

St John's Primary School and Nursery

Learning and Quality First Teaching Policy

Approved 12th January 2016

To be Reviewed January 2018

The School Aim Statement

Aiming High; Proud to learn together

I can **persevere**
I can take **pride**
I can **co-operate**
I can **concentrate**
I can be **independent**
I can **improve**

This learning and teaching policy aims to define how these aims are put into practice in the classroom to ensure that all teaching reflects these principles. The policy will be fully discussed as part of the staff handbook and all staff who work directly with the children will be expected to read it. The principal aims of this policy will be reflected in all other curriculum policies.

Regular classroom monitoring by the Head teacher, senior leadership team and curriculum co-ordinators will ensure that this policy is put into practice within classrooms.

Staff Continuing Professional Development

We always aim to improve standards in teaching and learning. In order to achieve this we ensure all staff, including Teaching Assistants and Newly Qualified Teachers, receive INSET opportunities through training in staff meetings, school subscriptions to training providers and through sharing good practice.

How Do Pupils Learn Best?

At St John's Primary School and Nursery we believe that the most effective learning takes place when:-

- The children are taught using a range of teaching styles
- The children are taught in a stimulating, supportive, environment.
- The children can use making mistakes to move their learning forward.
- The children are involved in their own learning through self-assessment and the setting of targets.
- The children feel safe and secure and can take risks.
- The experience is as real and contextualised as possible.
- The children are challenged but confident they can achieve.
- The children are given feedback and can see within the lesson that they have made progress/ achieved the learning objectives.
- The lesson ensures progression by building upon previous learning.

The School's Ethos: Promoting the well-being of pupils

- The well-being of all pupils is essential to create a positive learning environment for all.
- The pupils are encouraged to discuss their feelings with one another in a range of contexts including assemblies.
- The atmosphere within the school promotes a positive attitude.
- Classrooms have an atmosphere of safety and security to support children in expressing their feelings.
- All new pupils are welcomed by their peer group

Assessment for learning

Assessment procedures should ensure that all pupils make the progress that they should in all areas of their learning.

It provides:

- For learners, an understanding of what they have learned, how they have learned, their achievements, and their next steps for future learning.
- For teachers, a range of information and data which will help them plan work and identify learning objectives best suited to the child's stage of development.
- For parents, information and feedback on their child's achievements and knowledge which will enable them to contribute to their child's progress.

Assessment for learning is central to classroom practice and all lessons are underpinned by its" principles. These include the elements:

Success Criteria created for the Learning Outcome:

- State explicitly what a "good" example of work will look like.
- Show the children what they need in order to achieve this.
- Help the children self-correct by checking through the criteria.

Lesson objectives:

- Clear to children and visible.
- Found in planning and in all pieces of English and Maths work
- Daily tasks marked against objectives
- Children self-assess against this using red, amber or green highlighters, showing their understanding.

Questioning

- Use the principles of Bloom's taxonomy to deepen children's understanding.
- Be open ended where possible.
- Should be used to assess children's understanding and move them on or consolidate where appropriate.

Peer and self-assessment Strategies:

- Mini plenaries throughout lessons to assess progress during the lesson.
- Use of talk partners/maths buddies to encourage focussed pupil talk and reflection

Worded Targets:

Set at least termly.

- Visual for the learner and referred to.

- Child takes ownership.
- Created with children with guidance.
- Grouped/differentiated/stepped.

We also use other assessment methods such as observation, questioning and discussion with pupil and summative assessments which include:

- Foundation Profile Entry based on Development Matters.
- National Curriculum end of Key Stage tests and tasks.
- We also use other supporting assessment materials that link into Classroom Monitor.

Recording and Evidence:

- On-going formative assessments on pupil's work.
- Informal recordings in Foundation Stage based on observations and discussions with pupils.
- More formal recordings and annotations using the Tapestry online programme.
- End of Key Stage Test results.
- Termly Pupil tracking data in the Early Years. Half termly in Key Stage One and Two
- Annual Pupil tracking data.

Reporting Arrangements:

- Parent teacher consultations three times a year.
- Written annual reports.
- Parents are encouraged to request an appointment with teachers at other times throughout the year if necessary.
- Assessment data- Foundation Stage, Year 2 and Year 6 to governors.
- National Curriculum assessments (end of key Stages) to county.
- Foundation Stage assessments to county.

Using the Wider Community

The learning experience is at its most effective when it is real and in context to the children. In most instances opportunities to make learning real, arise when the children are taken out of the classroom. Using the wider community also creates opportunities to put the values that are being developed into practice.

- Extending the children's learning beyond the classroom is a key principal at St John's Primary School.
- Visits to make learning real are encouraged and take place on a regular basis.
- Visitors are also encouraged to visit the school to support the children's learning in all aspects of the curriculum.
- Year 5 and 6 have access to a five day residential outdoor activity centre each year which opportunities to experience team work in a challenging environment.
- The local environment is also used to provide learning opportunities.
- We aim to start learning themes with a wow entry point and exit with a presentation to an audience to showcase learning.

Summary

This teaching and learning policy is designed to ensure that the principles that St John's Primary School considers to be essential in providing a high quality, all round education for all of the children are put into practice by all staff who work in the school.