

ST. ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

1. AIMS

At St. Andrew's and Christ Church Primary SW9 (SW9 Partnership) we create an environment where pupils feel happy, safe and eager to learn. We aim to inspire our children to be confident individuals. Our Christian values are central to learning. Perseverance and joy are vital to our children's development into confident, curious and creative learners. We also recognise the importance of our values of love, kindness, peace and faithfulness in inspiring, engaging and celebrating our children as learners and supporting them to achieve the highest standards.

We ensure that all teachers are committed to achieving a consistent approach to teaching and learning across the SW9 Partnership. We offer high quality teaching and learning within a culture of support and high expectations where Aspirations and achievement are high. We encourage everyone to do their very best and ensure that parents and the wider school community are actively involved in the pupils' learning and development.

2. GUIDING PRINCIPLES

Pupils learn best when they:

- Feel valued and secure
- Have their basic physical needs met
- Feel a sense of belonging to a group
- Understand it is acceptable to seek help because mistakes and perseverance are a part of learning
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what the outcome is intended
- Can link what they are doing to other experiences
- Can understand the task
- Are challenged and supported through quality first teaching in the classroom.
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well.

3. ROLES AND RESPONSIBILITIES

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

3.1 TEACHERS

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through workshops, meetings and home learning.
- Update parents/carers on pupils' progress at parent teacher meetings in the Autumn and Spring terms and produce an annual written report on their child's progress in the Summer term.
- Meet the expectations set out in all school policies.

3.2 SUPPORT STAFF

Support staff at our school will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in all school policies

3.3 SUBJECT LEADERS

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Ensure teachers are provided with the necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Demonstrate excellence in their subject area
- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in all school policies

3.4 SENIOR LEADERS

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in all school policies

3.5 PUPILS

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations of behaviour for learning at all times
- Respect the rights of others to learn
- Attend all lessons on time and be ready to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in all school policies

3.6 PARENTS AND CARERS

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 GOVERNORS

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. PEDAGOGY

We believe in high standards to raise pupils' achievement in learning and ensure excellent progression.

4.1 TEACHING

- Teachers set high expectations which inspire, motivate and challenge pupils
- Teachers promote good progress and outcomes by pupils
- Teachers demonstrate good subject and curriculum knowledge
- Teachers plan and teach well-structured lessons
- Teachers adapt teaching to respond to the strengths and needs of all pupils
- Teachers manage behaviour effectively to ensure a good and safe environment
- have excellent knowledge and understanding of their subject
- Time is used very well; lessons are well paced, learning and transition time is maximised
- Every opportunity is taken to develop reading, writing, communication and mathematics skills
- Teachers use a variety of the following strategies in all lessons:
 - CPA – concrete/pictorial/abstract.
 - Use of COLD CALLING so all children are given an equal chance of being chosen.
 - MISCONCEPTION SLIDES – spot the mistake
 - I DO, WE DO, YOU DO
 - DO IT NOW – starter
 - RECAP prior learning
 - PLENARIES are used to review and consolidate learning and assess whether objectives have been met.
 - MINI PLENARIES address misconceptions and move learning on
 - TEACHER MOVEMENT – around the class, seeing all pupils
 - A variety of CHILD LED and TEACHER LED activities, as appropriate
 - Explicit teacher led instruction
 - Problem solving, research and INDEPENDENT LEARNING is encouraged
 - Mind mapping at the start of new topics to encourage enquiry from children and learning relevant to their questions and interests
 - Creative linking of prior learning to progression and next steps
 - Teachers model each part of the lesson
 - Metacognition – the teacher makes their own thinking clear to show how they are arriving at a decision. The process of thinking is modelled to the children.
 - Speaking and listening is valued and tools such as talk partners, learning partners, ping pong discussions, collaborative tasks and speaking frames are used to promote quality talk.

4.2 INCLUSION

- Teachers provide additional challenge or support, as appropriate
- Pupils access their learning through additional resources such as workstations, visual timetables and visual prompts, assistive technology
- Interventions are sharply focused and timely and match individual needs accurately
- Ability grouping is used for certain subjects where appropriate
- Support staff are used effectively to provide extra support

4.3 CREATIVITY

- Adults are encouraged to be innovative, take risks and use research based evidence to plan and deliver the most effective and engaging learning.
- Activities are imaginative and well-judged to meet the content of the lesson; techniques and strategies stimulate learning & meet the interests of children within the class
- We recognise that children learn best when presented with a variety of experiences, including practical activities, outdoor learning, school trips and visits. When planning the curriculum teachers make use of the wealth of opportunities available in our capital city.

4.4 CURRICULUM

| INTENT | | | | | | |
|---|--|---|--|--|--|--|
| 1. To inspire our children to be confident individuals . 2. To ensure that our children come to school eager to learn . 3. Children will develop independent thinking skills , encouraged to apply their learning to different contexts and to know they will have their individual voices heard . 4. Our diverse and creative curriculum will be filled with memorable learning experiences in and out of the classroom, taking advantage of the rich cultural capital in our community . 5. To ensure our children experience success through a well-planned curriculum that reflects our local community . 6. To create a lifelong love of reading and books . 7. To create memorable learning experiences in and out of the classroom. 8. To provide a highly inclusive environment where all learners enjoy their education and make progress. 9. To provides opportunitie to learn responsibility, resilience and show children how to learn for themselves and with others. 10. To offer a broad and balanced curriculum so that children not only leave with high standards in reading, writing and maths but also music and arts provision. 11. The aim of our curriculum is to provide opportunities and learning experiences that allow children to develop as independent, confident, successful learners with high aspirations . | | | | | | |
| IMPLEMENTATION | | | | | | |
| PRACTICE | KNOWLEDGE RICH | RETRIEVAL LEARNING | VOCABULARY | READING | ENRICHMENT | FEEDBACK & ASSESSMENT |
| Plenty of opportunities to practice skills and recall knowledge. Regular practice helps to build accuracy and fluency | Children can quickly access relevant information from memory. This is essential for deep learning and reasoning. | Knowledge that will stay with us forever. There are two types – interesting facts and knowledge that individuals need to know. Children retain knowledge in their long term memory. | Vocabulary is shared in all lessons. Children are encouraged to be confident speakers. | All children should be able to read fluently in order that they can understand, build their knowledge, read more and know more. We tell stories to help children learn and retain information. | Children experience a variety of trips and activities to enhance their learning. Creativity is encouraged. | Regular feedback and assessments help children to take the next steps. |
| IMPACT | | | | | | |
| A vital element to our curriculum, is measuring its impact, continual improvement and evolution. We listen to our pupils, value their views and reflect what they say. Annual curriculum reviews adapt and develop learning in response to evaluations from children, staff and developments in innovative teaching and learning. Progress and achievement, engagement and quality is assessed across the curriculum throughout the year. | | | | | | |

4.5 TIMETABLING THE CURRICULUM @ KS1

The school week is 32.5 hours this includes lunchtime and breaks. Therefore, the actual number of teaching hours in a school week at KS1 = 25

The following table shows the number of expected teaching hours or time allocated for subjects in KS1 and other activities over a **six week term**:

| | | | |
|--|--------------------------------|-----------------------------------|-----------------------------|
| READING | | ENGLISH | |
| 15 2.5 hours x 1 week | | 30 5 hours x 1 week | |
| HISTORY/GEOGRAPHY | ART/DT | COLLECTIVE WORSHIP | RE |
| 6 1 hour x 1 week | 6 1 hour x 1 week | 7.5 1.25 hours x 1 week | 6 1 hour x 1 week |
| PSHE | MUSIC | PE | |
| 4.5 0.75 hours x 1 week | 6 1 hour x 1 week | 9 1.5 hours x 1 week | |
| COMPUTING | SCIENCE | MATHS | |
| 6 1 hour x 1 week | 9 1.5 hours x 1 week | 30 5 hours x 1 week | |
| HANDWRITING, SPELLING & GRAMMAR OR ARITHMETIC | | | |
| 12 2 hours x 1 week | | | |

| | |
|--|---|
| These are the daily non-negotiables : Reading/Phonics = 30 minutes English = 1 hour Maths = 1 hour | Over a 6 week term there are 150 hours This total number of subject/activity hours on this timetable = 147 hours |
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4.6 TIMETABLING THE CURRICULUM @ KS2

The school week is 32.5 hours this includes lunchtime and breaks. Therefore, the actual number of teaching hours in a school week at KS2 = 26.25

The following table shows the number of expected teaching hours or time allocated for subjects in KS1 and other activities over a **six week term**:

| | | | | | |
|--|-------------------------------|-----------------------------------|-------------------------------|--------------------------------|--|
| READING | | ENGLISH | | SPANISH | |
| 15 2.5 hours x 1 week | | 30 5 hours x 1 week | | 3 0.5 hours x 1 week | |
| HISTORY/GEOGRAPHY | ART/DT | COLLECTIVE WORSHIP | RE | | |
| 6 1 hour x 1 week | 6 1 hour x 1 week | 7.5 1.25 hours x 1 week | 7 1.2 hour x 1 week | | |
| PSHE | MUSIC | | PE | | |
| 6 1 hour x 1 week | 6 1 hour x 1 week | | 12 2 hours x 1 week | | |
| COMPUTING | SCIENCE | | MATHS | | |
| 6 1 hour x 1 week | 12 2 hours x 1 week | | 30 5 hours x 1 week | | |
| HANDWRITING, SPELLING & GRAMMAR OR ARITHMETIC | | | | | |
| 12 2 hours x 1 week | | | | | |

| | |
|--|---|
| These are the daily non-negotiables : Reading/Phonics = 30 minutes English = 1 hour Maths = 1 hour | Over a 6 week term there are 157.5 hours This total number of subject/activity hours on this timetable = 158.5 hours |
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5. EXPECTATIONS

Expectations are consistently high of all pupils; their contributions are valued, their curiosity is encouraged

5.1 CORE ROUTINES

- Hands up
- Positive praise
- Children are always encouraged to speak and answer in full sentences.
- Key vocabulary is shared at the beginning of every lesson and displayed on the whiteboard
- Learning objectives are clear and state the purpose of the lesson. They are made explicit to pupils at the beginning of each lesson.
- Extensive use of questioning to allow children to reason, explain and justify their thinking; adapt learning and encourage pupils to engage with each other
- Class teachers and teaching assistants meet daily, first thing in the morning, to discuss the tasks and plans for the day ahead.
- All classes should have the following on display:
 - School values
 - RE display
 - Zones of Regulation
 - Visual timetable

5.2 PLANNING

- High-quality planning, assessment and targeted interventions ensure children not only succeed but are enriched with unique and memorable learning experiences.
- Planning will also include opportunities to model approaches to learning, such as hypothesising, reviewing and evaluating, as well as questioning techniques to challenge and extend children's thinking.
- Lessons will be planned well to ensure good short-, medium- and long-term progress.
- Teacher lesson-planning is astute, matched to all children's learning needs and linked to prior learning
- All teachers plan in advance using the agreed format. Termly plans are submitted electronically at the beginning of week 2 each half term.
- See our EYFS policy for more details on our school's teaching and learning in the early years.

6. LEARNING ENVIRONMENT

6.1 TIDY SPACES

- When pupils are at school, learning will take place throughout the school buildings and outdoor areas.
- These spaces will be kept safe, clean and ready for pupils to use them.
- Teacher's resources should be kept tidily in drawers and cupboards, with no piles on display

6.2 CLASSROOM ORGANISATION

- GROUPING is varied, mixed and allows children to work with all adults and children over time
- Seating layouts allow everyone to see the board and participate
- Pupils access their learning through additional resources such as workstations, visual timetables and visual prompts
- BOOK CORNERS should be inviting and stimulating, well stocked and reflect the children and community of our school
- PRAYER CORNERS should be accessible, reflective and contain a variety of Christian artefacts and resources
- Resources should be well organised, accessible and clearly labelled

6.3 DISPLAYS

- Classroom displays celebrate success, support learning and reflect current topics and themes.
- Displays should be engaging and interactive but not overwhelming
- Displays should be labelled and accompanied by stimulating/interactive captions
- Displays should be creative using a range of media – fabric, posters, collage, photographs, artefacts etc.
- Working walls are encouraged
- Displays should be useful for children to enhance their learning
- There should be a variety of children’s work on display
- Classrooms displays are changed regularly and all children have the opportunity to display their best work

6.4 MODELLING BEHAVIOUR

- The learning environment reflects the children’s learning, the Christian ethos and the spirituality of the school
- We recognise the importance of providing positive role models and we achieve this by working well together as a team and by showing each other mutual respect and kindness.
- We always model appropriate language. We use clear and accurate vocabulary and ensure our tone of voice and presence is always supportive and calm.
- As a whole staff team, we have agreed that we will not raise our voices or use intimidating language or behaviour at any time.
- We always present a positive attitude to encourage and support our children.
- All staff use positive strategies and follow the school’s behaviour policy at all times.

7. HOME LEARNING

- Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It’s most effective when done in a supportive, secure environment, with focused time set aside.
- Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.
- See our Homework policy for more details

8. MARKING AND FEEDBACK

- Feedback will clearly explain to pupils what they’re doing well and what they need to do next to continue to improve their work.
- See our Feedback policy for more details

9. ASSESSMENT RECORDING AND REPORTING

- We will track pupils’ progress using a combination of formative and summative assessment
- We will provide regular targets for pupils, and provide termly verbal reports against these at parents’ evenings. Pupils will receive a written report in the Summer term.
- Assessment and constructive feedback contributes to learning
- See our Assessment policy for more details

10. MONITORING AND EVALUATION

- We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.
- School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils’ learning through:
 - Learning walks
 - Pupil voice activities
 - Reviewing marking and feedback
 - Termly pupil progress meetings
 - Planning scrutinies
 - Book scrutinies

11. DEVELOPING TEACHING AND LEARNING

- We are committed to continuous improvement, creativity and research informed developments in teaching and learning.
- There is a robust appraisal system linked to school priorities including teaching and learning
- We share best practise through the SW9 Partnership, within our school, utilising our cluster and sharing recent articles, journals and research with the team
- Development of all staff including support staff through MITA (Maximising the Impact of Teaching Assistants) training, mentoring and support, team teaching and peer observations