



# St John's C of E Primary School

## Teaching, Learning and Curriculum Policy

School Policy	<b>Written by Headteacher and staff April 2016</b>
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# St John's C of E Primary School

## Teaching, Learning and Curriculum Policy

### Our Vision

Learn Together • Achieve Together • Celebrate Together  
"and let your light shine" Matthew 5:16

### Our Mission Statement

To enable all children to achieve their true potential in a caring and inclusive community based on Christian values.

### Our Values

Respect • Responsibility • Kindness • Truthfulness • Perseverance

*This policy forms part of a set of policies related to whole-school and classroom practice. Please refer to the Assessment Policy, Homework Policy and separate policies, for key subjects, listed below about the provision of Quality of Education at St John's School.*

## Introduction

At St John's we believe children learn best when staff follow these key principles:

1. Learning activities are well planned ensuring progress.
2. Teaching and learning activities enthuse, engage and motivate children to learn.
3. A curriculum that promotes a love of learning
4. Assessment informs teaching.
5. The learning environment is ordered, the atmosphere is purposeful and children feel safe.
6. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

## 1. Key Principle

***Children learn best when learning activities are well planned ensuring progress.***

### 1.1 There will be evidence in their learning environment of:

- focused learning activities with clear objectives and outcomes.
- a clear understanding by the children of the method and purpose of activities in which they engage.
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour).

### 1.2 Teachers will ensure that:

- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the Curriculum Map.
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.

### 1.3 Implications for the whole school will be:

- there is a Curriculum Map in place that is broad and balanced.
- subject specific core curriculum policies and a foundation curriculum policy are in place.
- a monitoring cycle is in place to support the progress of individuals and groups of learners: lesson observations, planning scrutiny, book monitoring, data gathering, intervention

evaluations and pupil progress meetings

## **2. Key Principle**

***Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.***

### **2.1 There will be evidence in the learning environment of:**

- links made across different subject areas so that learning is relevant and meaningful to children's age and abilities
- learning-activities that **engage and motivate** pupils
- a growth mindset is promoted so children persevere with any challenge
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children know how to collaborate to enhance learning
- children enjoying their learning
- children's questions or ideas being used as the basis for learning where appropriate.

### **2.2 Teachers will make sure that:**

- well-judged and effective teaching strategies successfully engage pupils in their learning.
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning.
- home-learning appropriate to individual ability is set.

### **2.3 Implications for the whole school will be:**

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as: weekly celebration assemblies, display boards throughout the school, newsletters, notice boards, PE display board and the school website.
- whole school themes and weeks provide points of shared discussion and motivate learners across the school. Key Principle

## **3 Key Principle**

***Children learn best when the curriculum is enriched and inclusive with a clear progression of skills and knowledge.***

### **3.1 An overview of our curriculum is:**

- We use the National Curriculum as a starting point for a wide and varied learning experience for our children.
- Our children will have the opportunity to be creative, to be physically active and to be academically challenged.
- We are continually reviewing and improving the curriculum we offer to our children. The curriculum at St John's is continually evolving according to the needs of our children and to the aspirations of the staff and community.
- We have specific subject policies for the following subjects: English, Maths, RE, and RSHE.

### **3.2 Our curriculum is inclusive and has strong values:**

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as his or her intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. Where possible we use the community to enrich the curriculum.

- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through communication, homework and the information provided on the school's website.
- All parents are positively encouraged to become involved with their child's learning.
- It is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs.

### **3.3 Our subject leaders will:**

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.
- Keep up to date with developments in their subject, at both national and local level.
- Review the way the subject is taught in the school and plan for improvement.
- Review the curriculum plans for their subject; ensuring that there is full coverage of the National Curriculum; and that progression is seen in both skills and knowledge.

### **3.4 The curriculum is monitored and reviewed by:**

- The Headteacher has ultimate responsibility of the curriculum.
- Subject leaders monitor the way their subject is taught throughout the school. They examine the coverage through the curriculum maps and planning to ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need to deliver the curriculum.
- The Assistant Headteacher, as the Curriculum lead, is responsible for the day-to-day organisation of the curriculum and monitors the curriculum constantly through a variety of methods.
- The governors receive a termly report about the curriculum and complete statutory monitoring visits.

## **4 Key Principle**

***Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.***

### **4.1 There will be evidence in the learning environment of:**

- provision for support, consolidation and extension of learning for each child.
- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning.
- children are set appropriate work according to their needs with next steps to enhance their learning further.
- children with specific learning needs receiving the appropriate support.
- pupils supporting one another where appropriate.
- independent learning, where children use assessment information to direct their own learning activity follows the school's Assessment Policy.

### **4.2 Teachers will make sure that:**

- quality Assessment For Learning (AfL) ensures learning time is maximised.
- marking is in-line with the school's Assessment Policy (page 6).
- they have high expectations for all children.
- they keep agreed assessment records and submit data termly to enable pupil data tracking. (Assessment Policy sub-section 6 page 6).

#### 4.3 Implications for the whole school will be:

- there is a robust Assessment policy in place.
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving class teachers, Senior Leadership Team (SLT) and the Inclusion manager; this data is utilised in the deployment of resources and interventions.
- there is an Inclusion manager to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary.

### 5 Key Principle

***Children learn best when the learning environment is purposeful and they feel safe.***

#### 5.1 There will be evidence in the learning of:

- an atmosphere of mutual respect between adults and children
- children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning
- consistent use of Working Walls across the school

#### 5.2 Staff will make sure that:

- staff promote and teach high standards of behaviour through their actions.
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations. These strategies are underpinned by the clear range of rewards and sanctions set out in the school's behaviour policy, and these are applied fairly and consistently.
- conflict is dealt with in a calm and fair manner at all times.
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies.
- any criticism will be constructive and children's self esteem will always be maintained.

#### 5.3 Implications for the whole school:

- the school's Behaviour Management Policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safe guarding procedures are in place and are adhered to.

### 6 Key Principle

***Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.***

#### 6.1 There will be evidence in the learning environment of:

- children's home-learning being recognised, valued and developed both that resulting from tasks and activities set by the teacher and that occurring independently of school.

#### 6.2 Teachers will make sure that:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report.
- parents know how they can support their child's learning at home.
- they are approachable and available to parents (by appointment if necessary).
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email.
- they set appropriate home-learning activities to develop children's understanding of topics covered in class.
- teachers make sure that they adhere to the Homework Policy.

### **6.3 Implications for the whole school:**

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website.
- Parent support is encouraged and valued in our parent, teacher association (The Friends of St John's).
- meetings are held at the start of the year for parents so teachers can outline the expectations for the year.
- Parent – teacher meetings twice yearly and more frequently when necessary.
- other meetings are held throughout the academic year as appropriate to guide parents further e.g. Early Years new parents meeting, Phonics information, SATs meeting (both KS1 and 2), Sex Education.