

ST ANDREW'S METHODIST PRIMARY SCHOOL



Teaching and Learning Policy

Reviewed February 2025

Headteacher

Date:

Chair of Governing Board

Date:

Date of Next Review February 2027

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

INTRODUCTION

The one undisputed requirement of a good education is effective teaching and learning. It is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced and meets the requirements of the National Curriculum. Our school's Christian vision statement, '**Striving for excellence, together as one with God**' reflects this. This policy outlines the purpose, nature and management of teaching and learning at St. Andrew's Methodist Primary School.

Aims

- **We serve the academic needs of all pupils enabling them all to flourish.**
- **We develop independent, critical, enquiring learners.**
- **We encourage all pupils and staff to strive towards meeting their full potential.**

This policy reflects the understanding of the whole teaching staff. It lays the foundation for the whole curriculum, and wider curriculum opportunities, and forms the context in which all other policy statements should be read.

It is the Headteacher's responsibility to ensure, through monitoring and evaluation that all staff are implementing the policy.

INTENT

Our curriculum vision statement is '**Success for All.**' We aim to provide children with a purposeful, informative curriculum that motivates pupils, makes resilient learners, and leads to 'success for all.' Our adaptable curriculum will reflect current, relevant issues and challenge pupils to apply their knowledge and skills to the world around them.

Through an inclusive and diverse approach, we want our curriculum to provoke questioning, debate and informed opinions from pupils. Our curriculum will be planned and delivered using creative, enjoyable learning experiences. It will embrace and celebrate pupils' interests and success. It will build up a breadth of knowledge and a set of Christian values that children will remember and revisit as they continue their lifelong learning journey.

We recognise that good teaching takes place when:

Teachers:

- Plan lessons and deliver them at a brisk, purposeful pace.
- Share lesson plans (written/verbally) with the TA before the lesson starts so that they fully understand their role in the lesson.
- Include a clear learning focus in every lesson.

- Share the learning/objective at the start of the lesson so that children can be actively involved in their learning and know what they will be expected to learn. This will be differentiated for different groups.
- Share Success Criteria to help enable children identify how successful they are being to ensure that outcomes are consistent with the learning objectives set at the beginning of the lesson.
- Create a classroom atmosphere, which is conducive to good learning by using appropriate resources and a variety of learning activities
- Ensure lessons are adapted to meet the needs of all the children.
- Build and maintain good relationships with pupils.
- Expect high standards of behaviour through consistent approaches and adherence to the whole school behaviour policy.
- Use time effectively, ensuring learning is maintained throughout the lesson for all children.
- Ensure children are able to leave the lesson knowing and understanding what they have been learning and are able to do more than when they came in.
- Value each child's contribution, giving praise and constructive feedback on the standard and quality of work produced during the lesson.
- Marking will be done in-situ during the lesson or as soon as possible after the lesson. Wherever possible, marking will be discussed with the children.
- Marking will identify if the child has met the learning objective for that lesson and will suggest how they can further improve.
- Marking will be used to move learning on. It will not have a perfunctory purpose.
- Informally evaluate all lessons and this assessment will be used to plan future learning.
- Have high expectations of presentation in all books from all children.
- Ensure learning will be enjoyable as the teacher will share their passion for each subject.
- Ensure the learning environment is to be maximised to encourage and support children's learning.
- Ensure curriculum displays are changed at least termly to reflect children's learning and include further learning opportunities (e.g. through the use of questions etc.).
- Encourage independence and provide good levels of challenge.

CURRICULUM

Our curriculum is organised using the framework from the statutory National Curriculum for England. Nursery and Reception Class children follow the statutory framework for the Early Years Foundation Stage.

The staff at St. Andrew's recognise that to fulfil the requirements of the national curriculum and to accommodate individual learning styles, there has to be a mixture of learning and teaching styles to be used where appropriate.

Teaching Assistants are employed to support children's learning and work alongside the teaching staff. More specialist support for SEND children is deployed where and when appropriate. At the discretion of the class teacher and headteacher, volunteers may assist in the classroom, the library, in sports activities, on trips and visits and in providing other help such as developing contacts with industry, commerce, local services and places of interest. Students from different phases of further education are welcomed into school and deployed to contribute positively to teaching and learning.

Homework is considered a valuable element in the teaching and learning process; therefore, children are encouraged and expected to work at home on a regular basis.

A further emphasis of our teaching and learning policy is first hand experience, thus:

- We promote educational visits (including residential visits) to enhance learning.
- Investigative work and work outside the classroom (including in the local community) is encouraged.
- Children are given opportunities to communicate their findings in a variety of ways.
- Extra-Curricular activities are varied and change each term.
- Children are encouraged to be involved in decision making e.g. through the Pupil Rights Group and Worship Committee.
- Excellence is celebrated in display and performance. School events such as concerts, assemblies, and drama are seen as opportunities for all pupils to demonstrate their own best performance.

Progression and Continuity

Planning is a process in which all teachers are involved wherein:

- Medium term progression documents have been developed for each curriculum area. Staff adhere to these when creating short term plans.
- This ensures full coverage of the national curriculum and that knowledge and skills taught reflects the needs and context of the school.
- Weekly plans are drawn up by the individual teachers and monitored by the SLT. These are stored electronically on a shared staff drive.
- Regular staff meetings and training days are used to develop curriculum knowledge and ensure consistency of approach, progress and standards.

THE ROLE OF THE SUBJECT LEADER

Core Purpose of the Subject Leader

To promote professional leadership and management for the subject in the school to secure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

National Standards for Subject Leaders

- Strategic direction and development of the subject
- Teaching and Learning
- Leading and managing staff
- Effective and efficient deployment of staff and resources

Strategic development

- To keep abreast of developments in allocated curriculum area.
- To lead colleagues in formulation, review and evaluation of policy, in consultation with the Headteacher, ensuring that the policy reflects current national and local initiatives.
- To develop the vision and action plans for the subject
- To establish, develop and implement long term plans and schemes of work in accordance with the National Curriculum
- To ensure curriculum coverage, continuity and progression
- To monitor and evaluate the implementation of the subject and the effects of subject policies and plans
- To keep abreast of and implement current assessment policies. Take account of any relevant research or inspection findings
- Where relevant, foster positive relationships within colleagues within the cluster and local and wider community
- Understand where the subject contributes to other areas of learning, for example, cultural education.

Teaching, Learning and Standards

- To facilitate, in collaboration with the Headteacher and senior colleagues, the teaching and learning in allocated curriculum area.
- To assume the role of 'subject' consultant for colleagues and to demonstrate, by practical example if appropriate, effective ways of organising the teaching within allocated curriculum area.
- To co-ordinate the monitoring and evaluation of pupil progress and achievement in the subject, identifying clear targets for improvement.
- Monitor the progress made against achieving subject plans and targets
- To inform parents/governors if/when required regarding current thought and practice in allocated curriculum area.
- To promote parental interest, understanding and engagement.
- Leading & Managing Staff

- Support staff to develop an inspiring and engaging curriculum which enables children to acquire excellent subject specific skills.
- Implement coaching and mentoring systems to support and develop staff.
- Promote a creative and collaborative working environment. Create, maintain and enhance effective relationships.
- Manage own professional development
- Prioritise and manage any subject leader time effectively.
- Where relevant, lead whole/parts of staff meetings
- Attend professional development and cascade any information or developments in the subject
- Monitoring of the subject through work scrutiny, learning walks, data analysis and pupil voice
- To analyse and interpret performance data as directed by the Headteacher, to set targets for improvement
- Understand the role of others in school, including SENDCo
- Resourcing
- To evaluate, requisition, maintain, control and develop appropriate resources, materials and equipment for the teaching of the subject, within the confines of the school budget
- Encourage high quality subject specific displays throughout the school
- Develop effective links with other agencies, industries and communities to support the development of the subject.

ASSESSMENT

Assessment is used to track the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what has been learnt and what should be the next stage of learning. The school has an annual cycle of formal assessments. Progress is recorded on the i-track system.

Assessment for learning is given high importance. Assessment is built into the planning structure and children are given clear objectives for learning. They are also given opportunities to evaluate their own success. Assessment and record keeping inform future planning. Individual targets are shared with pupils and parents/carers.

Lesson objectives and success criteria are shared with pupils. Formative assessment is mostly carried out by teachers in the course of their teaching. Other information is contained in the school's assessment policy.

RESOURCES

Class resources are the responsibility of the class teacher who ensures:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task.
- Children know where resources are kept and rules about their access and use.
- Children know what they must not touch for safety and privacy.

- Children and adults establish an attractive, welcoming and organised environment engendering respect, care and value of resources.

Central resources are generally the responsibility of the subject leaders. Information Technology is a major resource that is used across the whole curriculum. (See Computing Policy and individual subject policies for details)

PUPILS work towards the school's aims by:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Contributing to lessons
- Presenting work neatly
- Leaving the lesson knowing what they have learnt.
- Acknowledging marking in their books.
- Being organised – e.g. bringing the necessary kit, taking letters home regularly and bringing books back regularly
- Completing any homework set by the teacher in a timely way
- Displaying excellent learning behaviour in line with the behaviour policy.
- Taking a growing responsibility for their own learning.

PARENTS AND CARERS work toward the school's aims by:

- Ensuring the children attend school regularly, punctually and in good health.
- Providing support for learning behaviour in school and the teacher's role.
- Attending consultations concerning their child's progress and attainments.
- Giving due importance to homework, hearing reading and assisting in the learning of tables etc.
- Allowing children to take increasing responsibility as they progress throughout the school.

Judging the quality of teaching, learning and assessment

The evaluation of quality of provision must take into account the impact on the standards achieved and the personal development and well-being of learners.

- Teachers and other staff should have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils
- Teachers and other staff should have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils

- Assessment information should be used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support.
- Except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers
- The school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- Equality of opportunity and recognition of diversity are promoted through teaching and learning
- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

Teaching cannot be good if any one of the following is present:

- The teacher's subject knowledge of areas of learning or subjects is not good enough to move children's learning forward.
- Key skills such as phonological awareness and basic maths skills are not taught effectively.
- A significant number of pupils are not engaged in the lesson.
- Lessons are inadequately planned and organised and time is wasted.
- The learning behaviour of pupils requires improvement.
- Pupils are unclear about the lesson objective and success criteria
- Pupils do not make progress.

MONITORING PROCEDURES

Teachers' planning, children's work and lessons are closely monitored on a regular basis by leaders, to ensure that effective learning and teaching is taking place. Full details of this are contained in the Monitoring and Evaluation Policy.