

Eccleston St Mary's Church of England Primary School



A Policy Document for Teaching and Learning

1 Introduction

At Eccleston St Mary's School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and Objectives (see also our Curriculum Intent statement)

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- challenge and inspire all our pupils;
- enable children to become confident, resourceful, enquiring and independent learners;
- identify barriers to learning and put strategies in place to overcome them;
- help children to learn to persevere and build resilience;
- foster children's self-esteem and help them build positive relationships with other people;

- help children to know how to keep healthy both physically and mentally;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and individual identities and, in so doing, to promote positive attitudes towards other people;
- ensure an inclusive approach to diversity;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- adopt a holistic approach, focusing on the varying needs of the whole child, not just their academic progress
- prepare learners for life in modern Britain by developing their understanding of fundamental British values supported and enhanced by our Christian values.

3 Effective Learning

3.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them.

3.2 Our teaching ensures that learning opportunities are made available which take account of all learning styles. Teachers will draw from a range of strategies in order to engage children in the teaching and promote learning for all. These will include:

- paired talk
- investigation and problem solving
- reasoning and explanation of learning
- focused research
- opportunities to communicate findings in a variety of ways
- opportunities to practise and apply newly acquired skills and knowledge
- whole-class learning
- purposeful group learning (in groups selected for different reasons)
- purposeful paired learning
- individual learning
- independent learning, which is child directed
- Collaborative skills are taught and developed
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things

- participation in athletic or physical activity
- setting challenges for themselves
- producing work for a variety of audiences
- STEM (Science, Technology, Engineering and Mathematics) activities
- outside learning eg in our Forest Schools Area and Outdoor Classroom
- Work in the community
- Pupil voice groups – School Council, Eco-Council, Ichthus

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn and how to overcome challenges in their learning.

3.4 We encourage children to take risks and not be afraid of getting something wrong; to build resilience and learn from their mistakes.

4 Effective Teaching

4.1 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We make links to previous lessons so that past learning is extended and built upon and new knowledge is linked to existing knowledge.

4.2 Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts and across the curriculum, where appropriate.

4.3 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set reflect age-related expectations, whilst providing appropriate levels of challenge and support. We have high expectations of all children, and we believe that they should be encouraged always to produce work of the highest possible standard and to take pride in their work.

4.4 We maintain a brisk pace in lessons and teach through questioning and feedback, avoiding 'lecturing' and ensuring that all children are engaged and stimulated throughout the lesson.

4.5 Teaching will be organised to help pupils remember learning by:

- sequencing learning so that there is progression over lessons and the year
- making links between elements of learning where these are present (Interleaving)
- recapping learning regularly – short-term, medium-term and long-term (Spacing)
- using strategies to recall information – quizzes, questioning... (Retrieval)
- planning opportunities for purposeful talk and critical questioning to enable children to be able to discuss and explain learning with others (Elaboration)
- representing learning visually and verbally (Dual-coding)

- designing tasks to avoid overloading working memory (Cognitive Load Theory)

4.5 Reading is prioritised to allow pupils access to the full curriculum. Our rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

We encourage wider reading of more complex texts and align this with focused 'talk' in class to develop children's vocabulary.

4.6 We plan our lessons with clear learning objectives which are shared with the children and reflected on at the end of each lesson. The objective is made clear in the children's books and work is marked against the objective.

Learning Objectives are:

- clear and focused - based on learning rather than task
- displayed at the appropriate time in the lesson
- discussed and explained with the children
- based on prior attainment, knowledge and understanding
- written in the format: "to..."
- referred to throughout the lesson

Success Criteria will:

- be identified by the teacher during the planning process
- break down the learning taking place
- include the steps or 'ingredients' the children need to be successful in their learning
- be short, and maybe visual
- usually be generated with the children during the lesson
- be written up and referred to during the lesson when appropriate
- be gradually withdrawn as learning becomes embedded

Review of Learning/Plenary will:

- allow teachers to be constantly adaptive in response to children's learning
- reflect on the learning which is taking/has taken place
- review progress towards the learning objective and success criteria
- allow adults and children to address misconceptions, make improvements and add further challenge
- allow time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome will be:

- what is achieved by the children by the end of the lesson
- the learning activity/evidence of learning
- given sufficient time to enable children to achieve meaningful learning

4.7 Challenge for All: teaching will:

- be appropriately pitched to the age-group

- support children to achieve the learning and extend children who grasp the concept quicker than others
- be adaptive throughout the lesson and will respond to learning needs as they arise
- address EHCPs/IEPs for children with SEND

4.8 Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- A range of different types of question will be used as appropriate: open/closed; higher and lower order (eg. Bloom's Taxonomy); product (single response) and process (explanation response)
- Will be matched to the children's understanding and ability
- Opportunities will be planned for children to develop their own questions and questioning

4.9 Feedback & Marking

- Regular feedback will be given to the children in line with the school policy
- It identifies success and areas for improvement/next steps in learning
- Refers to learning objectives, success criteria, and age related expectations in spelling, punctuation and grammar where appropriate
- Opportunities are planned for children to regularly respond to feedback and marking
- Informs further planning, teaching and well timed interventions

4.10 Self & Peer Assessment

- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their learning

4.11 Vocabulary

- All staff will model the use of standard English and children will be corrected if not speaking correctly
- Pupils will be encouraged to use full sentences when appropriate
- Opportunities will be taken to develop and extend children's working vocabulary
- Subject specific and academic vocabulary will be taught progressively throughout the school
- Displays will promote vocabulary - Focus words and key vocabulary are displayed in classrooms and 'words of the week' are explored in every class.

4.12 All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice, emphasizing the need constantly to review and update their content knowledge, pedagogical knowledge and pedagogical content knowledge.

4.13 We conduct all our teaching in an atmosphere of trust and respect for all.

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

5 The Learning Environment

Our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children. Interactive 'working walls' are evident in every classroom, providing children with reminders / stimuli appertaining to the current learning. 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.

The learning environment will be organised to:

- Promote and maximise learning
- Provide a stimulating environment which sets the climate for learning.
- Be tidy and organised to focus and enhance learning and promote independent use of resources
- Be word and number rich.
- Help teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.

Displays might be used to:

- Celebrate success - achievement, Star/Learner of the Day/Week
- Promote our Christian Values and ethos
- Support class organisation – visual timetables, clearly labelled resources
- Promote independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging,
- Displays are changed regularly and reflect the current topic/themes/ learning
- Vocabulary will be displayed to support learning

6 Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school and planned for, by the teachers, to support learning as effectively as possible. Teaching Assistants work with a range of groups and individuals.

They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

7 Early Years Foundation Stage

7.1 Children in Reception follow the Early Years Foundation Stage curriculum. As such, children can access a broad range of areas of provision, inside and outside. Teaching is tailored to the interests of children. All practitioners in Foundation Stage take on the roles of teacher, facilitator and assessor, engaging with children in their play in order to move on their learning.

7.2 Children learn early reading and writing through a daily phonics session which builds on prior learning. It is differentiated according to need and highly structured. Phonics skills are reinforced through children's play and provision.

7.3 Children's early number, calculation and measuring skills are developed through a daily focussed mathematics session, and with provision that reflects the children's current learning needs.

8 Addressing Different Needs

8.1 When pupils encounter barriers to their learning and fall behind, the teacher will first intervene and, if further support is needed, will discuss the pupil's needs with the SENCo or a member of the SLT. A short term intervention may then be put in place for the pupil to access, in addition to the usual core teaching.

8.2 Our teaching takes into account the needs of all groups of learners (boys, girls, disadvantaged pupils, pupils with special educational needs or disabilities, (SEND), the more able, learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs) and in keeping with our ethos of putting the child first we aim to teach in a way that meets the child where they are, considers all their barriers to learning and gives them the best chance of success.

9 Developing learners with high expectations and a love of learning.

9.1 Children have the right to receive outstanding teaching to enable them to access outstanding learning. Our child-centred approach linked with a determination that every child should be given the best possible opportunities to

succeed, guide all our teaching and learning. Effort is praised and the link between effort and success made clear to children. Good quality work is expected and celebrated through display and the reward system. Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with children.

9.2 Our curriculum has built into it many enrichment opportunities. Whole school events and learning with children of different ages are key features of our school. Each half-term, children from different key stages engage in paired reading and annually we have an extra-curricular Arts Week, allowing children to come off timetable and learn new skills in different, stimulating and exciting ways.

9.3 We provide a range of extracurricular activities which are accessed by many children. There is a range of before and after school clubs for pupils to extend their enjoyment of learning.

9.4 We have a rich and exciting curriculum. The National Curriculum (2014) is the basis for all our teaching but we aim to enhance and enrich this in many ways. Our curriculum is designed to promote areas our children need and to provide them with engaging learning opportunities and a broad and balanced curriculum. Each year group's curriculum is designed in such a way as to allow for links in learning eg children in Y4 study the Romans in History, make mosaics (such as those found in Pompeii,) in Art and consider why Italy is such a popular holiday destination in Geography.

9.5 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We run all of our trips in accordance with the guidelines provided by Lancashire County Council and all visits are run through the 'Evolve' system to ensure compliance.

10 Using knowledge of pupils' understanding to achieve excellent progress

10.1 Secure knowledge of each pupil's current progress is a core element of teaching and learning at Eccleston St. Mary's CE Primary School.

10.2 Lesson planning is based on prior learning and throughout the learning process, active, formative assessment is required from teachers, teaching assistants and children to ensure that the expected rate of progress is being made. Every effort is made to respond to pupils' misconceptions or mistakes at the earliest opportunity to ensure further learning is not hindered in any way. Pupils are expected to respond to feedback given by the teacher and opportunities for this are built into lessons. Feedback may be written or oral depending on the task and needs of the children. Pupils may also be involved in giving each other feedback.

10.3 Summative assessments take place at the end of each term. Results are fed into the school tracker and this data is then discussed in Pupil Progress meetings. Actions are planned to address any potential issues eg short term interventions for those falling below ARE (Age-Related Expectations.)

10.4 In EYFS, information regarding pupil progress is tracked using Development Matters and the Early Learning Goals. Planning for provision and interventions emerges as a result of this tracking.

11 Home learning

Home learning is set weekly, usually on Seesaw. In EYFS, this will be adapted to each child's specific needs. In Y1-6, all children are set, each week:

- spellings of either Common Exception Words or words related to topics currently being studied
- age-appropriate mathematical learning eg times tables, number bonds etc
- daily reading
- in addition, each class is set a 'project' each half-term to be completed at home, which will be related to current learning in school. This might be a research task, a creative task or a specific challenge and allows for children to make their own choices about their learning. A high standard is always expected. Opportunities are given in class to share good home learning and rewards and acknowledgement given for excellent effort.

12 Curriculum Subject Leaders

- Will have a clear understanding and overview of the intent, implementation and impact of their subject area within the curriculum
- Will provide pedagogical content knowledge and support for teaching and learning in their curriculum area
- Refer to the Subject Leader Policy / Job Description

13 The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- ensuring detailed information about the curriculum for each subject and each year group is up-to-date and readily available on the school website
- holding parents' consultation evenings in the Autumn and Spring terms
- sending a detailed written report to parents in the summer term in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework eg reading with them and discussing what's been read; practising spellings and times tables at home; encouraging and helping them with research for their project

- ensuring there are always open channels of communication between home and school, most notably via Seesaw
- setting 'holiday homework' for the whole family in which they are given a choice of challenges to complete together

We believe that parents can facilitate their child's learning by:

- ensuring that their child has the best attendance record possible;
- ensuring that their child is equipped for school with the correct uniform and PE kit;
- doing their best to keep their child healthy and fit to attend school;
- informing school if there are matters outside school that are likely to affect a child's performance or behaviour at school;
- promoting a positive attitude towards school and learning in general.
- engaging with the Seesaw app
- encouraging children with their home learning and ensuring that all tasks are completed on time

14 The role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and Review

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

This review : September 2021

Next review : September 2022