



St Martin's School Teaching and Learning Policy

Introduction

At St Martin's, we promote best practice and establish consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences and opportunities are provided for individuals that lead to a consistently high level of pupil achievement and attitude and to be healthy, happy and secure. We provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically.

Aims

- To ensure consistency across our school in the teaching methods used and in the on-going assessments of pupils' learning.
- To ensure that we inspire in all pupils, a love of learning and the desire to continue to learn and to become independent, confident learners.
- To develop children who think critically and flexibly.
- To ensure our children feel happy, secure and safe in school.
- To equip our children with the necessary skills for learning, now and in the future.
- To enable our children to access a broad, balanced and relevant curriculum in a variety of ways.
- To promote positive attitudes towards other people and respect for all cultures and beliefs.

Agreed Methodology for Effective Teaching

Having established the essential learning from the curriculum overview and the children's gaps through our individualised assessment, we seek to put children at the centre of their learning journey by empowering them to make choices.

We embark on planning engaging and relevant experiences that empower the children to become learners. Specifically we focus on enquiry skills and critical thinking to develop knowledge and skills so that children are able to become both collaborative and independent learners.

We aim to develop this throughout school by teaching the core skills of subjects through learning objectives rather than set outcomes:

In English for example, children may be writing information texts but rather than a class full of duplicated newspaper reports, you may see a selection of information texts from leaflets to brochures to webpages and perhaps 1 or 2 newspaper reports because the focus of the learning objectives may have been – analyse text features, – list key features of an information text, – plan your key points, – plan the vocabulary, connectives, openers and punctuation, – write the text, – edit and improve your text.

None of these stipulate 'what' to write but rather teach the process of writing and the skills to improve writing. This freedom of content enables children to write about their passions and interests whilst teachers maintain a focus on the key learning objectives.

This concept of 'learning by process' is strived for in every subject across the curriculum, core and foundation.

Effective Learning

Whilst we do not have typical lessons at St Martin's, an effective learner will demonstrate the following skills:

Reflection: children habitually return to their work to review it and respond to marking.

Investigation: question or tactile experience to introduce lessons by offering context and purpose.

Input: Our teachers are experts in their fields and give clear, concise explanations of key learning drawing on a range of materials and resources to demonstrate new concepts.

Discussion: communication is a key skill throughout education and children are expected to offer their thoughts and ideas in most lessons.

Questioning: teachers expertly question the children to extend their learning at every opportunity.

Reasoning: Children are expected to explain how they reach an answer or belief.

Review: Children are taught to use commutative and inverse to check their calculations, models of colourful review for writing and PEE structures in reading from an early age.

Editing: Children are supported to edit and improve their work so the first attempt is rarely the finished submission, encouraging resilience.

Differentiation: through personalised target setting to ensure work is entirely appropriate to each child.

Teaching and Learning in EYFS

In EYFS, practitioners are adept at ensuring children's interests are incorporated into the activities they provide in the continuous provision setting both inside and outside of the classroom. From recreating their favourite stories be it in fancy dress, at the small world or the outdoor stage to phonics in the water tray; from dinosaur letters to car tracks for number formation – the children's passions are harnessed to develop their own next step in learning. By enabling children to learn through what they enjoy, the learning is more powerful, relevant and quickly embedded.

Monitoring

The aims and objectives outlined in this policy are evident in the day to day working of the school.

This will be monitored through:

- Learning walks.
- Book scrutiny
- The progress of the School Development Plan.
- External Inspection.
- School Improvement Partner support.
- Whole school data including attainment and progress.

Effective Marking and Feedback

Effective Marking Effective Marking will:

- Be selective and relate to the learning objective.
- Provide a tool for teacher assessment.
- Have 'pink highlights' to make explicit where the children have met the learning objective.
- Provide explicit comments on HOW children can improve their work.
- Show evidence of progress.
- Show opportunities for self or peer assessment.
- Give individual targets to children.
- Help parents to understand the strengths and areas to develop in their children's work.

The Role of the Parents

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- Uploading class information on the school website for parents at the start of each half-term in which we outline the curriculum that the children will be studying during that time;
- sharing termly reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work;
- holding parents' evenings which provide an opportunity to discuss progress children are making;
- holding weekly parent 'drop in' meetings to support parents in different aspects of their child's learning.

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 and punctuality record possible by keeping their child healthy and fit to attend school;
- ensure that their child is equipped for school with the correct uniform and PE kit (as applicable);
- ensure that their child is supported with homework activities which consolidate learning;
- 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;
- fulfil the requirements set out in the home/school agreement.