



Whitwick St John the Baptist CE Primary School

Teaching & Learning Policy

Agreed by Staff: September 2024

Agreed by Governors: September 2024

Signed (Chair): _____ Date: _____

Our school vision and aims are at the heart of all of the teaching and learning opportunities at Whitwick St. John the Baptist.

Our Whole School Vision

Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including Teaching and Learning, are underpinned by our vision.

School aims

Grow: to provide a school community built on the foundations of our Christian values, within which the children feel safe, welcome, included, challenged and nurtured and where they can grow personally, academically, socially and spiritually.

Achieve: to provide a relevant, creative and exciting curriculum where all learners achieve their full potential within our Christian community and are prepared for their future.

Bloom: to ensure that success and difference is celebrated. (something about children having a moment)

Repeat: to ensure that children become lifelong learners and responsible citizens, with the understanding that effort leads to improvement and ultimately the feeling of success.

Purpose of the policy

The policy for teaching and learning is central to our school and informs the best classroom practice. It will ensure consistency across the school and enable the all children to experience the following outcomes:

Attainment and progress are at least in line with national standards	Pupils' behaviour and attitudes are excellent.	Pupils have the knowledge and cultural capital they need to succeed in life	EYFS pupils have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
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It will enable all children to make progress in every lesson taught and will ultimately enable each child to fulfil their potential and thus raise standards. It was written as a result of developments in practice and is owned by the teaching team. It is based on current practice in school as well as understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and adapt practice to ensure the best provision for our children.

Aims

- Ensure that the whole school curriculum drivers (**Community and Culture; Communication; Confident Individuals and Ambition & Opportunities**) are interwoven through all aspects of the curriculum.
- Ensure a high quality of teaching and learning in all subjects
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice.
- Ensure children develop a love of learning enabling them to become lifelong learners

The staff at Whitwick believe that children learn best when:

- Their basic needs have been met: they feel welcome, safe, confident and have a sense of belonging.
- They have positive relationships, based on **trust** and **respect**, with the adults in their classroom and the wider school.
- They are engaged and excited by the learning and their environment.
- They have ownership of and input into their learning and know that their contributions are valued.
- Their learning is a journey, individualised for each child to ensure that their needs are met on a daily basis.
- There are no limits and their progress is not capped. All children have a chance to experience success.
- Learning is challenging and actively encourages children to 'Get stuck' and take risks in order for them to find solutions for their problems whilst developing a growth mindset.
- Should take place in a stimulating, inspiring and well- resourced classroom, where the children are able to access any equipment that they may require at any point in a lesson.
- Learning is focused and progressive, providing building blocks for current and future learning.
- Learning is active, practical and varied.
- Knowledge is revisited, reinforced and linked to life experiences.
- There is a purpose.

The staff at Whitwick believe that effective teaching is when teachers and support staff:

- Are well prepared, sharing well-structured planning to ensure all adults are confident of their role in lessons and expectations are consistent.
- Have secure subject knowledge and are knowledgeable, enthusiastic and excited about the learning.
- Demonstrate compassion, patience, **respect** and **love** to all learners.
- Provide active and engaging lessons which appeal to all multi-intelligences and abilities.

- Use AFL effectively to: understand the needs of the learners; identify starting points and misconceptions; adapt and change lessons; provide immediate feedback and provide further challenge.
- Allow for reflection and flexibility in planning.
- Work collaboratively in an open and fair environment where there are respectful relationships, communicating and sharing ideas to enhance the learning.
- Ask questions that provoke thinking and facilitate learning.
- Provide concise explanations and modelling to ensure expectations are clear.
- Encourage children to be independent, take risks and learn from mistakes.
- Promote, model and encourage growth mindset characteristics where effort is rewarded.

We want our learners to:

- Be independent, active, engaged and responsible in their learning
- Have resilience and curiosity and be inquisitive problem solvers who ask questions.
- Develop a thirst for learning and want to know more.
- Be confident to challenge themselves and proud of their achievements, understanding that effort will always be rewarded intrinsically and sometimes extrinsically. (Growth mindset characteristics)
- Communicate effectively and work collaboratively and be supportive of their peers.
- Be ambitious and develop meta-cognition thus making their learning life-long.
- Have the opportunities to find out what they are good at and experience success.
- Gain cultural capital and be prepared for their next step in education.

At Whitwick, we believe that an effective lesson:

Staff view

- Is well planned and organised and has an appropriate pace but is flexible in its structure in order to meet the needs of the learners.
- Builds on previous knowledge and skills
- Allows children to become immersed in their learning, enabling challenge for all and inspiring them to want to find out more.
- Includes effective assessment throughout, including questioning; self, peer and teacher led feedback; use of success criteria and reflection opportunities.
- Includes a range of appropriate differentiation for the faster graspers and lowest 20% that enables all children to make progress and does not limit progress.
- Includes appropriate and quality resources, including the learning environment.
- Has links to real life situations.
- Enables all children to experience success.

Pupil view

- Is exciting and fun.
- "Builds on what I already know".

- "I can make decisions about my learning."
- Involves being active "like acting in English or investigating in maths," uses practical skills.
- Involves learning new things.
- Includes parts that inspire us. "Like a real story of someone's life".
- Allows us time to practise what we have learnt.
- "Get our brains working", allow us to work hard to solve problems and challenge ourselves.
- Allows us to try new skills
- Behaviour in the classroom is calm and we work together.
- Is linked to our topic or a bigger project.
- Is when "I feel successful."

The parents and carers believe that their children learn best when they feel valued by the adults in school. When they are enthused by the topic and have the opportunity to drive their own learning. They are keen to be involved in their children's learning and value the opportunity to come into school and witness first hand their successes.

We ensure that the children at Whitwick:

All learn in a safe environment where they feel valued and successful by:

- Using a consistent, whole school behaviour policy, where effort and attainment are rewarded.
- Ensuring that all children are active learners and fully engaged in every lesson.
- Ensuring all children are greeted by name first thing in the morning.

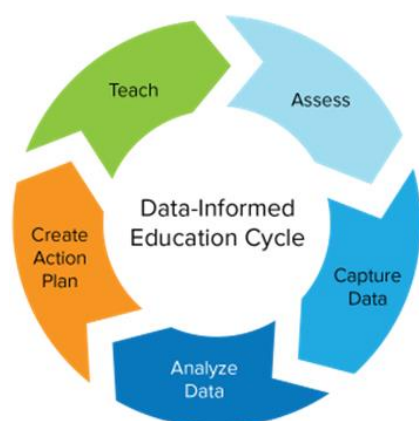
Have access to any resources that they need by:

- Ensuring all resources are clearly labelled
- Ensuring all resources are stored in an organised, appropriate way that can be accessed by the children independently.
- Developing an ethos in every classroom which expects the children to access their own resources.

Are stimulated and challenged in every lesson by:

- Ensuring that the majority of each lesson is made up of the children talking / working / doing and that there is minimal but targeted teacher input, especially to the whole class.
- Grouping the children entirely on the findings from the previous lesson not arranging the children in stagnant 'ability' group. The children also have opportunities to work in friendship groups, individually and pairs.
- Ensuring that there are opportunities for the children to make an informed choice about the appropriate level of challenge for them.
- Providing the children with opportunities to apply skills learnt in other areas and ensuring the opportunity for the metacognition of skills, therefore, making links within their learning.

Teaching and learning cycle



Teachers plan and teach using a continuous cycle of assessment, data and action plans where by the teaching and learning is tailored to the needs of the children.

Curriculum planning (Please see Curriculum policy for further details)

Planning at Whitwick St John the Baptist is based on the following requirements:

- The four school curriculum drivers which form the basis of our Intent. (see 3Is overview - appendix 1)
- The National Curriculum (2014)
- SCARF for PHSE
- Leicestershire Scheme of Work for music
- White Rose Maths Hub for Mathematics
- Leicestershire agreed scheme of work Christianity for RE
- Kapow for Computing and Art

And most importantly

- The needs of the children that we are teaching

Long Term planning (LTP) - see appendix 2

Each year group has an LTP which is an overview of all topics and areas of study which will be covered throughout the year. This will be completed on the agreed format. This will be shared with staff via the files section on WEDUC and made available to parents at the beginning of the year on the website.

Medium Term Planning (MTP) - see appendix 3

Each year group provides an MTP for English, Maths and Discovery on a half termly basis. These are completed using the agreed format. There is also a topic overview which is sent home each half term to provide parents with an overview of the key learning for the half term. These documents are uploaded into the files section on Teams by the second Friday of each half term. The topic overview will be sent home by the first Friday of each half term.

Short term planning (STP)

STPs are completed by each year group / teacher in their own format. This is based on the understanding that STPs need to be useful to the class teacher and should be a

working document. STPs may be asked for by Senior Leaders on an individual or year group basis but they do not need to be shared in the same way as the MTPs or LTPs.

Role of the support staff

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- Demonstrate compassion, patience, **respect** and **love** to all learners.
- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with additional needs identified through a SEND support plan or EHCP.

Behaviour for learning

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment. All children are expected to be actively involved in their learning and to be demonstrated the school's Christian Values or Trust, Kindness, Love, Honesty, Respect and Tolerance. Please see the school's behaviour policy for further details.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Whitwick St John the Baptist is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their EHCP indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with EHCP or SEND support plans, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Homework (Please also refer to the homework policy)

Working in close partnership with parents and carers is of utmost importance. Homework is kept to a minimum to encourage participation and ensure relevance. All children are expected to read at home and Year 2-6 have access to Times Tables Rockstars. Weekly spellings are sent home in Year 1-6.

Monitoring and Review

The Head teacher and Deputy Head Teacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.