



SAINT JOHN'S

# Teaching and Learning Policy

**Autumn 2021**

Designated Member of Staff	Deputy Head Teacher
Committee with responsibility	Curriculum and Standards
Date of Issue	Autumn 2021
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	December 2021	Change from "co-ordinator" to "subject lead"

The staff at Saint John's have agreed what constitutes good practice in the primary phase, recognising that in order for our school to achieve high standards, there must be effective teaching and learning and recognition of the Christian values in each class and a unity of purpose throughout the school.

Reference should be made to our school aims and Christian values as stated in the School Prospectus and relevant policy documents when considering the following areas.



### **The layout, furnishing and maintenance of the teaching areas**

- ❖ classrooms should be tidy and attractive
- ❖ resources should be accessible, well labelled (computer generated) and stored in an orderly manner
- ❖ signs and notices should be kept in good order
- ❖ the teacher's base can be either a desk, a drawer or a cupboard
- ❖ book areas need special care so as to raise the status of reading (signs/cushions/shelves)
- ❖ entrance/exit areas must be free of obstructions
- ❖ there needs to be **trust** amongst all staff that classrooms are a safe and attractive environment.



### **Teacher's planning and marking**

- ❖ Please refer to individual subject policies for guidance on planning
- ❖ Please refer to marking policy for guidance on marking



### **Learning resources available to pupils**

- ❖ ensure resources/materials comply with Health and Safety regulations
- ❖ relevant subject leaders to ensure all staff are made aware of new resources/materials that allow them to be **creative** within the curriculum.
- ❖ report faults/deficiencies to relevant subject lead who will, in turn, inform the Head Teacher
- ❖ subject leaders are responsible for centrally-stored resources



### **The differentiation and match to work**

- ❖ set high expectations to challenge all pupils
- ❖ use good work and good behaviour by pupils as a model for others
- ❖ refer to SEN targets
- ❖ ensure work is appropriately differentiated
- ❖ ensure that all work is underpinned by the schools Christian values.



### **Teaching strategies**

- ❖ KS1 and KS2 lessons taught are based on National Curriculum 2014 objectives
- ❖ Reception follow the Early Learning Goals from the Foundation Stage
- ❖ ensure the number of groups is manageable
- ❖ ensure an appropriate balance of introductory whole class activities, independent work and plenary sessions
- ❖ give children time for reflection and evaluation



- ❖ be clear about teaching objectives and learning outcomes
- ❖ encourage children to have the **courage** to ask questions to clarify their own understanding.
- ❖ Individual pupil needs and circumstances should be taken into consideration when planning special activities e.g. Mothering Sunday/Fathers Day cards. Sometimes it may be deemed insensitive for a class to take part in an event. The class teacher needs to be able to demonstrate **compassion** and decide what is right for their class.



### **Motivation and interest of pupils**

- ❖ displays should enhance the working environment; there should usually be evidence of Maths, English, Science and R.E. on display in or around the classroom.
- ❖ staff should make use of appropriate praise and encouragement (positive reinforcement) whenever possible
- ❖ house points and stars are awarded for good effort, good behaviour and demonstration of the Christian value.
- ❖ children can be sent to the Head Teacher for reward stickers if they have produced a good piece of work
- ❖ children's work can be celebrated in the 'Good Effort Assembly'
- ❖ the praise book can be used to record particularly noteworthy examples of good work/good behaviour and for demonstrating the Christian values.



### **The management of teachers' and pupils' time**

- ❖ we have a whole school approach to classroom routines/systems – see appendix
- ❖ "class rules" are kept to a minimum and reflect the School's Christian values.
- ❖ opportunities are given for work to be undertaken/completed at home (see Homework Policy)



**Approaches to discipline and behaviour** (see Behaviour Policy)

- ❖ expect good manners by all to all
- ❖ encourage autonomy in everything, including behaviour
- ❖ ensure children know what is expected of them
- ❖ be fair and consistent
- ❖ to re-inforce the school's Christian values as a guide for appropriate behaviour



**Teaching Assistants/Volunteers**

- ❖ all volunteers have a valid DBS
- ❖ ensure TAs and volunteers are clear about their role in the classroom
- ❖ encourage professional dialogue to maximise benefit of additional help
- ❖ ensure TAs/volunteers are aware of significant diary events which may affect their hours
- ❖ ensure TAs/volunteers are aware of the school's Christian values and how important they are to the life of the school



LIST OF AGREED ROUTINES\*

- ❖ Children are expected to acknowledge adults by name
- ❖ All children to contribute to keeping school clean and tidy - class monitors have responsibility for school areas and classroom resources e.g. cloakrooms, library etc (list displayed)
- ❖ Children walk in and around the school building, keeping to the left and stopping to let adults walk through a line
- ❖ Children open doors for others
- ❖ Children walk in to collective worship quietly– hands out of pockets, jumpers not round waists
- ❖ Children encouraged to use toilet at break times although permission never refused in lesson time
- ❖ Children sit on chairs properly, (6 feet on floor, tucked in)
- ❖ All work dated with WALTs, WILFs or I can clearly stated (when appropriate).
- ❖ Children remain seated during lunch
- ❖ Children are aware of Christian values and how that impacts on their behaviour in school

\*Reception children and other pupils with specific needs work towards following all routines