Teaching & Learning Policy

Our school helps us to walk with Jesus to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Promises

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn,** grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

Philosophy

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewardingand enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our curriculum follows the structure of INTENT, IMPLIMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

INTENT (our aims and objectives):

- To ensure that Christian values are threaded through the curriculum and are at the root of our teaching
- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, valuesand feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- To challenge all children to achieve their best irrespective of academic ability (e.g SEND or GD)

Our learning culture will be actively taught and quickly established (in September), then further modelled, developed and reinforced, throughout the year, involving the children at every stage. To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Can take risks in a safe environment and learn from them
- Recognise mistakes and errors as a learning opportunity and persevere
- Set high expectations – learning behaviour, progress in learning, presentation etc.
- Develop a 'Can do, growth mind-set' attitude where adults:
    - establish positive working relationships with all children in the class
    - model learning and expected behaviour for the children
    - treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

IMPLEMENTATION (achieved through effective teaching and learning with adaptive teaching):

Assessment for Learning will be evident in planning and lessons, to ensure lessons are well-paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform theplanning lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

- **Learning Objectives**
    - clear and focused - based on learning rather than task so that all pupils have the opportunity to make progress
    - discussed and explained to the children
    - based on prior attainment, knowledge and understanding

- **Adaptive Teaching**
    - break down the learning take place
    - identified during the planning process, during the lesson and at the end of the lesson

- **Plenary**
    - as needed at times during, and at the end of, the lesson – may need multiple 'plenaries' to support assessment for learning and adaptive teaching
    - reviews progress towards the learning objective
    - allows adults, and children, to address misconceptions, make improvements and add further challenge
    - learning may be applied to different contexts
    - time to reflect on the 'how' of learning in addition to 'what' has been learnt
- **Outcome**
    - what will be learned/achieved by the children by the end of the lesson/series of lessons
    - the learning activity/evidence of learning
    - sufficient time given to enable children to achieve meaningful learning
    - matched to the children's next steps in their learning and their own starting points
- **Challenge for All**
    - Takes place throughout the lesson
    - Is matched to children's next steps learning- whether working beyond age related expectations or with SEND needs etc.
    - Will occur through 'adaptive teaching'
    - When planning work for children with Special Educational Needs teachers will use information and relevant targets contained in the children's Individual Learning Plans (IEPs)
- **Adult Input**
    - Engages children in the learning
    - Is active and interactive
    - Has appropriate pace to ensure maximum learning takes place
    - Responds to, and is adapted to, ongoing assessment during the lesson
    - Clearly models successful learning/the learning activity
    - Generates success criteria
    - Is flexible and based on adaptive teaching, according to the learning taking place
- **Questioning**
    - questions will be asked to assess learning, challenge and deepen thinking and understanding
    - The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy) willmake links to previous learning/knowledge
    - Will be matched to the children's understanding and ability
    - Opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking (also refer to 'Feedback and Marking Policy')**
    - Regular feedback will be given to the children-very often this is verbal
    - Identifies success and areas for improvement/next steps in learning
    - Refers to learning objectives, age-related expectations in spelling, punctuation and grammar
    - Opportunities are planned for children to regularly respond to feedback and marking

- **Self & Peer Assessment**
    - Children are trained to self and peer assess
    - Is used regularly to enable children to address misconceptions and make improvements to their work

- **Active Learning**
    - Children are given opportunities to be involved in the learning throughout the lesson
    - A range of adaptive teaching strategies are used
    - There is an appropriate balance of adult/pupil talk

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- 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

Children should be taught to take responsibility for their own learning; to review the way they learn and howthey learn and how to overcome challenges in their learning.

Learning Environment

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports highquality learning.
- Teachers and children work together to establish an attractive welcoming and well-organised environment encouraging independent learning, respect, care and value for all resources.
- Classrooms should be bright and tidy and should be word and number rich.
- Displays are changed regularly and reflect the current topic/themes/ learning – working walls are used on a daily basis in English and Maths to support ongoing teaching and learning
- Displays might be used to:
    - Celebrate success - achievement, Star/Learner of the Day/Week
    - 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

Teaching Assistants & Volunteers

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

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

Volunteer helpers, include governors, parents and students, 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 computing expertise.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.

The Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultations, in which the progress made by each pupil and their next steps in learning are explained and discussed;
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement ;
- explaining to parents how they can support their children with age appropriate homework;
- holding parent workshops as necessary to explain the work covered and the strategies and methods taught to the pupils;
- sending information to parents at the start of each half term in which we outline the learning areas and topics that the pupils will be covering that half term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate, including half termly behaviour, attitude to learning and progress.

The Role of Governors

Governors 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 andlearning;
- 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 performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by our staff.

IMPACT OF CURRICULUM (through monitoring and evaluation)

We are mindful of appropriate work-life balance, and staff will monitored in an ongoing and supportive manner throughout the year for professional development purposes. The senior leadership team, subject leaders and their other colleagues within the key stage, will undertake monitoring throughout the year within the triangulation of teaching and learning. It will include a mixture of:

- Peer mentoring (where peers self-evaluate and observe each other)
- Learning walks
- Senior leaders and/or subject leaders conducting brief observations drop-ins for shorter sessions –for example, a guided reading session
- Data analysis
- Book/planning scrutiny alongside pupil conversations
- Assessing the quality of the classroom environment
- Marking and feedback
- Professional conduct

Action points for continuing professional development will be made on the quality of learning in the lesson, whilst also taking into account pupils' work, attitudes to learning and behaviour. Formal teaching observations may also be used in certain circumstances to assist observers in judging the quality of the learning.

Staff who are monitoring will complete an agreed feedback form, depending on the focus of the monitoring. This paperwork is used as a basis for discussion in feedback session with senior leaders and/or observers and shared with the head teacher.

When peer mentoring, staff are encouraged to reflect on their own areas of strengths and areas for development as this will develop ownership of their own professional development. These strengths and areas for development will be discussed with the colleagues observing to address these and put actions into place.

Records of lesson observations and the outcome of subsequent professional development opportunities will be recorded in the teacher's appraisal file and within the subject leaders file.

Process By which the Policy was drawn up

The policy was drafted and written by the Head teacher in consultation with teaching staff and support staff. It has been discussed by the Governors' Curriculum Committee and approved by the Governing Body.

Monitoring and Review

This policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- Remote Learning Policy