

All Saints' CE(A) First School

Teaching and Learning Policy



As an integral part of the education system in Leek, All Saints' First School's purpose is to develop our children as independent learners, equipping them with academic and social skills based on their individual needs.

We are a Christian, Caring Community.

Our vision is to be recognised as a happy and caring school where everyone is inspired to be the best they can be.

At All Saints' First School we:

- *Put the children at the heart of everything we do*
- *Maintain our Christian ethos as a Church school*
- *Safeguard and promote the welfare of children*
- *Recognise individual needs and provide fair opportunities*
- *Be financially sound and legally compliant*

We also endeavour to be:

- **Caring** – *understanding the feelings of others, wanting to help, showing COMPASSION and FORGIVENESS*

- **Community** – working in partnership with others, being a family, a FELLOWSHIP.
- **Independent** and resilient learners and people. Having ENDURANCE, keeping on trying and not giving up.
- **Confident** in our own abilities and willing to try new things, confident in those around us –TRUSTING others.
- **Respectful** of each other, ourselves and the world around. Having REVERANCE of what God has created.(the CREATION of His World)
- **Inspiring** to each other – giving each other HOPE and encouragement, setting a good example to others
- **Creative** and Innovative – using your special gifts to express original ideas and solve problems
- **Supportive** Warm, friendly and caring - showing LOVE and FRIENDSHIP towards others, at all times.
- **Inquisitive**, curious and keen to understand – showing AWE and WONDER in the world around us.
- **Approachable** and willing to listen. Showing that you are willing to go that extra mile to help out others. Being of SERVICE to others.

We are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them. We encourage children to take responsibility for their own learning, to be involved as far as possible in their learning journey.

Learning to Learn (L2L)

It is our aim to develop children’s learning through focusing on their learning behaviours and developing positive attitudes towards their learning.

L2L is a personal approach to learning to an extent, but as a school we try to have a consistent and progressive approach where possible.

As a result, there are core approaches to L2L that happen in EVERY classroom. Although these might differ in practice, according to the age of the child, these core approaches will mean that all children will consistency and will progress in their understanding of L2L as they move through school.

In EVERY classroom you will see:

- A visual timetable, updated daily.
- Questioning prompt Flowers displayed at a suitable level for children and staff, to enable children AND staff to develop questioning skills.
- Alphabet arc, lower and upper case
- Mnemonics and spelling support – connectives, vocabulary
- Resources labelled with words and pictures
- Graphical marking prompts to support the children with expectation

In Early Years you will see:

- Verbal LO's and success criteria shared with the children.
- Observation (Look, Listen and Note format) used through child choice activities.
- Marking and comments on child's 'work', written by an adult. Comments to include own and peer assessments and what they need to do next to improve.
- When children are ready, they will begin to use LO stickers in books.

In Keystages 1 and 2 you will see:

- LO's and Success Criteria shared with the children.
- In Literacy and Numeracy, LO stickers using "I can" statements. These are differentiated.
- Success Criteria for each Literacy Unit displayed in the classroom. Children have chance to discuss LO's.
- LO's in Literacy relate to the Success criteria during the unit.
- Star and Wish stickers available in all classrooms, and used at times with whole class and at times with early finishers.
- Traffic lights at the end of the lesson (verbal or written) to allow children to think about how successful their learning has been.
- Literacy Success Criteria sheets available at all times for cross-curricular writing. (In wall folders.)
- Verbal traffic lights used during lessons.
- Opportunities for children to self-mark against success criteria. Colour codes to be used from Y2.
- End of unit Literacy work is peer and self assessed against Success criteria. Children from Y2 upwards to identify their own next steps.

These core approaches will be monitored termly through:

- Key Stage Meeting reviews
- Book scans
- Pupil Discussions
- Lesson Observations

Structuring Learning

The way lessons and units of work are structured reflects our understanding of the learning process. Teachers are responsible for all aspects of the learning cycle: creating a safe and stimulating learning environment, assessment for learning and target setting, planning progressive sequences of lessons, with differentiated and challenging learning objectives, modelling, providing engaging activities, giving effective feedback, monitoring progress and identifying children's next steps in learning.

As a Dyslexia Friendly school we use a variety of learning approaches to challenge and encourage all learners to achieve.

In EYFS, teachers ensure opportunities for self and teacher directed learning. (See EYFS policy)

In planning and delivering learning, teachers:

- make effective use of accurate assessment to build on prior learning
- describe the outcomes and expectations
- ensure learning objectives and success criteria are shared, exemplified and prominently displayed, and referred to as a key element throughout each lesson.
- Model skills required to meet the learning objective and success criteria.
- Ensure modelling writing is aimed at the highest level in the class.
- Teach and model cursive handwriting in daily practice.
- Encourage high standards of presentation, effort and achievement
- Provide opportunity where appropriate or necessary for pupils to record verbally or using new technologies or via adult support/scribe.

In planning and delivering learning, teachers engage learners by:

- Making learning memorable-use props, stimulating resources and music
- Giving the key information and vocabulary needed for the lesson
- Using a multi-sensory approach, a variety of different learning styles
- Asking open-ended and deeper questions to engage curiosity and assess understanding
- Using ICT (including iPads) and other resources to engage all learners (number sticks and fans, mini whiteboards)
- Using talking partner/learning buddy activities and providing learners with thinking time
- Using the outside environment to inspire learning
- Providing opportunities for literacy and numeracy skills to be applied in other subjects in a meaningful context
- Ensuring support staff are deployed effectively

Groupings

We teach in a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs. Groups can be ability based, or mixed ability groups; again this is varied according to the tasks, outcomes required and children's needs. Activities are differentiated to best meet the individual learning needs.

Inclusion

All Saints' First School is committed to an inclusive education for all. Please refer to the school's inclusion policy for a detailed explanation of how this is achieved.

Marking

Marking is a valuable and essential part of the teaching and learning process. We can improve learning through effective feedback. Effective marking informs future planning and helps children understand their achievements and what they need to do in order to improve further. Our marking aims to raise standards of achievement of all children by:

- Motivating children to take responsibility for their own learning;
- Assisting pupils in understanding what they need to do to move their learning on by providing clear feedback and next steps;
- Providing a record of pupils' progress to inform accurate assessment
- Encouraging pupils to strive to improve
- Informing relevant planning to ensure progress;

Detailed information on this is included in our Marking Policy.

The supportive learning environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to be the best they can be.

We create a supportive learning environment by:

- Encouraging a 'can-do' culture – getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness.
- Provide opportunities for success for all children by pitching and differentiating lessons appropriately
- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.
- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum

- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions
- Making expectations and boundaries clear by describing the behaviours we want and challenging all inappropriate behaviours

Classroom organisation

- The organisation of the classroom, resources and pupils is of paramount importance if significant and purposeful learning is to take place.

Classroom resources

- Resources are stored in easily accessible places, visually labelled, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.

Classroom routines and systems

- Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.
- Children enter the classroom in an orderly, quiet manner ready to start the lesson.
- Lessons start and finish promptly
- All staff follow the school Behaviour Policy and guidelines.
- A whole school reward system recognises pupil achievements (see Behaviour Policy).

The Curriculum

We put our children at the centre of their own learning and place great emphasis on nurturing skills and encouraging our school values . We believe in making learning inspiring and children inquisitive. Our curriculum develops children’s skills and love of learning by making links between the individual subjects and enabling our children to apply skills and knowledge in a wide range of contexts relevant to them.

Our curriculum has been designed to be skills based, enabling children to develop the skills they need to be effective, enthusiastic learners in the 21st century. Our curriculum is based on a two year rolling program, which enables all children to access a broad range of activities and topics. Our philosophy is simple. We know our children. If we know what interests and enthuses our children, and we know where they are within their learning and what skills they have grasped, then we know what their next steps are. Lessons are planned around these next steps, and we differentiate learning to match the needs of the children within our classes.

- Learning intentions from the Early Learning goals and National Curriculum underpin a broad, balanced and engaging curriculum.
- Literacy is embedded across the curriculum within all topics. High quality texts with topic links are used to teach specific literacy skills, wherever possible.
- The medium term plans outline the knowledge, key skills and attitudes to be taught in each term.

- Literacy and maths are taught daily with contexts drawn from the topic where appropriate. Other subjects may be taught weekly or in blocks where this provides a more cohesive learning experience.

Shine Days

Throughout the year, we hold Shine Days for every child within school, which link to specific areas of the curriculum. The aim of this is to provide opportunities for children learn alongside parents and other family members, and to give the children learning opportunities which are outside the everyday range of activities.

Presentation of work

At All Saints' we have high expectations of presentation and actively encourage all children to take pride in their work. Children are taught cursive handwriting, modelling the teacher's writing from the board. When a child is able to join legibly and consistently they are given a pen licence and are then able to use a pen in all subjects with the exception of Maths.

Handwriting guidelines are used to support the children's presentation. All work is dated and learning objective stickers are used at the beginning of a piece of work. Book covers are clean, clearly and accurately labelled with name, subject and class. The finished work should be the highest standard that the child can achieve.

Planning

Excellent subject knowledge and knowledge of learning should underpin effective planning of challenging learning objectives based on accurate assessments. Teachers are responsible for the long term, medium and short term planning of opportunities which enable learners, in relation to their starting points, to achieve the highest possible standards. This requires a thorough knowledge of each individual in the class: prior attainment, progress towards targets, learning needs (IEPs, language etc.). Each term, pupils are involved in the planning process; this improves motivation and engagement.

Interventions and use of additional staff are planned by the SENCo to maximise impact on learning.

Home Learning opportunities

Homework has a key part in consolidating and extending children's learning. Teachers are responsible for setting and marking homework in line with the school policy. (See Homework Policy)

Teaching Assistants

Each class has an assigned teaching assistant; teachers and the SENCo are responsible for the effective direction and deployment of TA's to support learning. Teachers and TAs discuss planning and feedback daily to ensure learning intentions and activities are clear. T.A.'s work with a variety of children across the week and many are trained in the implementation of second and third wave intervention programmes.

Specialist support

Additional support is provided to identified pupils so that all children can access and fulfil their potential.

Working with Parents

Parents and carers are vital to, and considered as partners in children's learning and progress: we strive to involve them. We have an open door policy, which encourages parents into school to become partners in their child's learning.

Our home/school agreement provides further details of our working relationship.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know they are safe at home. Further details are available within our Attendance Policy.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to have DBS clearance before starting work.

Professional development

Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to attend courses, observe good practice, and build and disseminate knowledge and best practice. Weekly CPD and inset days are used to disseminate best practice in teaching and learning.

Monitoring

The Senior Leadership Team are responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current developments and for providing a strategic lead and direction in the school. The SLT are responsible for school self-evaluation and use monitoring and evaluation of teaching and learning to identify the strengths and weaknesses in the school, in order to drive school improvement.

Equal Opportunities

Our aim is that every child is given the opportunity, and support, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.