



2022-2023 revised 14.05.2023

Teaching and Learning Policy

At St John Fisher we regard every individual as unique and special in God's family. It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring school, whose values are built on mutual trust, respect, love and truthfulness for all. Our policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and ready to learn. We teach children to be responsible and accountable for themselves in school and in the community. At St John Fisher, we promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We at St John Fisher, believe that quality first teaching is paramount to achievement for all. Our school values and virtues, including the Fundamental British Values underpin our school curriculum.

Values and Virtues

Our values **trust, respect, love and truth** and virtues are embedded in the way people relate to each other, children and all adults, the curriculum, assessment and our celebration of achievement. These values and virtues have been developed in partnership with all members of the school community and will continue to evolve and be revisited.

Statement of Aims

Our aims are:

- To develop the ethos of the school and ensure that everyone works to an agreed set of values and virtues, that the beliefs and attitudes of everyone support the learning environment.
- To have high expectations of all members of the school community.
- To ensure that everyone achieves their full potential through a holistic education, this provides opportunities for learning through a range of experiences.
- For individuals to achieve success in all areas through the development of collaborative and independent skills.
- Through success, to foster a positive, motivated attitude to learning and to develop individuals understanding of the process of acquiring new skills or knowledge in order to promote life- long development.

- To encourage and develop positive attitude towards other people within our community and to teach appropriate strategies for dealing with conflicts.
- To raise awareness of individual's responsibility to themselves, the school community, environment and the wider world.
- To promote Catholic values and virtues and through education develop understanding and respect for people of other race, cultures and beliefs.
- To develop sensitivity, the ability to empathize, express their own emotions and respond thoughtfully to the feelings of others.
- To provide opportunities for spirituality, personal reflection and expression of feelings such as wonder, joy or sorrow.
- To encourage and educate everyone to value their health and well-being and know how to make choices about healthy living.
- To maintain a stimulating school environment for everyone, to build on enthusiasm and support individual success.
- To maintain good links with other organisations within our locality and to share good practice and support for each other.
- **To ensure that parents have lots of opportunities to involve themselves in their children's education**

Aims and Implementation

To ensure that the school vision, values and virtues are seen throughout the school in the learning.
 To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.
 To provide the highest standard of education to enable children to make progress and acquire the skills, knowledge and concepts relevant to their learning journey and future.
 This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

Termly timetables:

Each class is expected to have a termly timetable, which ensures that the correct allowance for each subject is presented. There will be times when changes will occur. Timetables are uploaded onto the One Drive termly.

Planning the curriculum:

Planning: Intent

Teachers are expected to plan a progression of high quality lessons which progress in skill and enhance knowledge. Children are encouraged to make links with prior learning which means that subject knowledge is built on. Planning overviews and lessons slides are uploaded onto the one drive

Religious Education

R.E. is taught following **Medium term plans are uploaded onto the one drive in readiness for the term. This is monitored by SLT**

Principles of 5 a DAY EEF are part of our planning cycle:

- **Effective instruction**
- **Cognitive and metacognition strategies**
- **Scaffolding**
- **Flexible groups**
- **Using technology**

the Catholic Diocese Strategy Living and learning as people of God and Ten Ten programme (refer to RE policy and new RHSE curriculum) Assessments take place three times a year. Plans are uploaded onto the one drive.

Cornerstones Curriculum,

This is used for non-core subjects, including science. This plan works alongside the National curriculum Strategy (reading, writing and maths) to provide a full coverage of subjects and has been planned to facilitate a creative curriculum. Staff plan in individual year groups ensuring that there is progressions of skill and coverage

Staff are expected to maintain class assessment records in science on sims 3 times a year to show progress in non-core subjects

Planning

Teachers are expected to plan a progression of high quality lessons which progress in skill and enhance knowledge.

Medium term plans are produced by teachers with advice from subject leaders. Plans show which topics will be taught, when and how, ensuring that our school values, including Fundamental British Values and core values, are at the heart of all planning.

Short term plans and lesson slides are produced for Reading (including early phonics and early reading) using the Reading leaf, Writing root The White Rose Maths overview for maths – this is used to plan the short term and longer term teaching sequence. Planning is uploaded weekly onto the shared drive.

Maths

Teachers are expected to have a good understanding of the content that needs to be covered in each term. White Rose is used for reference and INTENT but teachers are expected to provide a variety of tasks and activities, which are scaffolded and lead to independence. Adaptations (EEF initiative) will take place during the teaching. Learning objectives are found in White Rose and NCTEM.

Writing Planning Framework –

KS1

Writing is planned using a The literacy curriculum – writing root which promotes the teaching of different genres and modelling guided writing. There is clear guidance on the SPAG that is expected to be covered in the year group. The focus is on transcription from phonics into writing for some from reception and year 1 and by the end of year 2 we expect children to be fluent writers.

KS2 we are trialling the writing root from the literacy curriculum (launched in January 2023) programme, which is new to ensure that we have a thorough and rigorous approach to improving writing and outcomes at the end of ks2 at our school. Plans are downloaded and then adapted by teachers, who create slides and content to motivate and engage learners. We choose quality texts for our children, to engage them and motivate them. The basic literacy curriculum plans are enhanced and adapted to suit the learning needs of the class and not simply downloaded. We are exploring a planning format to show long term INTENT Our planning is book based and monitored by literacy lead and SLT. Learning ladders in years 1,3,4 and 5 are used to ensure that the children are covering key skills. These are stuck in books so that the children can see their progress and staff have a clear expectations of what should be covered in the year. Yrs 2 and 6 use the National framework to ensure coverage and expectation are in place.

Reading Planning Framework –

Early reading and phonics. Little Wandle Letters and sounds was launched in September 2022. It is coordinated by our phonics lead. All staff are trained to deliver the guided reading sessions which take place 3 times a week.

Ks 1 and 2 Use literacy leaf programme as a mastery approach to reading and it is based on a high level text. This is book based to create readers for life

Teachers and TAs meet weekly, to share plans and how to challenge and differentiate learning for all learners.

Planning clearly shows:

- Learning objective stated clearly at the top (LO:)
- Different resources to be used – word mats, vocab banks, scaffold for writing
- levels of support – small group 1:1 who is supporting/pre-visits
- enabling and challenging questions,
- individual target setting next steps and giving consideration to prior knowledge or help about topics to be covered
- success criteria and check lists to be in place – often created with the class
- possible misconceptions which have been identified and resolved through assessment during the main teaching
- Working models to support
- Increased teacher knowledge

Quality of Learning

We ensure that learning 'sticks' by creating sticky learning slides which help children to remember.

We acknowledge that people learn in many different ways and at different rates We recognise the need to remove barriers to learning and to develop strategies that allow all children to learn in ways that best suit them..

We offer opportunities for children to learn in different ways. These include:

- ☐ Investigation and problem solving
- ☐ Research and finding out
- ☐ Group work
- ☐ Pair work

- ☒ Independent work
- ☒ Whole class work
- ☒ Asking and answering questions
- ☒ Use of the computer
- ☒ Fieldwork and visits to places of educational interest
- ☒ Creative activities
- ☒ Using films as a resource
- ☒ Debates, role plays and oral presentations
- ☒ Designing and making
- ☒ Participation in athletic or physical activity
- ☒ Digital media

Assessment for Learning

Assessment exists to enable the teacher to help the child. This can be carried out during the lesson, based on children's responses to questions. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs and the next step to challenge. It assists the children by providing them with opportunities for self-reflection and review and an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and build on success, to accelerate learning

Assessment for Learning:

- ☒ Focuses on how children learn
- ☒ Is central to classroom practice
- ☒ Is a key professional skill to enable the teacher to plan the next part of the learning sequence
- ☒ Promotes self esteem
- ☒ Affects learner motivation
- ☒ Helps learners know how to improve
- ☒ Encourages self- assessment
- ☒ Use the marking policy to move the child forward – **refer to marking policy**

Teachers should:

- ☒ Seek to inspire pupils
- ☒ Challenge pupils and have high expectations
- ☒ Plan to use a variety of teaching methods which take into account different learning styles
- ☒ Use adaptive teaching model which is live assessment based on response during the lesson
- ☒ Plan the use of resources including additional adults
- ☒ Give clear and specific instructions and explanations
- ☒ Follow the school policy with regard to positive and classroom management ensuring that our school values and Fundamental British Values are at the heart of this.
- ☒ Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
- ☒ Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning
 - ☒ Engage in continued professional development opportunities and take responsibility for their own learning through the range of courses available.

Structure of lessons:

- ☒ Lessons will start promptly
 - ☒ Resources are planned and prepared before the lesson
 - ☒ Teacher knowledge is secure and is shown in the addressing of misconceptions and knowledge of how to challenge
 - ☒ The lesson will normally be linked to previous learning or teaching
 - ☒ The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson will have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- ☒ If appropriate children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress (see marking and feedback policy)

Classroom environment

Our classrooms are attractive learning environments. All classes have working walls for Maths and English and these are used continually and explicitly throughout teaching and learning - where appropriate. Our progression in writing is shown on our working walls

Displays are changed at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice. We have prioritised continued professional development at SJF this year in core subjects for leaders and in pedagogy of phonics through the Little Wandle letters and sounds programme. Additional continued CPD are consulted on an individual basis and linked to White Rose. In addition in EYFS and year 1 and 2 have embarked on the mastery curriculum.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

The evaluation of practice

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, book scrutiny and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

More formal observations are carried out by the Headteacher and SLT team on a regular basis.

Peer Observations occur during the year.

The Governing Body has agreed the Pay Policy and the Appraisal Policy.

Annual appraisal reviews for teachers take place when targets will be reviewed and new ones set.

Three targets (one based on pupil performance, one on a common school issue and one for individual professional development) are set each year for all teachers.

Parents' Evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

The role of parents

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

- ☑ Parents have an opportunity to meet the teacher at the start of every school year. Information is passed on to parents about the daily operations of the class and expectations regarding work and behaviour.
- ☑ Holding parents workshops to explain our school strategies for teaching specific subjects
- ☑ Our class pages on the school website inform parents of the overview of teaching for the term
- ☑ Sending reports to parents in which we explain the progress of each child and indicate how the child can improve further
- ☑ Explaining to parents/carers how they can support their children ~~with their homework~~
- ☑ We suggest, for example, regular shared reading with very young children, and support for older children with their topics and investigative work.
- ☑ We believe that parents have a responsibility to support their children and the school in implementing school policies.

We would like parents to:

Ensure that their child has the best attendance record possible.

Ensure that their child is equipped for school with the correct named uniform and P.E. kit

Do their best to keep their child healthy and fit to attend school

Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school

Promote a positive attitude towards school and learning in general

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular 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 staff development and appraisal policies promote good quality teaching

☐ Monitor the effectiveness of the school's teaching and learning policy through the school self-review processes. These include reports from the subject leaders and the termly Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Policy Agreed: Date September 2021

Review Date: September 2022

Review date 14.05.2023 Draft Shared in staff meeting