

St Matthew's Bloxam C of E Primary School



Teaching and Learning Policy 2023

Rationale

Teaching and Learning is the core purpose of St Matthew's Bloxam Primary School. It is our aim for all children to let their light shine, to motivate all of our pupils to have high aspirations, to have the confidence to do their best and to build successful relationship in and out of school. To prepare our pupils for a rapidly changing world, we need to create a stimulating and successful learning environment teaching to a curriculum which has been designed to use the pupils' needs and lived experiences as its starting point.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

St Matthew's Bloxam Teaching and Learning Policy is based on current, educational research.

Statutory Requirements

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. (The national curriculum in England 2014).

The Supportive Learning Environment.

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children

The essentials of positive self-esteem:

Belonging: each child has a contribution to make, we value and encourage these

Aspirations: every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach

Safety: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded

Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community

Challenge: acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes

Success: teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture

Mastery

The curriculum has been designed to raise standards, with the aim that the large majority of pupils will achieve mastery of each subject. The mastery pedagogy works on the principle that all learners, with effort, will meet expectations. It works on the premise that great teaching, based on formative assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps, thinking about ability differently are all part of this mastery pedagogy.

For schools and teachers the shift to a mastery approach will require a clearer focus on lesson design, teaching and use of resources and support for pupils.

In essence, mastery is about obtaining greater levels of understanding and being able to apply learning to different contexts:

Shallow learning	Surface learning Temporary, often lost
Meeting expectations	With support being able to meet the objectives outlined in the national curriculum
Mastery	Obtaining greater level of understanding and being able to apply learning in different contexts
Working at Greater Depth	Learning can be transferred and applied in different contexts Pupils can explain their understanding to others

Curriculum design

A detailed, structured curriculum is mapped out across the whole school, ensuring continuity and supporting transition. Fundamental skills and knowledge are secured first.

Teachers are responsible for maintaining a very good level of subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

KS1 and KS2:

We use the objectives from the National Curriculum for literacy and maths to underpin the taught curriculum. Literacy is at the heart of our curriculum. Classes have an over-arching topic each term which is informed by pupil questions and an enquiry approach. Teachers plan lessons using the National Curriculum to ensure children receive their entitlement. Teachers may use schemes of work, for example White Rose / Power Maths in Maths, but are expected to tailor it to meet the needs of the children in their class/group. Wherever possible, links are made to real life experiences to make the curriculum relevant. Cross-curricular links are created to promote and further develop reading, writing and mathematical skills. We aim to make the curriculum reflective of, and responsive to the cultural background of our pupils.

EYFS:

Opportunities are created for the children to explore all areas of the EYFS framework; with the focus being primarily on the Prime areas to ensure all children have a strong foundation on which to build.

Enrichment Days and Weeks.

Throughout the year we hold a series of enrichment days or weeks; these range from specific curriculum

areas e.g. book week or science/maths investigation day, to health or community based events e.g. Sports Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practice their skills and develop new interests.

Trips and visitors

We are fortunate to be located within easy reach of a variety of interesting and educational places which we use to enhance the curriculum and stimulate learning. Teachers should plan a minimum of one visit/visitor with a range of experiences being provided across the year.

Pupil Outcomes

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended schools provision we aim to integrate and promote these ideals through the curriculum so that all pupils can.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

We provide opportunities for learning in these areas through the PSHE and wider curriculum, through the use of visits and visitors e.g. fire brigade, police officers and through the participation in community or charity based events.

The Learning Journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- support plans, language stage, cultural backgrounds and interests) it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through assemblies, displays and performances is very important at St. Matthew's Bloxam. We ensure that there is a broad range of opportunities for everyone to shine.

Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress.

A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate this - talk partners, think-pair-share, countdown timer. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

Differentiation and inclusivity

Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at the earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning, is accessible to all.

Fluency comes from deep knowledge and practice. Explicit learning is important in the journey towards fluency and embedding. All tasks are chosen and sequenced carefully. Both class work and homework provide this 'intelligent practice', which helps to develop deep and sustainable knowledge.

Assessment

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

The role of the environment

The school and classroom environment is key in underpinning and supporting teaching and learning. Maslow's Hierarchy of Needs puts the learner first, with the responsibility of ensuring the learner's needs are met. This can be physical; the physical environment of the school and classroom setting, social and emotional in relation to an individual's needs and starting point, and the teacher's role in social competency. Working walls and displays should evolve as the learning develops and be a point to provide:

- Further explanation based on that used in the sessions
- Additional challenge
- Model examples
- Probing questions/prompts to promote deeper thinking
- A backdrop that supports the hook/stimulus for learning
- Relevant resources

Roles and responsibilities

The governors

- Liaise with the head and subject leads on learning/teaching progress being made
- Monitor the standards of teaching and learning through visits
- Take part in celebrating children's learning
- Monitor progress and attainment and challenge the data
- Bring their knowledge and expertise to the school

The Headteacher and the Leadership Team (including Subject leaders)

- Monitor teaching and learning across the school
- Monitor progress made
- Challenge children's behaviour if affecting the teaching and learning of others
- Make sure the learning environment/building/grounds allow for optimal learning
- Lead by example
- Celebrate achievements
- Observe and give feedback on the quality of teaching and learning
- Ensure staff are updated with any changes
- Ensure that staff CPD is high quality, relevant and meaningful
- A visible presence throughout the school

- Keep morale high and oversee the well-being of pupils and staff
- Ensure that children are at the centre of decision making
- Set high expectations and ensure they are met

Teachers and Teaching Assistants

- Provide a challenging and stimulating curriculum which embraces the outdoors
- Ensure the environment is safe and stimulating
- Ensure that all children are challenged, including those working at greater depth
- Be good role models to the children
- Communicate with all staff with relevant information concerning the well-being of each child
- Communicate with parents regularly about well-being and progress at school
- Ensure that assessment procedures are used to ensure that learning is progressive and continuous
- Liaise with the community about events and issues which will enhance children learning

Children

- Arrive at school on time with the equipment they need for the day
- Follow the agreed behaviour policy
- Ask for help if the need it and support other children who ask for help
- Be responsible for their own learning, especially when finding work challenging
- Do any homework set for them by their teachers

Parents/carers

- Support their child in arriving at school on time with the equipment they need for the day
- Support their child with homework
- Ensure they are ready to learn by having enough sleep, food and exercise through the week
- Fill out any permission slips which need returning
- Ensure contact details are up to date
- Give school timely warning of events which have happened outside of school which may affect children's behaviour in school
- Meet with the class teacher regularly to discuss child's progress at school

Monitoring arrangements

The quality of teaching and learning at St Matthew's Bloxam Primary School is routinely monitored by the Leadership Team via learning walks, book looks and data. Subject leaders review the quality of the outcomes produced by pupils in relation to expected national standards and the knowledge outcomes intended.

Links with other policies

This policy links to the following policies and procedures:

Assessment policy
Curriculum policy
EYFS policy
SEND policy and information report
Equality information and objectives
Other individual subject policies
Safeguarding policy
Well-being policy

Approval date: November 2023

Review

This policy will be reviewed in 3 years' time (2026) or before if there is a significant change in Government policy