

Learning and Teaching Policy



At St John's and St Clement's CE Primary School we believe in the concept of lifelong learning and want learning to be a rewarding, enjoyable experience for everyone. Children are encouraged to work to their best of their abilities. If children are to progress and succeed in their future they must be challenged with the highest quality learning and teaching experience to support them to reach their full potential. By ensuring high expectations for all pupils we will equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We provide a vibrant, stimulating and safe learning environment that values pupils as individuals and where they will be able to achieve their best. In partnership with pupils, parents, carers and governors we will seek to nurture the academic, personal, social, spiritual and emotional needs of our learners.

Aims and Objectives

At St John's at St Clement's Primary School, we are committed to providing a high standard of education for all pupils.

Teacher and learning are the central activities of the school and our success is judged against the quality of our teaching and the pupil's learning, progress and attainment.

We believe that all members of the school community are learners and contribute to a stimulating and successful learning environment.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. These include: visual, auditory and kinaesthetic structured activities; investigation and problem solving; whole class work; research and finding out; questioning; debates, role plays and oral presentations; paired and collaborative work; use of ICT; designing and making things; fieldwork and visits to places of educational interest; participation in physical activity; reflecting on what has been learned; creative activities; independent work.

Effective learning is:

1. knowing you have succeeded and what you need to do next;
2. feeling you can do more;
3. explaining what you have learned;
4. applying it to other situations;
5. teaching it to someone else;
6. feeling good about yourself.

At St John's and St Clement's we encourage children to take responsibility for their own learning:

- to use self-review and peer review strategies;
- to reflect on how they learn – what helps them learn and what makes it difficult for them to learn;
- to take a key role in planning and shaping learning opportunities.

Effective teaching

Effective learning only comes about from effective teaching. When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum making them active participants in their learning. Good lessons will engage our pupils making them feel secure, confident and valued, allowing them to take risks. At St John's and St Clement's we know that, for effective teaching to take place, there are a number of 'ingredients' which are essential:

- shared purposeful objectives and success criteria;
- high expectations of behaviour, engagement and work;
- clear links with previous learning;
- open-ended, thought-provoking questions that provide opportunities for higher-level thinking;
- varied timings and pace;
- good subject knowledge;
- planning for appropriate groupings related to the task in hand;
- effective use of additional adults to support children;
- opportunities for feedback, review and checking of understanding;
- planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding;
- good classroom management.

Effective planning

We believe that the basis for good teaching and learning is effective planning. At St John's and St Clement's we use agreed medium term and weekly planning formats across the school ensuring consistency and equality of provision.

Effective planning is achieved when teachers:

- use prior assessments of the children's knowledge and understanding;
- demonstrate clear learning objectives, lesson structure, plenaries and pace to achieve the success criteria;
- incorporate a range of active learning strategies, including those encouraging a pupil response and presentation of ideas, e.g. whiteboards, number fans and talk partners;
- differentiate for all abilities of children, including offering challenge to more able learners;
- provide resources effectively including adapting them for differing abilities including the effective use of ICT resources when appropriate;
- deploy other adults effectively to develop children's learning;
- build in time for children to self-evaluate their learning.

Effective Assessment

Assessment ensures more effective teaching and learning by providing the evidence for closer matching of tasks to the child's needs. Assessment of children's attainment and progress is an integral part of effective teaching and learning. At St John's and St Clement's we believe that the purpose of assessment should be very clear and follows our school's assessment and marking policy.

Effective assessment is achieved when:

- evidence is gathered and used to indicate whether children have made progress within a lesson;
- age related, differentiated targets & objectives are regularly set, monitored and achieved;
- verbal and visual feedback, comments and marking takes place;
- children's outcomes are analysed and used to identify additional needs and appropriate intervention is planned

Effective learning environment

We understand the importance of providing a vibrant, stimulating and safe learning environment.

At St John's and St Clement's we ensure that learning takes place in an environment which:

- is well resourced and organised;
- includes the use of the outdoors, trips, visits & visitors;
- is challenging and engaging;
- makes learning accessible for all children irrespective of ability, culture etc;
- is encouraging and welcoming;
- provides a working atmosphere appropriate to the task;
- is stimulating and includes interactive displays and learning walls reflecting a range of curriculum areas;
- values and celebrates children's work.

INCLUSION

We believe that all children have the right to be included in the teaching and learning organised for them. We achieve inclusion by:

- Our commitment to developing positive behaviour
- Differentiating the learning activities according to ability
- By addressing the needs of the gifted and talented
- Setting a high priority on support in class

Policy History

This policy was agreed on 13th July 2017 and will be reviewed every year.

Signed



Chair of Governors

Date 13/7/17

Signed



Headteacher

Date 13/7/17