



DRAFT to be approved by Governors

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:

A long term plan has been drawn up by staff to cover each teaching area using **Cornerstones Curriculum**, a two year cycle in non-core subjects, but including science. This plan works alongside the Primary Framework to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.

Staff are expected to maintain class records to show progress in non-core subjects, using Cornerstones Assessment.

R.E. is taught following the Catholic Diocesan Strategy and Ten Ten programme (refer to RE policy and new RHSE curriculum)

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

Short term plans are produced for English and Maths by class teachers to enable them to deliver what is in the medium term plan.

White Rose maths - mastery curriculum is used to plan mathematics across the school. NCTEM documents are used to ensure coverage (especially since COVID). Classroom Secrets is also used alongside. Teachers are expected to print out the overview and to keep a paper file in classes to show how their plans have been adapted as the learning progresses.

Writing Planning Framework - Writing is planned using the SJF key documents on the One drive. This ensures that we have a thorough and rigorous approach to improving writing at our school. Our planning is book based and monitored by the Literacy co-coordinator and SLT. **Learning Ladders in years 1,3,4 and 5** are used to ensure that the children are covering key skills. **Years 2 and 6** use the National framework to ensure coverage and expectation are in place.

Reading Planning Framework -Each class uses book based planning, the Literacy co-ordinator is creating a non-negotiable book spine and Innovate Education specialists support our planning. Short term planning will include consideration of how other adults in the room are to be utilised. **Teachers upload their planning documents onto the Staff One Drive to allow the Senior Leadership Team to monitor them.**

Planning is shared with the teaching assistants who support in class.

Planning clearly shows:

- Different resources to be used - word mats, vocab banks, scaffold for writing
- levels of support - small group 1:1 who is supporting
- Title of the focus area to be covered in the lesson, expected outcomes are means of providing differentiation, as are:
- enabling questions,
- individual target setting, next steps and giving consideration to prior knowledge or help about topics to be covered
- possible misconceptions which have been identified and tackled

Quality of Learning

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. There are seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles. 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 play 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. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. 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.

Assessment for Learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- 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
- 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

Structure of lessons:

- Lessons will start promptly
 - Resources are planned and prepared before the lesson
 - 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
- Some lessons will have a plenary/ mini-plenaries which will reinforce the learning intention
 - Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

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, 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 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.

We conduct all our teaching in a Values based atmosphere.

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 in the Spring Term.

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

Please refer to Appendix 1 - Marking codes

Appendix 2 - Parent version of the marking policy

Governors agreed: October 2021 (to agree)