



Our Vision Statement

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

TEACHING & LEARNING POLICY

Person Responsible:	Curriculum Leader
Committee Responsible:	Children & Learning Committee
Review Period:	Every 3 years or in light of any new regulation
Status:	Recommended
Date Adopted:	Spring Term 2022
Next review:	Spring Term 2025
Ratified by Governors on:	19 January 2022

This policy refers to our Inclusion, Assessment and SMSC policies and our statement of British values. During Covid times, the Remote Learning policy is also relevant.

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 individuals' needs, abilities and interests;
- 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 for pupils 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 justice 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, positive mental health and wellbeing; and
- encourage active citizenship by ensuring that the school plays a part in the community at different ways.

Curriculum

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.



St Peter's follows The National Curriculum with its stipulated hours of teaching. A subject summary is available on the website. We aim to provide an extensive range of additional learning experiences which contribute to pupils' education by:

- linking learning concepts and subject areas as much as possible;
- offering additional learning opportunities and experiences on a regular basis: Cookery, Forest School, Yoga, The Daily Run;
- offering many extra curricula sports and cultural focused 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 to 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 the world;
- understand our connections with the local and wider world community; and
- develop respect for the diversity of life and God's creation.

Encouraging Independence

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.

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 challenge is appropriate for them.

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.

Trick Box

Trick Box is a personal development programme designed to encourage resilience and autonomy, communication and problem- solving skills. Trick Box is used at different times throughout the school day to help pupils make good choices and manage their emotions. The success of the programme comes from staff/pupil/parent engagement

Early Years Foundation Curriculum



St Peter's C of E (Aided) Primary School

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Our EYFS provision at St Peter's C of E Primary School and Green Shoots Nursery focuses on the development of children as individuals, providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond.

Our enabling environments are carefully organised to provide continuous provision for high-quality play-based learning. We promote a language-rich environment where children are supported through skilful adult interactions to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We recognise that oracy not only improves academic outcomes but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy.

Children learn through a balance of child-initiated and adult-directed activities. Each day there is a balance of whole class teaching, including sessions for phonics and maths, directed group time and free-flow learning. During directed group time and working with children in free flow activities the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for delivering NELI (Nuffield Early Language Intervention), developing speech and language, social skills, fine motor skills, phonics, and mathematics.

The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

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 (see Assessment policy)

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 inspirational yet achievable targets. Staff use a combination of in-school formative assessment, in-school summative assessment and national assessments.

Pupil Premium (see Pupil Premium strategy)

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



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- 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 (see Inclusion Policy)

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. Lessons are 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 and appropriate support is put in place.

The role of Senior Management

- The leadership team is responsible for ensuring that high expectations and standards for teaching and learning are maintained across the school. This is done through:
- Learning walks and observations in class;
- Regular training for teachers and TAs;
- Monitoring of plans, subject reports;
- Pupil progress meetings; and
- Monitoring of assessment data.

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; and
- attend appropriate governor training.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. Parents receive a summary of the key learning areas each term and this is also available on the website along with an outline of the English/Maths focus. We aim to inform parents about what and how their children are learning by:

- holding parents' contact evenings (face to face or virtually) to share their child's attainment, progress and next steps;
- making the long-term teaching plan available to parents;



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- 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.

Sarah Marshall

January 2022