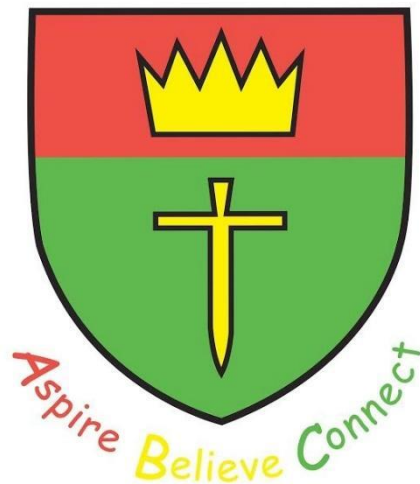


St Oswald's CE VA Primary School



Teaching and Learning Policy



St Oswald's CE VA Primary School

Teaching and Learning Policy:

Agreed by governors: March 2024

Implementation date: April 2024

Review date: April 2027

Ethos and Values Statement

The graphic for the Ethos and Values Statement is titled "St Oswald's Ethos and Values Statement" and is flanked by the school crest. It features a central banner with a compass rose and the text "God has a plan". Below this is a banner with two red hearts and the word "Love". The values are organized into three rows: the first row contains "Aspire" (with a person climbing), "Believe" (with a cross), and "Connect" (with a dove); the second row contains "Growth" (with a tree), "Wisdom" (with an owl), "Strength" (with a person lifting weights), "Trust" (with two figures), "Peace" (with a peace symbol), and "Friendship" (with two figures shaking hands).

Background

Our Ethos and Values Statement is an easy to understand model of religious education in St Oswald's. Children in our school know that love is the most important value of all, in line with the new command that Jesus gave us to love one another ([John 13:34](#)), which is why this is placed above all in our statement.

Vision

Our school vision is 'God has a plan' ([Jeremiah 29:11](#)). At St Oswald's, we believe that God has a

wonderful plan for us all and we seek to discover that plan on a daily basis, weaving this into our school values and all aspects of school.

Ethos

Sitting below love lies our school's ethos: *Aspire, Believe, Connect*. As easy as A, B, C, this statement is easy to remember and most importantly represents what we want our children to do in every aspect of their education and lives.

Core Christian Values

The mission statement is underpinned by seven core Christian values that each link to one aspect of *Aspire, Believe, Connect*. As children aspire to be the best they can be in every way, they will grow in wisdom. In order to believe in themselves and develop their own beliefs about the world around them, our children are taught about the importance of trust and strength on their journey. We also believe in the values of peace and friendship in helping us to connect with those around us. Binding together all of these and very much at the heart of our values - and indeed the Christian gospel/Jesus' teaching - is love ([John 3:16](#); [Mark 12:31](#)).

Teaching and Learning Policy Introduction

- a) Teaching and learning are the key functions of our school.
- b) At St Oswald's CE VA Primary School, we work towards the aims of the school through providing high quality learning experiences within all we do; in the discrete and hidden curriculum, in the school environment and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom but a relevant and purposeful way of school life.
- c) We believe that:
 1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
 2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in life in Modern Day Britain and make informed choices about their lives both now and in the future ensuring they are ready for the next stage of their education;

Aims

a) General

To ensure all staff, children, parents/carers and Governors are aware of the aims for teaching and learning at St Oswald's CE VA Primary and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;

- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the school community: children, parents/carers, staff and governors.

School Staff

To support the aims of the school through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children and is relevant and purposeful for life in Modern Day Britain;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in school and in the wider community;
- Providing high quality verbal feedback throughout all lessons and ensure all learners respond to this.
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners and secondary ready by the end of year six.

Children

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Excellent attendance with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help through the use of the SORT initiative;
- Responding to verbal feedback in order to move learning forward.
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including: children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the school's Home-School Agreement;
- To attend and contribute to pupil progress meetings and other school-related activities and workshops;
- To support their children with their homework activities including reading and helping their children to know the multiplication tables (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.
- To work alongside school at all times to celebrate achievement and success.

Governors

To support the aims of the School through:

- Promoting positive relationships between the governing body and all other members of the school community including; children, their parents/carers and staff;
- Act as champions for the school;
- To appoint a designated link governor who will meet with senior leaders around teaching and learning within the school;
- Visiting school and talking to children about their learning experiences;
- Promoting and supporting the positive involvement of parents within the school;
- Appropriately challenging the leadership team on pupil outcomes;
- Attending training and other related events;
- Work with senior leaders to review this policy.

Implementation of the Learning and Teaching Policy

B. What is 'Outstanding teaching'?

At St Oswald's CE VA Primary we believe that outstanding teaching is when all staff;

- Form positive relationships with the children in their class and other members of the school community;
- Plan daily lessons effectively which take children's prior learning and current assessment into account, using adaptive teaching to ensure that all children can build upon and extend their learning;
- Demonstrate effective use of all adults in supporting teaching and learning;
- Strive to ensure that children respond to our high expectations of learning and have high expectations of themselves and others due to outstanding modelling;
- Manage pupils' behaviour highly effectively with clear rules which are consistently enforced (see Behaviour Management Policy);

- Give clear verbal feedback which encourage further progress in all lessons (see Marking Policy);
- Quickly challenge stereotypes and the use of derogatory language in lessons and around the school;
- Ensure that effective direction and support is given in order that the children make outstanding progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Effectively question children to develop their understanding;
- Use a range of teaching styles in order to cater for children's varying needs;
- Identify pupils' misconceptions, acting upon these promptly with clear incisive feedback (see Marking Policy);
- Inform parents with clear and timely information on how well their child is progressing and how well they are doing in relation to the expected standard;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Embed reading, writing and communication and where appropriate mathematics exceptionally well across the curriculum equipping all pupils with the necessary skills to make progress;
- Set high expectations around presentation and attitudes (see Presentation Policy);
- Are reflective regarding their professional practice and the overall provision the school offers;
- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions;
- Ensure that 'sticky knowledge' can be formed through well-sequenced lessons in line with the school's curriculum;
- Set challenging homework in line with the school policy.

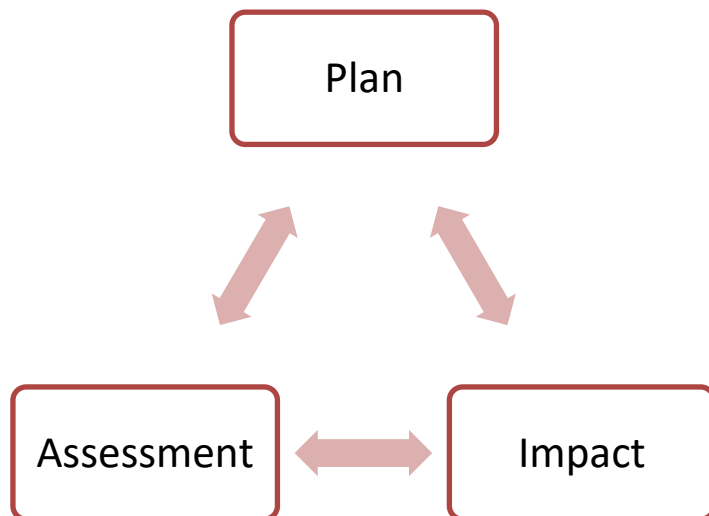
B. What is 'outstanding learning'?

At St Oswald's CE VA Primary School we believe that children learn best when;

- They form positive relationships with their teacher, peers and other members of the school community;
- They are active and independent learners who SORT problems for themselves;
- They are challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating, purposeful and engaging;
- They work in an environment which is safe, caring, supportive and stimulating;

- They develop a Growth Mindset (Dweck) based on the philosophy 'I'm possible' not impossible and understand that most learning happens when mistakes are made, recognised and responded to;
- There is a shared understanding between learners and teachers of different 'zones' - that the 'green zone' is the optimum place to be and that strategies can and should be used to move into this zone when they are in others (such as the 'yellow zone' or the 'blue zone');
- Learning is adapted daily to ensure clear, direct assessment for learning;
- Their learning is adapted by skilled teaching staff;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- They demonstrate good 'sticky knowledge' from their prior learning;
- Their learning is embedded in the Christian ethos of the school (with clear links in each lesson to the school's core Christian values) in aiding the development as future citizens in Modern Day Britain;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within all aspects of the curriculum.

Planning, Impact and Assessment



Planning

- Cornerstones Curriculum Maestro, White Rose Maths, Project Evolve and Little Wandle form the foundation of curriculum planning;
- Long term plans for each subject show objective coverage which then informs medium term planning and daily planning;
- Daily planning:
 - Learning and Teaching is initially based on medium term planning but also children's interests and prior learning;

- Impact sheets then inform subsequent teaching;
- Daily planning is adaptive across the curriculum.

Impact

- Impact of learning and teaching is measured during and following a lesson by all members of staff;
- Impact is measured upon each child's individual progress and attainment and evidenced by all staff present in the lesson on daily impact sheets.

Assessment

- Children's assessment for learning is both summative and formative;
- All subjects are tracked throughout the term based on 'cool to gold' tasks;
- Summative assessments are administered on a termly basis for all subjects as follows:
 - ✓ Maths : White Rose
 - ✓ Phonics: Little Wandle
 - ✓ Reading, Science, History, Geography, DT & Art: Cornerstones Curriculum Maestro
 - ✓ Computing & RHSE: Project Evolve
 - ✓ Writing, RE, Music & PE: teacher assessment
- Core Subjects are recorded on iTrack termly;
- Additional summative assessments are administered in Y2 and Y6 on a termly basis in the form of past SAT papers.

C. Curriculum Planning

- 1) St Oswald's CE VA Primary School's planning is based on the following requirements:
 - The Primary National Curriculum 2014 and all curriculum is underpinned by this;
 - Cornerstones Curriculum Maestro;
 - The needs, interests and prior knowledge of the children;
 - The Early Years Foundation Stage Framework 2021;
 - Understanding Christianity and the New Diocesan syllabus for other faiths for Religious Education;
 - Project Evolve for computing and RHSE;

D. Inclusion (please refer also to the School's Inclusion, Special Education Needs and Disability Policy)

- Inclusion is the School meeting the diverse needs of all children in order to ensure the active participation and progress in their learning.
- Successful inclusive provision at St Oswald's CE VA Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.

- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND 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 statements of SEND, 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.