



# St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

Policy Number: C/11/Apr08	Date Agreed: 24 <sup>th</sup> April 2008
Policy Title:	Authorised By:
<b>TEACHING AND LEARNING</b>	G.Weeks
Area: Curriculum	Due for Review: April 2010
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

At St. Peter's we want children to feel happy, secure and confident in their learning. Every child is entitled to a broad and balanced curriculum and at this school we want this to be provided in a way which inspires, motivates and makes learning fun. As part of the children's journey of learning, we look for evidence of what they have achieved and interpret this, so that we can decide where the children are, where they need to go and how best to get there.

Our policy for teaching and learning is based on the following principles: Setting high expectations and giving the children the confidence they can succeed.

At St Peter's we are committed to the children's success, and want to make them feel included, valued and secure. We aim to raise their aspirations and the effort they put into learning, engaging, where possible, the active support of parents and carers.

## **Our Mission Statement**

At St Peter's, we aim to:

- Create a secure, safe and caring environment, where pupils feel valued and are listened to.
- Provide a challenging curriculum, which ensures all pupils reach their full potential.
- Encourage independence and enthusiasm for learning, thus raising pupils' self esteem.
- Encourage respect for ourselves and other peoples' beliefs, customs and opinions.
- Create a supportive partnership between the school, parents and the wider community.

## **Aims and Objectives**

We aim to:

- Enable all children to learn and develop their skills to the best of their ability. This includes the provision and opportunities to extend more able children.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Teach children the basic skills of literacy, numeracy and information communication technology (ICT).
- Enable children to be creative and to develop their own thinking and appreciate the creativity in others.
- Teach children about their developing world, including how their environment and society have changed over time.
- Help children understand Britain's cultural heritage.
- Enable children to be positive citizens in society.
- Fulfil all the requirements of the National Curriculum and the Agreed Syllabus for Religious Education.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Seize opportunities for pupils to experience and express awe and wonder.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

## **Our agreed understanding about learning.**

**The Learning Environment should be organised to ensure children have the opportunity to:**

Work as individual in groups and as a class	Make decisions	Work co-operatively	Solve problems	Be creative	Discuss ideas
Develop social skills	Develop independence	Use initiative	Receive support	Achieve academically	

## **Teacher knowledge and understanding**

- Teachers have good knowledge and understanding of the National Curriculum, including the Literacy and Numeracy strategies
- Teachers are aware of different learning styles and how these can be applied in the classroom

### **Teacher expectation**

- shared learning objectives which are understood by the pupils
- Teachers have high expectations of progress and behaviour
- Poor behaviour is quickly and effectively dealt with
- There is an acceptance and determination that every child will succeed.

### **Teacher planning**

- Clear and appropriate learning intentions are set for each session (WALT) and these are shared with pupils
- Success criteria are shared with pupils (WILF)
- The lesson is focused on the learning and not the activity.
- Learning support Assistants are effectively employed to support / extend learning.
- Medium and short term planning takes account of prior learning
- Differentiation is clear and progressive

### **Methods and Organisation**

- Teaching is very focused and driven by learning objectives
- A range of groupings are used, sometimes ability based and varying in size, to provide match and active learning
- Children have opportunities to be proactive and involved
- Assessment for learning is a constant feature in lessons
- The learning environment is attractive and appropriate to the subject and activity.
- Classrooms are tidy, organised and resources are labelled
- Teachers use questioning to challenge, assess and further thinking.
- Lessons are interesting and stimulating
- Teachers provide lessons where pupils previous learning are built upon.
- Teachers are well prepared and use a variety of teaching strategies to motivate, create interest and develop a range of skills amongst pupils.
- Children are given 'thinking time' before answering questions and if appropriate have a 'talking partners' to discuss and share ideas.

### **Management of Pupils**

- There are positive relationships in the classroom
- Teachers listen and respond to pupils
- Classrooms are stimulating, well organised, effectively arranged and tidy.
- Pupils are aware of what they must do when they have completed an activity
- Pupils need to be aware of self strategies when they are stuck or unsure what to do.
- The level of noise is appropriate

### **Use of time and resources**

- There is a brisk pace to lessons
- Realistic but challenging time limits are set and shared with pupils
- The use of resources, including ICT, promotes maximum learning opportunity.

### **Quality and use of assessment**

- Assessment for learning underpins day to day assessments within the classroom
- Teachers use success criteria identified in planning in to assess children's starting points when starting a new unit of work.
- Pupils are involved in self and peer assessment against known success criteria. This helps them to identify their next steps.
- Marking is set against lesson objectives and success criteria (WALT / WILF) and provides feedback so pupils know what to do in order to improve. The principle of three stars and a wish apply.
- Pupils are set targets in order to help them improve.
- Once per term, assessment week involves summative assessments on children in order to measure progress and set future priorities.

### **Support from home**

- Homework is consistently set. It supports and reinforces work in the classroom. It is marked when returned and feedback is given.

### **Parents are seen as partners in their child's education and:**

- Are informed of their children's learning level and needs
- Are advised on how to help their child towards a specific target

We operate an open door policy to parents. Communication between school and home is actively encouraged through the pupils reading record book. Parent interview evenings are also used to update parents on their child's progress. The PROA (Primary Record of Achievement) goes to parents at the end of the Spring term.

### **Display**

We believe that the purpose of display is to support pupil's learning. Displays in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2 and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Displays:

- Are informative
- Show a process e.g. steps taken in a DT project from planning to completion
- Pose questions
- Provoke thought and debate
- Motivate, reinforce concepts and value children's work.

## **The Role of Governors**

The governors support, monitor and review the school's policy on teaching and learning. They:

- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies through the school self review processes.
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning.

## **Monitoring the Curriculum**

The curriculum and its planning is monitored and evaluated in the following ways:

- Termly observations with an agreed teaching and learning focus
- Observations by subject leaders
- Headteacher monitoring weekly planning
- Whole staff monitoring of planning and pupil work sampling sessions
- Governor informal monitoring visits
- Annual subject evaluation/SDP bid by subject coordinators
- Termly monitoring visits by County consultant and Diocesan consultant.
- Moderating activities in termly staff meetings
- Opportunities to observe good practice in other colleagues
- Whole school SAT / QCA analysis to identify strengths and weaknesses.