



## Teaching and Learning Policy (incorporates the School Curriculum)

### St Peter's School Vision Statement

At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens.

<b>Person Responsible:</b>	Children and Learning Committee
<b>Review Period:</b>	Every 3 years or in light of new regulations
<b>Date Adopted:</b>	Spring Term 2016
<b>Next review:</b>	Spring Term 2019
<b>Ratified by Governors:</b>	Spring Term 2016

**This policy makes reference The National Curriculum 2014. It is linked to our Inclusion, Assessment, SMSC and British Values policies.**

### Our vision

At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum children are inspired to become lifelong learners and active world citizens.

### Aims and Objectives

We believe that effective learning takes place when there is an emphasis on active involvement, opportunities to talk and to think independently.

#### At St Peter's we aim to:

- provide high quality teaching and learning in an inclusive environment where each child is valued as an individual;
- have high expectations for each individual, both children and adults;
- create a stimulating, challenging learning environment where everyone achieves their potential by taking responsibility for their own learning and progress;
- provide a broad, balanced curriculum for the children by monitoring, evaluating and updating teaching practice taking in account the needs, abilities and interests of individuals;
- provide learning experiences which foster an appreciation of the world in which we live and give opportunities to develop the spiritual, moral, social and cultural awareness of the children in our care;
- encourage mutual respect, trust and empathy through an understanding of how our actions and choices impact on others;
- foster an ethos of equality and tolerance where all adults and children have equal opportunities and understand the importance of British Values in our changing society;
- secure the provision for any interventions to enable all children in our care to take advantage of what the school has to offer, both educationally and socially;
- raise standards of attainment so that each individual makes at least good progress;
- develop a positive and supportive relationship between home and school;
- promote healthy lifestyles; and
- encourage active citizenship by ensuring that the school plays an important part of community life and the community, at all levels, is an important part of the life of the school.

## **Curriculum**

St Peter's follows The National curriculum with its stipulated hours of teaching. However, we also endeavour to provide an extensive range of additional learning experiences which contribute to pupils' education by:

- offering many extra curricula sports and arts related clubs;
- organising a number of school trips both residential and daily, which take place locally and further afield to support the curriculum; and
- inviting external visitors to support the learning in specialist areas.

We aim to enhance our teaching and learning by making sure that staff are up date with recent developments in education. We also participate in learning experiences with other schools to ensure that our practice is current and challenged.

We encourage children to take responsibility for their own learning, while enabling them to develop the skills and acquire the knowledge they need to become enquiring independent learners. The curriculum is underpinned by a strong social, moral, spiritual and cultural emphasis which enables children to learn about themselves and appreciate others as individuals. While the curriculum adheres to legislation and locally agreed schemes of work, we ensure that we respond to local and national events as they occur and also to the pupils' interests.

We recognise the importance of building a strong home school link and together with parents, we aim to help children to:

- become happy, confident individuals who can empathise with others and treat everyone with respect;
- develop a natural curiosity and interest in other people and the world around them;
- acquire a sound command of the National Curriculum subjects so that they become lifelong learners;
- develop spiritually and understand that they have a role to play in God's world;
- understand our connections with the local and wider world community; and
- develop respect for the diversity of life and God's creation.

## **Thinking Skills**

We encourage children to become independent thinkers and to take responsibility for their own learning. Our teachers use a range of questioning skills to encourage independent thought and develop analytical skills. We teach children to be able to apply their learning to other curriculum areas and to use problem solving skills to take their learning to the next level. Staff use Bloom's Taxonomy to plan their teaching and to ensure that children are challenged.

The National Curriculum provides a necessary framework for basic skills and knowledge and ensures continuity in a child's education. At St Peter's the school's development plan picks out areas to be developed within a specific time frame. In such a way, the quality of learning is constantly being challenged and improved. We have link subject governors who are trained to question and challenge subject leaders and ensure that high standards are maintained.

At St Peter's we adopt whole class learning but within the class, the learning will be tailored to suit individuals' needs, talents and abilities. We adopt a fluid approach allowing children to work at whatever level is appropriate for them in a particular subject or topic

The curriculum is organised as a mix of integrated and discrete elements. Where possible, we make links across subject areas. Individual year groups complete medium term planning based on themes and cross reference to ensure the whole curriculum is covered. As far as possible, English is linked with themes alongside discrete spelling, reading and grammar. Maths skills are taught discretely although linked

wherever possible with the wider curriculum. We also incorporate learning which includes areas of our whole school focus areas: Fairtrade, Eco and Global.

### **Early Years Curriculum**

At St Peter's we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning which must be covered:

These are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

### **Planning**

The long term curriculum topics are shared with parents and teachers complete medium term plans for a unit of study. Staff plan for progression across subjects to ensure challenge. Through medium term plans staff identify ways to extend and deepen learning. More detailed weekly plans are then prepared which will react to previous learning and individual or group needs. Learning is differentiated where necessary and should always ensure that every child can access the learning and that every child is challenged at their own level.

### **Assessment**

At St Peter's we have high expectations of our children and teachers assess daily, using their observations to inform their lesson planning. This ensures that teaching is child-focused. We know that children learn best by experience and that success leads to enhanced learning. We aim to differentiate learning to suit individual children's needs. Children are formally assessed each half term and pupil progress meetings are held with the head teacher and deputy head teacher to ensure that provision is made to keep children on track.

At St Peter's, teachers use appropriate assessment to set targets which are deliberately ambitious. Staff use a combination of in-school formative assessment, in-school summative assessment and national assessments. From September 2015, we adopted the Learning Ladders Assessment Programme. Each pupil has a Learning Ladder booklet for Reading, Writing and Maths. Booklets are divided into different ladders representing key skills. The ladder has rungs which show the key objectives, taken from the National Curriculum. Although the path of learning is never linear, the rungs set out a typical learning journey. Teachers will sign off the rungs as children achieve them. Rungs will be signed off regularly, often 'live' with the children, as well as periodically by the teacher as part of their summative assessment. Over time, teachers will be able to see which rungs a child has achieved in relation to the end of year expectations. We can then report to parents, at the end of the year, if their child is working at, above or below national expectations.

### **Pupil Premium**

St Peter's uses the Pupil Premium funding as creatively as possible to ensure that those children who are most disadvantaged receive the support they need. The school's spend on Pupil Premium is detailed on the school website. The school will deploy the pupil premium to accelerate the progress of children who:

- have qualified for Free School Meals at any point within the last 6 years
- whose parents serve in HM Armed Forces
- who are 'Looked After' by the Local Authority

The school may deploy this resource to benefit a wider group of children (e.g. an intervention group which includes one or more child in receipt of the pupil premium) where outcomes are likely to be better through the inclusion of other children.

## **SEND**

High quality teaching should address the needs of all children in the school. Learning is differentiated to ensure that all children can access the learning at an appropriate level. At St Peter's lessons should be planned to ensure that barriers to progress are removed. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A small minority of pupils will need access to specialist equipment and different approaches. Please see the Local Offer and Provision Maps on the school website for a detailed summary of the services available to children with additional or special needs.

## **EAL**

Teachers take account of the needs of pupils whose first language is not English. Monitoring of progress takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. Where appropriate, advice will be sought from the LA's EAL support services. It is recognised that a pupil's ability in their mother language may be above their English communication skills. Teachers plan opportunities to help pupils develop their spoken and written English.

## **The role of governors**

Governors determine, support, monitor and review the school policies on teaching and learning. They:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include liaising with subject leaders, termly head teacher reports and Children and Learning Committee meetings
- attend appropriate governor training

## **The role of parents**

At St Peter's believe that parents have a fundamental role to play in helping children to learn. We aim to inform parents about what and how their children are learning by:

- holding parents contact evenings to share their child's attainment, progress and next steps;
- making the long term teaching plan available to parents;
- providing opportunities for parents to share in learning where appropriate;
- explaining how parents can support their child with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.