say?

2.2 – Our Pedagogy – THE BIG 4!

2.3 – Other Key Points on Pedagogy

2.4 - Our Learning Environment

- Routines and Behaviour Management
- Achievement
- Effective learning results in:

*1.1 - Our Christian Learning Attitudes

ST PETER'S CHRISTIAN LEARNING ATTITUDES



▪ **Courage**

(Take a risk – have a try!)

▪ **Respect and Love**

(Co-operate – Work as a team!)



▪ **Reflection** (Take time to think!)



▪ **Creativity** (Be Resourceful)

▪ **Perseverance**

(Never give up! God is with you!)



2. Our Pedagogy – ‘What is Effective Teaching?’

2.1 - What does the 2019 Ofsted Framework Say?

For **effective teaching and learning** to take place research and inspection evidence (Ofsted S5 Framework 2019) suggests that the most important factors in how effectively the curriculum is taught and assessed are that:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check pupils’ understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts

2.2 - Our Pedagogy ‘THE BIG 4’ – ‘What is Effective Teaching?’

(How we achieve the key factors listed above).

The most important elements of curriculum delivery can be summarised by our ‘BIG 4’*.

*These were generated as a staff team in January 2018

A. ACCURATE PITCH & HIGH EXPECTATIONS

- Teachers know where the children are ‘at’ when they start a lesson.
- Teachers know their subjects and the logical progression to build skills and concepts.
- Pupils are never limited by expectation (e.g. SEN). Mastery curriculum.

B. PUPILS MAKE GOOD PROGRESS

- Pupils have learnt something new, or consolidated skills in a challenging way, in a lesson.
- Pupils have not simply done something they could do already for the majority of the time.
- Pupils will ‘grapple with learning’ and may get stuck at times.
- It’s what pupils (and staff) do when pupils are stuck that counts. Do pupils refer to a ‘Working Wall’ or Method Sheet / i-pad or ask a peer? Do pupils take a step back and try the challenge level below the one they are on? Do Ts and TAs pick up on who’s stuck? Do they intervene appropriately (considering pupil independence and perseverance too)?
- Teachers manage learning so they don’t have too many pupils stuck at once and can’t react.
- Pupils and Staff are proud of outcomes. ‘Quality Work’.
- There is visible evidence of progress in books. Red pen improvements are made and then applied independently.
- Because of daily progress: in the correct topics, in the correct progression – pupils’ good progress is reflected in test results.

C. THERE IS THE RIGHT CLIMATE FOR LEARNING

- Enough work is done – calm, purposeful atmosphere. Pupils 'On Task'.
This doesn't mean exciting activities can't be done. That doesn't mean every lesson has to be exciting and fun.
- Pupils listen when they need to. To teacher / TA inputs and to each other.
Engaged in what the teacher is saying – responding to teaching.
- 'Smart' organisation by teachers: pace maximised, use of TA, whole class input vs focus group.
- Children trust the teachers: clear behaviour expectations, praise, clear correction of errors
- Pupils have the chance to develop as 'life-long learners':
 - ✓ Know they can take risks. 'If you're finding work hard then you're learning'.
 - ✓ Pupils are developing St Peter's Christian Learning Attitudes. Explicitly referred to every day.

D. PUPILS AND TEACHERS ACT ON ASSESSMENT

- Pupils get the chance to mark their own work (and / or reflect on 'Steps to Success').
- Staff and pupils modify what they do in a lesson depending on the success they see:
Do four questions. Mark them. If you're fine – try the harder level. If not, try the step before.
- Feedback is given and acted on (on the spot is best, or give time to act on written wishes).
- Teachers are guided by the principle: that it is more important to use what they have learnt from their AfL to set up the best learning opportunities for the next lesson than to do detailed marking*.
*There is a time and place for detailed marking, though.

2.3 - Other Key Points on Pedagogy

As a staff we have agreed that the following practice is also vital for effective learning and that research has proven it to be vital too:

- Ensuring pupils learn from first-hand experiences, whenever possible, and practical apparatus is available to support them.
- Questioning techniques stretch all learners and lead them forward in their thinking.
- Pace and enthusiasm is injected into lessons
- Pupils see the purpose in what they are asked to do – quality outcomes / cross curricular opportunities.
- All the children are involved and engaged
- Pupils are given opportunities for independent learning
- At times pupils are given the chance to lead their own 'Enquiry Based Learning' when it is appropriate so they can build research skills and develop their curiosity and ability to think for themselves.
- Pupils are given ownership over their own learning. By being involved in self-assessment, and by being open to effective feedback from adults/peers, they take confidence from their strengths and strive to develop where they can (Growth Mindsets).
- Opportunities are taken to use the outdoors to learn from/in where it will add value to the learning experience.
- Equal weighting is given to the key knowledge, the key skills and the key Christian based attitudes that we seek to develop. All 3 of these elements are essential.

2.4 Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be organised and tidy
- be well resourced and clearly labelled
- make learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners

Our learning environments are organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- with ICT
- through creative activities
- through debates, role-plays and oral presentations
- by designing and making things

- Routines and Behaviour Management

Routines, and our positive behaviour management strategy, contribute to a healthy learning environment. We encourage pupils to be a St Peter's Child who role models our school values. Each class draws up its own set of rules in a class charter. To be effective they should be:

- visually displayed
- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- consistently used

- Achievement

We take every opportunity to celebrate achievement through:

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- certificates, merits, Christian Values Stickers and a place in 'The Hall of Fame'

- Effective learning results in:

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Being able to apply learning to other situations
- Teaching it to someone else
- Feeling good about yourself