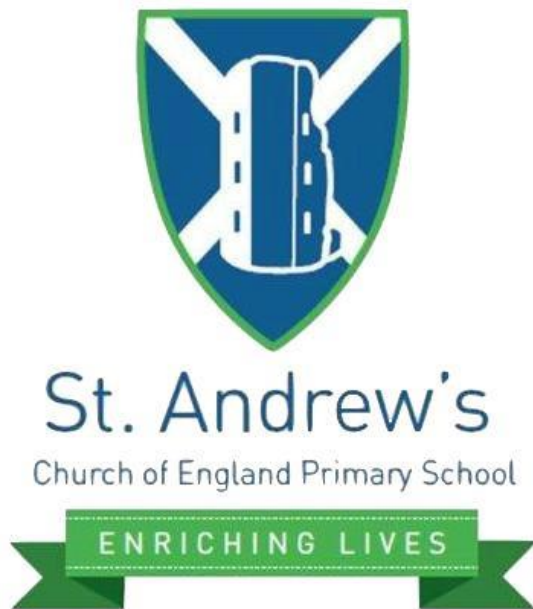




Teaching and Learning Policy

Summer 2024 (updated summer 2023)

1. Aims of the Policy

This policy has been created by and agreed upon by the teaching staff and governing body. At St. Andrew's Church of England Primary School, we are committed to high-quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

2. Our Vision

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future." JRR Tolkien.

3. Our Rationale

At St Andrew's, we believe that that what we teach is not simply the learning that takes place in the classroom, it should be seen as the entire learning experience, including both formal and informal learning opportunities; those reflected openly in the curriculum as well as those values and beliefs embedded within the hidden curriculum; the events, routines and enrichment activities that take place outside the classroom.

Our curriculum fosters and promotes the British Values of Individual Liberty, Mutual Respect, Democracy and the Rule of Law.

4. Christian Values

Teaching and learning at St. Andrew's reflects our Christian values of:

- Generosity
- Compassion
- Courage
- Forgiveness
- Friendship

- Respect & Humility
- Thankfulness
- Trust
- Perseverance & Hope
- Justice
- Service & Responsibility
- Truthfulness

5. Our Aims

5.1 To achieve our vision we aim to nurture and support each member of our school family to:

- ensure our children feel happy, safe, and valued.
- encourages our children to be confident individuals who are able to work and play both on their own and in partnership with others.
- motivate our children to become keen to learn and strive to achieve and exceed.
- allow our children to grow, explore and develop intellectually, spiritually, morally, socially and culturally by questioning and reflecting.
- support our children to use their imagination freely and creatively.
- encourage our children to be healthy and enjoy a wide range of sporting activities.
- foster a desire care for other people as well as the school and the world in which they live seeking to make it a better place.

5.2 We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

5.3 At St Andrew's we uphold and teach our children about the British Values which are taught intrinsically and are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

6 Role and Responsibilities

6.1 Teaching and learning is a shared responsibility and all members of the school community have an important part to play (see Home-School Agreement).

All the staff at St Andrew's are committed to:

- promote Christian values and welcome families of all faith and non-religious world views

- support the school community in promoting the mental and physical well-being of all of its members.
- support every child in reaching their potential
- provide challenging and stimulating curriculum
- be good role models who are punctual, well prepared and organised;
- recognise and be aware of the individual needs of each child
- provide the children with the opportunity to make aspirational choices and experience success throughout their life;
- provide a breadth of learning enrichment through provision such as residential trips, sports music, drama and arts clubs
- ensure that our school is a safe and happy place where everyone is valued and achievements are celebrated
- encourage the children to ask questions, seek the answers and develop a love of learning
- encourage children to use their imaginations freely and creatively, and enjoy the arts and music
- work collaboratively with the church and, and both the local and global community teaching the children to care for the school and the world in which they live and seek to make it a better place
- respect the confidentiality of information regarding all member of the school community
- encourage the children to value their own self-worth and empathise with and understand others;

We expect all pupils at St Andrew's to agree to:

- follow both the school charter and their own class charter;
 - be compassionate and take responsibility in the service of all members of the school community
 - be courageous and persevere when they find things challenging
 - be a good friend by always including others and making them feel valued.
 - promote a just school community by being respectful towards the rights and property of others
 - be truthful and a trustworthy member of our school community
 - be generous and forgiving to those around them
 - be thankful for all they have
- telling a grown up if they are upset or unhappy;
- coming to school regularly and on time;
- remembering to bring their packed lunch, PE kit, water bottle, planner and reading book to school;
- being kind, polite and having good manners;
- accepting responsibility for their actions;
- helping to keep the school a place where they can all be safe;
- following the school's rules on safe internet use;
- reading at home regularly and completing homework
- taking a full and active part in school life
- showing respect and care for our school environment

We would ask all parents/carers to agree to:

- ensure that your child attends school regularly and arrives on time, wearing the correct school uniform and with the correct equipment.
- inform the school office on every day of absence and when any contact details change.
- let the school know of any concerns or worries that might affect your child's learning, behaviour or ability to do home-learning.
- encourage your child to take be curious learners and take risks in their learning
- support your child to develop a positive attitude towards our school community and beyond.
- attend meetings with your child's teacher and other members of staff as needed, aiming to be positive and productive so that your child reaches their goals.
- encourage positive behaviour, politeness and respect for other's and their property.
- work collaboratively with the school by keeping up to date with any information distributed by the school.
- support your child with homework and listen to them read regularly.

Our governors agree to:

- support the school community by promoting the school's aims
- ensure that school policies are revised and reviewed at the scheduled time
- monitor and evaluate the management of the school curriculum so every child accesses a broad and balanced curriculum
- ensure that the school strives to provide the best education for every pupil, whatever their background, enabling them the opportunities to reach their full potential.
- carry out monitoring exercises with the link teacher in acting as a critical friend
- ensure that funding received by the school is use efficiently to support learning.
- support the school community in promoting the mental well-being of all of its members

The community is invited to support the school by:

- contributing to activities, such as collective worship, school visits, clubs, etc.;
- presenting themselves as positive role models to the children;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in school.

7. Planning

7.1 The foundation for curriculum development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors.

7.2 Our school believes that all children need to make good progress in all aspects in order to develop to their true potential. Our key driver underpins our curriculum, brings about the aims and values of our school, and responds to the needs of the school community. Our curriculum driver at St Andrew's is:

'Enriching Lives'

7.3 At St. Andrew's C.E. Primary School we are committed to following the Programmes of Study as required by the National Curriculum 2014 and the Early Years Foundation Stage curriculum. Planning focuses on motivating the children and building on their skills, knowledge and understanding of the curriculum.

7.4 We follow our Curriculum Journeys to guide our teaching. These set out the intent, implementation and impact of the curriculum and support the values of the school, detailing what is to be taught to each year group. The Curriculum Journeys are carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We make cross-curricular links where possible and some subjects are covered as discretely. One staff meeting each term is used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

7.5 Maths and English planning takes place weekly, and all other subjects are planned at the beginning of the term with reference to the National Curriculum 2014, Early Years Foundation Stage, and the whole-school long term curriculum plan. Swimming instruction with specialist teachers takes place at the local swimming pool. A planning outline for each class is shared with parents via ParentMail each term.

7.6 Planning for maths and English is saved each week on the Planning drive, and each term for all other subjects. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time is mainly planned as continuous study throughout the term but, on occasions, in blocks of study.

7.7 Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross-curricular opportunities to enhance learning, including outside learning where appropriate.

8. Implementation of Teaching and learning

8.1 The learning environment will be managed in such a way as to facilitate different styles of learning.

8.2 Opportunities will be made for: whole-class teaching; group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc.); one-to-one teaching; collaborative learning in pairs or groups; independent learning.

8.3 All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding. The children are encouraged to be active learners and when appropriate, they present reports to the rest of the class and engage in a wide variety of problem-solving and investigative activities.

8.4 Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

8.5 Classroom support is available in the form of both teaching assistants and volunteers. Teaching assistants offer support to a specific target group of children in the classroom and during intervention. This is provided at the discretion of the class teacher, Maths Leader, English Leader and Additional Needs Leader. Volunteer helpers assist with the aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

8.6 We evaluate all units of work so that we can modify and improve our teaching in the future.

8.7 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times (see Behaviour Policy).

8.9 We conduct all our teaching in an atmosphere of trust and respect for all.

8.9 Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events, such as collective worship, are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Day' awards are given weekly to celebrate individual academic or behavioural achievement. Stickers are awarded from the Headteacher if children have achieved their very best. Seven Knight award badges are awarded to two children from each class six times each year for outstanding progress in English and maths.

9. Differentiation of Teaching and Learning

9.1 So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by: pace, content, task, relevance, resources, extension, autonomy, outcome, teacher/adult support.

9.2 Differentiated tasks will be detailed in weekly planning and learning objectives will be specified for all differentiated teaching.

9.3 Pupils with special educational needs (including gifted and talented children) receive support provided by the class teacher, teaching assistant, 1:1 teaching assistant support or volunteer.

Additional support is given in the classroom from teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it (see Additional Needs Policy).

10 Teaching and Learning in Early Years Foundation Stage

10.1 See Curriculum Policy and Early Years Foundation Stage Policy.

11 Teaching and Learning in Key Stage 1 and 2

11.1 The acquisition of English and Maths skills is central to the curriculum as these are essential for academic success. They are developed through specific basic skills teaching and then applied across the entire curriculum. Where appropriate children are taught through first-hand experience which readily puts learning into context. This engages and motivates children and ensures that their learning is embedded.

11.2 The programmes of study for Mathematics and English are set out year-by-year for Key Stages 1 and 2. We adapt our planning depending on the needs of the children. Most children follow the programme of studies relevant to their age however planning is suited to meet the attainment of each child.

11.3 In Science we have developed a two year rolling programme for Key Stage 1, Lower Key stage 2 and Upper Key Stage 2. This is because we have a number of mixed classes and it is not possible to teach on a one year cycle. In all other subjects, we have implemented a rolling Key Stage 1 and Key Stage 2 programme to ensure coverage as well as progression.

11.4 In our teaching, we pride ourselves on learning through understanding and developing children's curiosity to learn through practical experiences in a real life context.

12 Assessment

12.1 The aims and objectives of assessment at our school are:

- to improve the quality of teaching and learning
- to inform planning and further work
- to assist continuity of work within the school
- a means of accountability to governors, parents, headteacher and other agencies
- to ensure consistency of approach in assessment and record keeping procedures
- to compare a child's current attainment and progress with age related expectations;
- to enable children to demonstrate their knowledge, skills and understanding;
- to identify individual needs and allow teachers to plan work that accurately reflects the needs of each child;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

12.2 At St Andrew's C.E. Primary School we use the National Curriculum 2014 and Lincolnshire Agreed Syllabus for Religious Education. In our school, this is a curriculum made up from the core subjects;

English, Mathematics, Science and Computing, Art, Design Technology, Spanish, Geography, History, Music, PSHE and Physical Education.

12.3 We follow the Early Years Foundation Stage curriculum for pupils in our Nursery and Reception classes.

12.4 These documents set out the aims, objectives and values of the school and give details of what is to be taught to each year group. The assessment guidance in these documents is used to help with judgements on each child's attainment.

12.5 Lessons are planned with clear learning objectives based upon the teacher's detailed knowledge of each child. The school strives to ensure that all tasks set are appropriate to each child's ability. From the learning objective, success criteria (the steps a child needs to take in order to meet the objective) are derived, sometimes in advance by the teacher and sometimes during the lesson in collaboration with the children. On-going assessments are carried out with reference to these criteria and a record is made of any children who do not achieve at the expected level, so that subsequent teaching can be planned with them in mind.

13 Assessment in the Early Years Foundation Stage

13.1 We use two different but complementary methods of assessment: assessment for learning (formative) and assessment of learning (summative).

13.2 On-going assessment for learning (AfL) is at the heart of Early Years practice. It is the link between observing children and effective planning to support their progress.

13.3 AfL takes place on a daily basis through observations of each child during their independent play, during adult directed tasks, through their daily routines and when engaged with others. Observations inform practitioners about what the child has learned or can do already, their preferred learning styles and interests. Information gathered from parents and previous/other settings are valued and used to gain a holistic picture of the child. Information may be recorded using Tapestry and this, alongside practitioner knowledge, is then used in planning next steps in the child's learning.

13.4 Summative assessment takes place towards the end of the Reception year and summarises all the different information from on-going assessments, and practitioner knowledge, across the 7 areas of learning and development, as well as the 3 Characteristics of Learning. This information is recorded in the Early Years Foundation Stage Profile (EYFSP).

13.5 The completed EYFSP reflects the attainment of each child, in relation to the Early Learning Goals (ELGs).

13.6 For each ELG, practitioners will judge whether a child is meeting the level of development expected by the end of the Reception year (expected) or not yet reaching this level (emerging).

13.7 The EYFSP data is used to:

- Inform parents about their child's stage of development.
- Support a smooth transition into Year 1 by informing teachers and allowing them to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

14 Assessment in Key Stages One and Two

14.1 Formative assessment takes place in the classroom and after every lesson, often involving the children in their own evaluation of their learning. Summative assessment takes place three times each year and involves judging pupils' performance against established, age-related standards using Fischer Family Trust Aspire. NfER tests are used to determine a scale score for grammar, spelling and punctuation, reading and maths. Teachers make judgements at the end of a unit of work, a term, year, or key stage. Test results, are also used to record pupil performance.

15 Recording assessments in Key Stages in One and Two

Teachers build a picture of each child's attainment and progress using a variety of tools including:

- Baseline assessments for children
- Children's work in books
- Pupil voice interviews
- Fischer Family Trust assessment tracking grids
- Summative assessments

Formative assessment is continuous and informs planning, teaching and learning. It takes place in the forms of observation of children's work with verbal feedback and monitoring of children's work using productive critical written feedback.

16 Reporting to parents

16.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. In the Autumn and Spring terms we hold consultation meetings at which they may discuss their child's learning and progress with the class teacher.

16.2 At the end of the summer term, all parents receive a written report reflecting their child's progress and achievements during the year. We also include a space for parental feedback. In reports for pupils in Year 2 and Year 6 we provide details of the standard achieved in the National Curriculum tests. In Year 1, parents are informed whether their child has met the required standard of for the Phonics Screen.

17 Statutory assessments

17.1 In Year 1, all children take a statutory phonics test in the summer term. Any children who does not pass the statutory Year 1 phonics test, takes the test again in Year 2.

17.2 In Year 2, children take KS1 SATs. These are marked by the class teacher and again, the results are sent to the Local Authority.

17.3 In Year 6, children sit KS2 SATs. These are marked externally and the results are reported to the DfE, parents and the secondary feeder schools.

18 Target setting

End of Key Stage targets are set for each child in Mathematics and English. St. At the beginning of each year, all children from Year 1 to Year 6 are set yearly targets in mathematics and reading and writing. A review and evaluation of the progress of each child is made during pupil progress meetings held by appraisers. At this time revised targets are set if necessary and additional provision is planned as required.

19 Data Analysis

The school uses a range of reports from FFT, the DfE and the Local Authority, to analyse its performance in the core subjects compared with similar schools locally and nationally.

20 Feedback and Marking

20.1 Feedback to pupils is a very important part of the assessment process, as it informs children how well they have done and what they need to do next in order to improve their work.

20.2 Marking and feedback should:

- Be manageable for all teachers;
- Involve all adults working with the children in the classroom;
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement;
- Respond to individual learning needs, marking face-to-face with some and at a distance with others;
- Inform future planning and individual target setting;
- Be accessible and inclusive;
- Be seen by children as positive in improving their learning
- Relate to learning intentions, which must be shared with the children;
- Give clear strategies when needed for improvement eg a 'narrowing the gap' comment;
- Allow specific time for children to read, reflect and respond to marking;
- Involve children in the process (whether written or oral), across all subjects;
- Use consistent codes throughout the school;
- Encourage and teach children to self-mark where possible.

20.3 Feedback is in line with the Teaching and Learning Policy (see appendices feedback sheet).

The purpose of marking is to advance pupil progress and outcomes and we believe that feedback should be purposeful and measurable so that children are able to tick off when they have acted on feedback provided.

20.4 Time is often allowed at the beginning of each lesson for the children to absorb any comments about their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time.

21 Marking Strategies

21.1 Foundation Stage marking consists of verbal feedback. This is shared with the child during the lesson when the work is marked by an adult.

21.2 During each lesson, children are told the expectations of the lesson and what the outcomes will be. From Y1-Y6 learning objectives and success criteria are shared with the children.

21.2 Summative feedback/marking usually consists of ticks or dots and is associated with closed tasks or practice exercises. In KS1 and KS2, whenever possible, children should self-mark or the work should be marked as a class or in groups.

Supply Teachers will initial to show they have acknowledged the work.

21.3 Oral formative feedback - In the course of a lesson, the oral feedback should focus initially on issues related to the learning objective and, if further feedback is provided, it should be focused on other features such as grammatical or spelling corrections.

23.2 Formative feedback in the Core Subjects

- Maths work will be self-marked by the child where possible and when appropriate. Comments will be measurable and concise, and children will be given time to respond feedback.
- In English, quality marking will take place primarily in writing tasks to challenge or support learners. Basic spelling, grammar and punctuation errors should also be identified.
- For all other subjects, all work will be marked in accordance with Appendix A. For younger children, direct observation-based assessments will be more appropriate and in these cases verbal feedback will be given at the time.

23.3 With most subjects, marking codes can save time and make the feedback more accessible to the child:

- highlight in pink or tick answers which are strengths or correct against the learning objective
- highlight in green areas of development which could take place against the learning objective
- write a 'next step' comment or prompt
- write an s by the piece of work if it was completed with support

For a list of other codes see appendix A

23.4 Spelling, punctuation, grammar, handwriting etc should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things at once. When spellings are corrected, children should be asked to correct no more than five spellings in any one piece of work. When work is finished, children will be asked to edit their work when they read it through.

23.5 Feedback should focus on the learning objective or core skill for the lesson. This will mean some inaccuracies in work are not highlighted to the children, but over time will be identified.

24 Self-evaluation

Children from Y1-Y6 should self-evaluate each piece of work where a learning objective is recorded by drawing, or using a straight or smiley face sticker. The face should demonstrate how well the children feel they have achieved the learning objective.

25 Shared feedback

Children need to be taught skills and strategies to independently improve their work. For example:

- A piece of work by a child (with their permission) can be shared with the class so the teacher/children can model how the work could be edited and celebrate the successes of a particular piece of work;
- Use exemplar pieces of work on the board and discuss key features, identifying their strengths.

26 Paired/peer marking

26.1 During lessons children will sometimes be asked to provide feedback in pairs. The following points will have been taken into account:

- Paired marking will be introduced during Year 2
- Children need to be trained for this, through modelling with the whole class, observing paired marking in action
- Ground rules are discussed, agreed and displayed in the class. eg listening, confidentiality
- Children should discuss positive points initially, and then suggest ways to improve the piece against the learning intention.

26.2 The 3:1 success to improvement ratio will be followed to avoid over criticism.

- Pairings need to be based on trust
- Pairings could be ability or mixed ability based, depending on the focus, and could be supported by a TA
- Working together equally, children will be encouraged to discuss each other's work together and suggest improvements together

Appendix A - Marking codes KS1 and KS2

S Supported work e.g. by a TA or Teacher

P Presentation needs care (where appropriate)



Not enough work completed in time given (where appropriate)

C.L. Capital letters need correcting

F.S. Full stops need correcting

Sp. Spellings need correcting

✓ You have not understood the lesson objective

✓✓ You have partially understood the lesson objective

✓✓✓ You have fully understood the lesson objective

✓ Correct answer in maths

For maths

✓c Corrected answer

Improvement could take place here
(highlighted in green)

For other subjects

Good work which matches the lesson objective
(highlighted in pink)

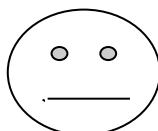
Next step

W

(next step provided orally)



I have succeeded with
achieving the learning
objective

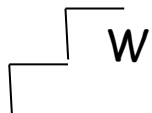


I need more practice to
succeed with the learning
objective

Appendix B - Marking codes EYFS

S Supported work e.g. by a TA or Teacher

-  You have not understood the lesson objective
-  You have partially understood the lesson objective
-  You have fully understood the lesson objective

 W (next step provided orally)

EYFS

Observations to be:

- Named
- Dated
- Area of learning/characteristic of effective learning identified