



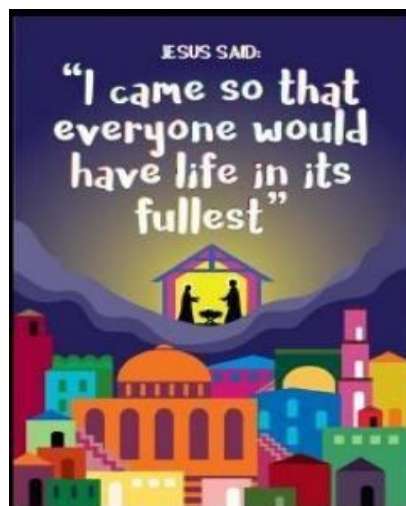
Teaching for Learning Policy

St Luke's Christian ethos underpins all aspects of its policy and practice

St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***"I have come that they may have life and have it to the full."
John 10:10***



1 Introduction

At St Luke's CE Primary School we believe that good teaching means effective learning and that is what we should be striving for in every lesson. Our teaching for learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Rationale

Our teaching for learning policy is at the heart of all we are doing at St Luke's. It sets out clear expectations, can be easily monitored and ensures equal opportunity for all our pupils.

2 Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century

3 Effective learning

We believe that effective learning results in:-

1. Knowing you have succeeded
2. Feeling you can do more
3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

We expect:

- Pupils to have high levels of engagement, commitment and cooperation in learning time;
- Pupils to respond well to teachers;
- Pupils to respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress;
- Work is sustained with a sense of pride and enjoyment;
- Pupils are confident and alert, they ask questions, persevere and demonstrate resilience when tasks are challenging;
- Pupils follow the '3 before me' (brain, board, buddy, boss) when learning in order to develop resilience and self-regulation

4 Effective teaching

Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. All teachers at St Luke's are expected to use AfL principles and Rosenshine's Principles of Instruction to facilitate learning.

Essential elements for learning – at St Luke's we aim for these to be present in every lesson;

- Secure teacher knowledge of skills, concepts (and technical vocabulary);
- An understanding of every child's prior learning;
- Sharing of the 'big picture' and 'learning journey' with the children at the start of every topic and lesson;
- Daily Review;
- Clear description and presentation of the learning intention/objective;
- Presentation/development of success criteria so that they support each child's learning throughout the lesson;

- Introducing new material in small steps;
- Opportunities for children to think about and discuss the skills and concepts throughout the lesson;
- Scaffolds provided in lessons so all children can access the learning, where appropriate;
- Marking completed at the point of learning, where possible, so miscomprehension can be immediately addressed. Marking and feedback may take the form of verbal feedback, diagnostic marking in books or by using the whole class marking and feedback teacher book;
- A focus on what the children are learning and not on what they are doing;
- Appropriate challenge for all children;
- Teacher modelling;
- Good questioning;
- Guided student practice;
- Teaching assistants to be fully involved and active in lessons to support learning and children's progress;
- Reference to the 'Secrets to Success', Growth Mindset and Learning Pit to support pupils' metacognition

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and classroom management. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We promote green behaviour at all times.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

5 The Learning Environment

All areas and resources of the school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity 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;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- Participation in athletic or physical activity.

Learning takes place in an environment which is:

- challenging and stimulating;
- peaceful and calm;
- happy and organized;
- well-resourced and clearly labelled;
- encouraging and appreciative;
- welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Displays:

Children's work should be celebrated in every classroom and featured on all displays. Each class is to have working walls for English and Mathematics. Classes will also have subject specific displays which will have learning journeys clearly displayed, subject specific vocabulary and Maths and English links included. These guidelines for display can be interpreted by each class teacher according to their focus and year group but should be clearly evident in each classroom with a view to promoting continuity throughout the school.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour policy.

Achievement

- verbal or written praise by teachers, peers, Head teacher and parents;
- displays of work;
- opportunities to perform or share;
- positive notes;
- the awarding of dojo points;
- Use of Twitter/blogs;
- Certificates in Achievement Assembly.;
- Bronze, Silver, Gold awards.

6 Curriculum

Our curriculum is broad and balanced, focusing on mastery and depth of learning of content. This enables teachers to remain with a subject or theme for longer, ensuring pupils have mastered content before accelerating into new material. We use a range of resources to support our curriculum:

- The Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework;
- The Rochdale Agreed Syllabus for Religious Education.
- We use the following resources, amongst others, to support learning:
 - Power Maths to support the daily teaching of mastery in mathematics, Maths Passports for essential maths facts and mental skills.
 - Reading is taught through Read Write Inc for phonics, daily RAMP Reading sessions and our reading book system, Accelerated Reader.
 - The Write Stuff and Grammarsaurus to support the teaching of writing.
 - The Reach Out curriculum to support the teaching of science.
 - Pearson to support the teaching of geography and history.
 - Kapow to support the teaching of art & design, design & technology and music.
 - Purple Mash to support the teaching of computing.
 - SCARF to support the teaching of RSHE & PSHE.
 - Language Angels to support the teaching of French.

Enrichment opportunities

We believe that it is very important to provide a wide range of opportunities to enrich the curriculum, add to the enjoyment of learning and bring learning to life.

We do this through our 'Pupil Offer' which promises pupils;

- Off-site educational visits;
- Visitors to school;
- Residential visit (Y6);
- Immersive room sessions;
- Outdoor learning sessions (e.g. Forest School);
- Arts & Culture;
- Community & partnership learning;
- Specialist curriculum weeks.

5 The role of governors

5.1 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 that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6 The role of parents

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

- holding parents' evenings to report to parents in which we explain the progress made by each child and indicate how the child can improve further;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- explaining to parents how they can support their children with homework;
- holding shared learning and lunch experiences termly;
- communicating information via social networking and monthly newsletters.

6.2 We believe that parents have the 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 uniform and PE 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.

7 Monitoring and review

7.1 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 the curriculum, developments in technology or changes to the physical environment of the school.

Reviewed: September 2023 Next Review Date: September 2026