

# Finchingfield St John the Baptist C of E Primary Academy



## Learning and Teaching Policy

Adopted: 2020/21

Next Review: 2023/24

**Learning and Teaching** is the core purpose of our school.

**Our vision** is to grow healthy bodies, loving hearts and inquisitive minds at Finchingfield: living 'life in its fullness' John 10:10

**This document** incorporates all of the learning and teaching elements that deliver our vision. It is written for the benefit of all members of the school community to ensure that they are aware of the fundamental principles underpinning the work of our school.

### AIMS

**Our aims for learning and teaching are that all pupils will:**

- develop a broad range of communication, problem solving, knowledge and skills
- become confident, independent learners
- be motivated learners and find enjoyment in learning
- develop physically, emotionally and socially to become self-resilient members of society and good citizens
- understand the learning partnership between them, home and school

### RESPONSIBILITIES

**All members of the school community** (teaching and non-teaching staff, parents, pupils, directors and the various school support services. e.g. Health, Police, etc.) work towards our aims by:

- working together as a team and sharing information openly
- modelling appropriate learning behaviours
- demonstrating the School Christian Values and Learning Powers

**Teaching and support staff** work towards our aims by:

- having high expectations of every pupil, no matter what strengths or challenges they have
- developing positive, unique learning relationships with each individual
- providing well planned and prepared, adapted to needs, learning and taking risks in their learning planning
- providing stimulating and challenging learning environments
- using a variety of teaching methods and resources to aid whole class, group and individual learning
- celebrating all pupil's success in a variety of ways
- using on-going assessment, observations and feedback from all adults to inform planning

**Pupils** work towards our aims by:

- maintaining good attendance, punctuality and learning behaviours
- respecting others
- taking pride in their learning and working towards their next steps
- taking responsibility for their learning and making sure that they are ready and equipped to learn

**Parents/Carers** work towards our aims by:

- ensuring that their children attend school in good health, consistently and punctually
- supporting the school's positive behaviour policy
- being realistic about their children's abilities and offering encouragement and praise
- attending meetings to discuss their child's progress
- ensuring appropriate contact with school to discuss matters which affect a child's happiness, wellbeing, progress and behaviour
- giving due importance to homework, including reading, by providing appropriate help and support
- supporting their children to assume greater responsibility for their own actions as they progress through the school and promoting and supporting independence in school routines

**Directors** work towards our aims by:

- representing the interests of the community that the school serves
- supporting the staff, pupils and parents in working towards our aims
- carrying out their legal duties in a responsible manner
- monitoring and evaluating the work of the school in achieving its aims

## ORGANISATION

**Our curriculum is** skill based. Its flexible design enables teachers to plan learning that is specific to their learners' needs and interests. It enables teachers to utilise their own knowledge and skills to deliver interesting and relevant learning with enthusiasm.

We are developing GROWTH MIND SETs – The more you do something the better at it you get - repeat, repeat, repeat.

**Our school is** divided into mixed age classes. There are three mixed age classes across the school.

**Class teachers** assess their class and individuals learning needs and focus on teaching the major skills that each child will need and use in life. They plan appropriate and challenging learning that will have the greatest impact on a child's progress. Team teaching and risk taking is encouraged where it most benefits pupils.

### Outstanding LEARNING and TEACHING:

#### ASSESS/ENGAGE

**Every adult** knows the level of attainment of every pupil in their class **and** what they have to do **next** to engage them to make progress

#### INDEPENDENCE

Good Learners: **Persevere**, are **Open Minded**, are **Willing to take risks**, are **Enthusiastic**, are **Reflective** and **Share what they learn**

#### FEEDBACK

**Every pupil** knows what they have to do next to make progress **and** can talk about **what** they have learnt, **how** and **why**

#### CHALLENGE

**Pupils** make **80%** of the effort of learning  
**Adults** make **20%** of the effort of learning

**Pupils with Special Needs and Disabilities** are supported according to individual need:

- within the classroom by the Class Teacher, Support Staff or Outside Agencies (where appropriate)
- outside of the class with a Support Staff member on a specific individual focus
- by liaising with outside agencies where appropriate (refer to inclusion policy)

**Classroom helpers** are encouraged. Parent/carer/community volunteers support activities such as reading and educational visits/practical activities.

**Other trained staff** including student teachers, sports coaches, language teachers, peripatetic music teachers, swimming instructors and others, are sometimes engaged to enhance the whole curriculum.

**Excellence is celebrated:**

- through positive praise from the class teacher, and other adults in the school and during a variety of assemblies
- through use of reward systems, including house points, stamps, stickers and certificates or similar systems unique to a class teachers learning motivation strategy
- by the display of learning activities which demonstrates good effort and achievement
- at school events such as praise assemblies, concerts, performances, festivals and tournaments which are seen as opportunities for each pupil to demonstrate his/her own best

## **ENGLISH**

**Every day** children will **learn** to write through focused guided writing and **practise** writing through a range of themes; **learn** to read through focused guided reading and **apply** reading skills in the study of other themes.

**English skills** will be developed using a range of themes as the content of learning to enable **smarter** use of time.

## **MATHS**

**Every day** children will **practise** mental number skills in a daily maths meeting; **learn** mathematical concepts through focused guided learning and **apply** them both to problem solving.

## **RELIGIOUS EDUCATION**

RE is taught through class based and whole school activities according to the Local Agreed Syllabus and there is a daily act of collective worship.

## **EYFS**

The key focus in EYFS is to promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Each child's level of development must be assessed against the early learning goals by the end of EYFS.

## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### HOMEWORK

Homework provides the opportunity for children to develop their independent learning skills, gradually building up the habit of regularly devoting periods of time to study beyond the classroom.

#### **We provide homework:**

1. To consolidate and reinforce skills and understanding developed in the classroom.
2. To provide tasks that compliment the class learning but does not overload the children.
3. To further develop pupils' academic progress.
4. To involve parents/carers more in the education of their children.

#### **Homework Table:**

<b>Class</b>	<b>Duration per task:</b>	<b>Expectation:</b>
Class 1	15 minutes	Parental/Carer guided sessions consisting of: <ul style="list-style-type: none"><li>• Reading (daily)</li><li>• Games to support early English (Phonics)/Maths and other curriculum areas (weekly)</li></ul>
Class 2	20 minutes	Parental/Carer supported sessions consisting of: <ul style="list-style-type: none"><li>• Reading (daily)</li></ul> Independent learning consisting of: <ul style="list-style-type: none"><li>• A selected task from the creative homework including maths tasks, spelling punctuation and grammar activities and phonics application (weekly)</li></ul>
Class 3	30 minutes	Parental/Carer supported sessions consisting of: <ul style="list-style-type: none"><li>• Reading (daily)</li></ul> Independent learning consisting of: <ul style="list-style-type: none"><li>• A selected task from the creative homework (weekly)</li><li>• Maths Task (weekly)</li><li>• Spellings – statutory word lists (weekly)</li></ul>
The teacher may select further tasks that enhance the enjoyment of learning about the theme being studied in class.		

# STRATEGIES FOR ENSURING PROGRESSION AND CONTINUITY

**Planning** is carried out using the school skill based curriculum and other useful support materials.

**Feedback to pupils** by teachers is essential and feedback should be (refer to Learning Feedback Policy):

- age appropriate and follow the school policy
- related to the learning objective
- given promptly following completion of learning and where possible involve the child directly
- provide effective strategies for pupils to make further progress

**Formative assessment** is used to guide the progress of individual pupils. It identifies each child's progress in every area of the curriculum, determining what each child has learned and what therefore should be their next steps learning.

**Pupil Progress Meetings** and Professional Development support teachers to challenge pupils and raise standards.

**Continuity and consistency within school** is achieved through:

- daily, weekly and termly monitoring by the SLT
- peer support observations and professional dialogue
- moderation exercises within and between classes and other schools
- continued self-improvement

# *Outstanding Teaching and Learning*

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## *Finchingfield Primary School*

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Nurturing



Belonging

### **FEEDBACK**

Every pupil knows what they have to do next to make progress

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### **CHALLENGE**

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*Our Pupils Only Get One Chance -  
Only Good + Is Good Enough*