

**Holy Trinity C.E. (VC) Primary School**

**Teaching and Learning Policy**

Reviewed: September 2020

Person responsible: J Abram DHT

Through this teaching and learning policy, at Holy Trinity C.E. (VC) School, we aim to give pupils the opportunity to flourish, whatever their background or ability. We model respect for others and aim to engage and interest pupils and to foster an interest in their world and lifelong love of learning. In celebrating diversity, we cherish everyone’s special qualities and foster an ethos of tolerance and respect for self and others whilst developing an understanding of the awe and wonder of God’s world.

We follow the National Curriculum whilst aiming to foster the curiosity, creativity, innovation, perseverance and resilience that our children need to be independent learners who ask questions and seek answers. We are committed to meeting the needs of all our pupils through a broad, vibrant, rich curriculum, set within a local context wherever possible, which provides opportunities for all to excel in different ways.

We are committed to academic excellence, raising aspirations and equipping children with the confidence and skills to follow in the footsteps of Jesus demonstrating God’s love for the world through active citizenship. We aim to enable our pupils to contribute positively tour present British society and that of the future. We encourage and inspire children to excel in different ways, as well as embedding Christian values, which underpin our entire curriculum and approach to teaching and learning.

Always seeking to improve on our previous best, we aim to give our children a life-long love of learning that prepares them to thrive in a diverse and ever-changing society where the future is unknown and where flexibility and problem solving skills are essential. We strive to enable children to leave this school happy, confident, and fully prepared for the next stage in their education.

**INTENT**

* To provide a safe, happy and nurturing workplace for all of our school community
* To maximise the progress that children make in their education and to enable every child to achieve their full academic potential
* To develop social, moral, spiritual and cultural understanding and empathy within each child
* To develop confident, disciplined and enquiring learners, who are prepared to take risks and learn from their mistakes
* To enable children to develop as active, independent learners
* To foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
* To provide equal opportunities for all children to access the curriculum
* To value and respect all cultures

**IMPLEMENTATION**

**Learning Environment/Ethos**

*In order to provide an appropriate learning environment, the following elements are essential:*

* A welcoming environment with an atmosphere of mutual respect
* Consistency of behaviour and expectations where kindness is modelled and promoted
* Suitable behaviour for learning in all areas of the curriculum
* A safe, secure atmosphere with systems in place to support pupils who may present challenging behaviour
* Children provided with meaningful, purposeful learning with clearly defined objectives
* To provide opportunities for children to reflect on their learning
* Celebrating effort and achievement
* Recognition boards promoting and celebrating the school’s values of respect, kindness and effort at an individual and class level
* Language/print rich
* Number rich
* Displays which are interactive, celebrate learning, set standards of presentation and invite challenge
* Ordered and well organised
* An acknowledgement that the school has a Christian character through the display of Bible readings and focal points in classrooms
* Bright, cheerful, colourful and aesthetically pleasing

**Teaching**

Teaching has the most direct influence on the progress that each child makes. The following points are essential for a high standard of teaching :

Teachers should :

* Have realistic, but high expectations of themselves and pupils and give encouragement to achieve those expectations
* Differentiate the curriculum by task/outcome/teacher or adult support and should specify learning and marking objectives for each activity (IEPs/ individual targets should be referred to as appropriate)
* Be a good role model – punctual, well organised and managed, use suitable language and dress smartly
* Plan purposeful, quality learning opportunities
* Ensure that children know how to improve and their next steps in learning
* Vary classroom organisation to facilitate learning and varied learning styles of individual children (this may require flexibility in the organisation of furniture)
* Vary how support is used within the class to match the needs of the pupils
* Ensure that TAs have clear guidance on objectives to be delivered
* Manage TAs effectively, particularly ensuring that they adhere to this policy and other relevant policies such as Marking, Presentation, Behaviour etc.
* Have mutual respect for each other and acknowledge individual differences in teaching styles and organisation
* Enjoy teaching and do so with enthusiasm and humour
* Set and expect a high standard of behaviour, in line with school policy, which is followed and reinforced by all
* Have an appropriate subject knowledge which is developed through in-service training
* Only use worksheets sparingly to meet learning objectives, never as a time filler
* Make effective use of directed time
* Set and follow established routines
* Change curriculum themes regularly and ensure that there are a variety of quality enrichment activities planned
* Ensure that pupils are involved in the maintenance and care of all equipment and resources in their classroom
* Encourage pupils to take responsibility for maintaining a tidy classroom

Teaching should include :

* Clear and shared learning objectives which are understood by pupils
* Appropriate use of grouping
* An appropriate match of tasks and differentiation
* A range of teaching styles and strategies
* Good pace with no time wastage
* High expectations
* Pupils involved in their own learning
* Effective and challenging questioning which enables learning
* Challenge, encouraging risk taking and learning from mistakes
* Assessment (see policy)
* Mini-plenaries throughout the lesson

**Learning**

Children enter school at different stages of development. In the course of their learning, children develop their skills through a variety of processes. These include :

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| * Investigation
* Experimentation
* Listening
* Observation
* Talking and discussion
* Asking questions – using Bloom’s Taxonomy
* Practical exploration and role play
* Debate
 | * Retrieving information
* Imagining
* Repetition
* Problem-solving
* Making choices and decisions
* Use of IT
* Creative activities
* Use of Assessment for learning
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Learning needs to be structured and cumulative in order to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration building resilience.

**Planning**

Planning is crucial at three stages :

a) Long term – a curriculum overview

b) Medium term – schemes of work

c) Short term – weekly plans

When planning, teachers should be :

* Following curriculum policy and foundation policies e.g. presentation and marking
* Ensuring a deep and rich curriculum based on quality texts (see curriculum policy and plans)
* Flexible and able to adapt in response to continuous AfL and pupils evolving needs

**IMPACT**

 **Assessment**

To measure progress and effectiveness of the taught curriculum, assessment is crucial. Assessment in school takes many forms but, essentially, falls into two categories – formative and summative. Both are crucial to the progress of pupils. The following points must be considered :

* There is a need for consistency
* Assessment should inform planning
* Target Tracker should be updated regularly to reflect pupil progress and attainment supported by TT observations and books
* There should be a standard approach to test administration
* Assessment should be appropriate to the needs and ages of children
* Summative assessment should be frequent and on-going
* Marking is a crucial element of assessment and should closely follow the policy. Work should be marked with the children wherever possible or as soon as possible after completion and children given time and opportunity to reflect and react to comments made regarding their work

**Equal Opportunities**

All pupils will be treated equally regardless of ability, gender, race, religion or belief, cultural background, sexual orientation, gender reassignment or any disability. It is the responsibility of staff to promote good practice in equal opportunities.

**Health and Safety**

At Holy Trinity, pupils are encouraged to be proactive about Health and Safety. When working with tools, equipment and materials in practical activities and in different environments including those that are unfamiliar, pupils are taught; about hazards, risks and risk control, to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others, to use information to assess the immediate and cumulative risks, to manage their environment to ensure the health and safety of themselves and others, to explain the steps they take to control risks.

**Role and Responsibilities**

**Governors**

It is the role of the Governors to monitor and review the policy and its practice through :

* Learning walks
* Reports from the Curriculum Committee
* Analysis of assessment data and monitor the effectiveness of teaching and learning programmes in terms of raising pupil attainment
* School self-evaluation

Also :

* To receive reports from the Headteacher
* To receive reports from the Business Committee on relevant issues, in particular Health and Safety, and to follow up any relevant issues
* To support the use of appropriate teaching and learning programmes by allocating resources effectively
* To promote and ensure, at all times, equal opportunities in relation to race, gender, class and belief.
* To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

**Parents**

Parents are encouraged to support their children’s learning by:

* Ensuring that their child arrives at school punctually and regularly wearing the correct uniform and bringing the correct P.E. kit .
* Supporting their child by attending Open Afternoons, Parents’ Evenings and other meetings and extra-curricular activities
* Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
* Ensuring that all contact addresses and telephone numbers are up to date and correct.
* Agreeing to a home/school diary concerning their child’s behaviour (if required).
* Agreeing to, and supporting, the school’s homework policy.
* Contributing relevant information to base-line assessment in EYFS.
* Attending all medicals and health interviews when invited.
* Informing the school of reasons for their child’s absence.
* Informing the school of any significant matters at home or in school which may affect their child’s progress, happiness or behaviour.
* Promoting a positive attitude towards school and learning
* Fulfil the requirements set out in the Home/School agreement

**Community**

The community is invited to support the school by:

* Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
* Presenting themselves as positive role models to be emulated.
* Supporting school events
* Voluntarily helping in the classroom.

**The School**

In relation to each of the above areas the school will reciprocate by:

* Responding to offers of support as far as it is able.
* Respecting all information given in confidence.
* Giving clear information on the aims and objectives of the curriculum and school procedures.
* Setting up curriculum meetings.
* Informing parents of the objectives and areas to be covered each term/ half term
* Giving reasonable / appropriate access to teaching staff.
* Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child’s educational future.

**Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises