



# St Michael's CE Primary

## Teaching and Learning Policy

**"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." *(Our children)***

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

*We will provide:*

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

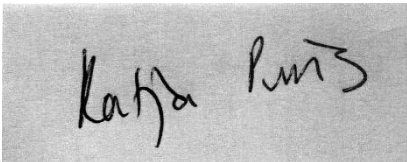
So that our children will flourish in all they do and become good citizens

**"And some seed fell on good ground. This seed grew and made 100 times more grain." *(Luke 8:8)***

***Respect, Persevere, Achieve***

This policy has been approved by the Governing Body and Head teacher of St. Michael’s C of E Primary School.

Chair of Governors ....




Signed: ... ..

Print Name: ... .. Katja Purvis.....

Date:... ..20.03.23.....

Head Teacher

Signed: .....  .....

Print name:.....GAVIN JOHNSTON.....

Date: .....20.03.23.....

REVIEW DATE ... March 2024 .....

Respect

Persevere

Achieve

## Teaching and Learning at St Michael's Primary



### AIMS

To ensure that everyone understands the principles which underpin teaching and learning at St Michael's Primary School.

To provide teaching and learning CPD and support the individual's entitlement to opportunities to enhance and improve their own teaching.

To be supported by a clearly defined approach to the monitoring and evaluation process.

To exemplify our teaching expectations of the highest standards.

To ensure that teaching and learning is a vehicle to reinforce our key themes of children **persevering** to aim high and be the best they can be in all aspects of learning, to challenge themselves so that they can **achieve** great things in the future (not just academically) and to have a strong sense of moral purpose and show **respect** for themselves, for others, for learning and for the differing viewpoints of others.

### Principles

Knowledge and content will be carefully sequenced across school so that it facilitates the development of pupils' deep learning of knowledge and skills and supports children in making links between learning between concepts and units of work as set out through our curriculum.

Learning is a **change** to long-term memory.

Activities should be time efficient and they should promote **retention** and **transfer** of knowledge into the long-term memory.

Teaching should be supported by robust, age-appropriate **assessment**, systematically checking pupil understanding, evaluating pupil knowledge, identifying **gaps** and planning future learning based on closing those gaps including intervention.

Lessons should be planned and structured with a clear sense of **routine** and **consistency** in accordance with behaviour for learning.

Teaching should be evaluated honestly using views of children, staff and data where appropriate.

## Highly Effective teaching and learning (in conjunction with age appropriate expectations)

### Content

*Links with prior learning will be explicit and there will be opportunities to recap in lessons.*

*Key concepts and knowledge spaced over time in varied ways to secure deeper learning.*

*Different contexts will be used by teachers over time to explore the same ideas.*

*Activities will be appropriate to the knowledge being learned.*

*The presentation of lesson content will support progression in learning.*

*Opportunities given for cultural experiences and background knowledge that will equip pupils with cultural knowledge to propel them further in their next stage of education.*

#### Common lesson strategies to assess learning:

- Short quizzes
- Hand Signals
- HOT questions
- Summarising
- Think-Pair-Share
- Misconception Check

### Children

*Behaviour for learning will be strong.*

*Children will have the chance to think in different ways and will be thinking **deeply** rather than just doing activities.*

*Pupils will be aware of their own progress and how they can **improve** their learning in an age-appropriate way.*

*Opportunities provided to collaborate and cooperate by being **guided** to construct their own understanding and are encouraged to actively participate in their own learning with a growth mind-set.*

#### Wider opportunities

Children are given opportunities in every year group to **transfer** learning and make **connections**.

Pupils are engaged and involved in their learning.

Opportunities outside of the classroom are given through a range of experiences such as trips, residential and visits to see the arts.

Our enhanced curriculum encourages children to explore the local community to develop their cultural knowledge.

### Teacher

*Teachers will have strong **subject knowledge** and this will enable them to address misconceptions.*

*Elements of direct teaching including strong **modelling** and **scaffolding**.*

*Teacher questions will **probe** beyond the surface.*

*Teachers will exploit opportunities for formative **assessment** to enable the lesson to be adapted to the children's needs.*

*Teachers will provide **feedback** in a variety of ways that will promote thinking and enhance learning. Will introduce and teach new **vocabulary** explicitly.*

*Teachers will have **high expectations** of children in terms of behaviour, presentation and engagement.*

#### Staff Well-being

Our staff work incredibly hard but must maintain a good work-life balance to support their well-being and so, as a school, we will devote our time and energy to things that make a difference for children.

## Other Stakeholders

### Governors

Governors are regularly informed about the effectiveness of teaching and learning and are given key information about performance and progress.

Governors play an active role in evaluating and supporting teaching and learning in school and are supported in this through a range of approaches.

The Governing Body works continually behind the scenes to support and challenge the work of the Senior Leadership Team to ensure:

- children learn in a **safe** and **secure** environment;
- **high standards** of teaching are maintained and monitored effectively
- teachers teach a **broad** and **balanced** curriculum

### Parents

We actively encourage the participation and support of parents throughout various aspects of our school routine. Parents regularly receive information about their child's targets, learning focus and ways to support learning through newsletters; parent/teacher meetings; social media and subject Knowledge Organisers.

A range of learning opportunities are provided to parents in addition to numerous opportunities to observe the learning in lessons. Some of these include: 'STEM Week'; lesson with your child; phonics sessions; class workshops; Sports Day and reading with your child.

### Technology

Access to technology supports the skills and knowledge of children but also gives teachers the opportunity to enhance lessons and learning experiences and, where necessary, make the learning more engaging.

Children develop the basic skills and knowledge they need to use computing skills at their level required for the next phase of education. Children are encouraged to challenge themselves to use their digital literacy skills across a range of subject where appropriate. that make a difference for children.

### Wider opportunities

Children, where possible, are given opportunities to transfer learning and make connections. We appreciate that, for learning to happen, our pupils need to be **engaged** and **involved** in their learning. We aim to give opportunities outside of the classroom through a variety of experiences. Teachers are encouraged to **explore the opportunities** that are available in the local community and further afield for learning within context.

### Equal Opportunities

The needs of the children are to be met through tailored lessons. The delivery and content of lessons should be sufficiently **differentiated** to ensure all pupils can access and achieve within the curriculum.

Teachers take account of **SEND** and more able pupils when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and are **challenging**.