



St Jude's Church of England Primary School

Teaching and Learning Policy

Our children
Our St Jude's family
Happy – Inspired – Loved
The sky is not the limit
Ready for today - prepared for tomorrow

1. Aims of Teaching and Learning at St Jude's

This policy aims to:

- Explain how we'll create an environment that promotes effective teaching and learning
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

We believe the foundations of teaching and learning are when our children feel happy, inspired and loved.

We know our children learn best when they:

- ✓ Have their basic physical needs met
- ✓ Feel secure, safe and valued
- ✓ Feel a sense of belonging to the group
- ✓ Are engaged and motivated
- ✓ Can see the relevance of what they are learning
- ✓ Know what outcome is intended
- ✓ Can link what they are doing to other experiences
- ✓ Understand the task
- ✓ Have the physical space and the tools needed
- ✓ Have access to the necessary materials
- ✓ Are not disrupted or distracted by others
- ✓ Can work with others or on their own, depending on the task
- ✓ Are guided, taught or helped in appropriate ways at appropriate times
- ✓ Can practise what they are learning
- ✓ Can apply the learning in both familiar and new contexts
- ✓ Can persevere and show resilience when learning is hard
- ✓ Can manage their emotions if things are not going well
- ✓ Recognise that all learners make mistakes and mistakes can help us learn

We do this by:

- Providing a rich curriculum, with cross-curricular links in order to make learning real, relevant, creative and fun. We aim to help the knowledge stick in our children's long-term memory banks.
- Encouraging pupil talk, which is central to active learning. This gives children an opportunity to discuss ideas with their peers, develop their confidence and speaking and listening skills.
- Developing children's skills in working with others. From individual and mixed ability pairings, children are introduced to the concept of group work and the skills required to carry this out effectively. The process of developing self and peer assessment is developed from an early age, starting in the Early Years Foundation Stage (EYFS).

- Making learning an enjoyable and challenging experience, taking into account ability, presenting learning in a range of styles and using effective pedagogy, using different questioning techniques to extend children's understanding and knowledge, and ensuring that learning intentions and success criteria are clearly communicated.
- Giving children the opportunity to reflect on their achievements and identify areas for further improvement.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play (see the Family School Agreement on our website).

3.1 Teachers

Teachers at our school will:

- ✓ Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#) and our Staff Code of Conduct
- ✓ Actively engage parents/carers in their child's learning for example via newsletters, website, letters, exhibitions, workshops, trips/visits
- ✓ Update parents/carers on pupils' progress through termly parents' evening and a written report on their child's progress at the end of the academic year
- ✓ Meet the expectations set out in the behavior policy, feedback policy and Teachers family school agreement.
- ✓ Have high expectations and celebrate achievement
- ✓ Demonstrate and model themselves as learners

3.2 Support staff

Support staff at our school will:

- ✓ Follow the expectations for teaching and professional conduct as set out in the Teaching Assistant Standards and our Staff Code of Conduct
- ✓ Know pupils well and differentiate support to meet their individual learning needs
- ✓ Support teaching and learning with flexibility and resourcefulness
- ✓ Use agreed assessment for learning strategies consistently
- ✓ Engage in providing inspiring lessons and learning opportunities
- ✓ Feedback observations of pupils to teachers
- ✓ Ask questions to make sure they've understood expectations for learning
- ✓ Identify and use resources to support learning
- ✓ Have high expectations and celebrate achievement
- ✓ Demonstrate and model themselves as learners
- ✓ Meet the expectations set out in behaviour and feedback policies

3.3 Subject leaders

Subject leaders at our school will:

- ✓ Help to create well-sequenced, broad and balanced curriculum plans, including EYFS, that build knowledge and skills
- ✓ Sequence lessons in a way that allows pupils to make good progress from their starting points
- ✓ Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- ✓ Drive improvement in their subject, working with teachers to identify any challenges
- ✓ Timetable their subject to allocate time for pupils to; achieve breadth and depth, fully understand the topic, and demonstrate excellence
- ✓ Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- ✓ Improve on weaknesses identified in their monitoring activities
- ✓ Create and share clear intentions for their subject/phase
- ✓ Encourage teachers to share ideas, resources and good practice
- ✓ Plan and provide effective CPD to teaching staff to support in the delivery of their subject
- ✓ Meet with their link governors to share their vision and strategic direction for their subject

3.4 Senior leaders

Senior leaders at our school will:

- ✓ Have a clear and ambitious vision for providing high-quality, inclusive education to all
- ✓ Celebrate achievement and have high expectations for everyone
- ✓ Hold staff and pupils to account for their teaching and learning
- ✓ Plan and evaluate strategies to secure high-quality teaching and learning across the school
- ✓ Manage resources to support high-quality teaching and learning
- ✓ Provide support and guidance to other staff through coaching and mentoring
- ✓ Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- ✓ Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- ✓ Address underachievement and intervene promptly
- ✓ Monitor and track the achievement and progress of children with SEND in each subject and support where necessary

3.5 Pupils

Pupils at our school will:

- ✓ Take responsibility for their own learning, and support the learning of others
- ✓ Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- ✓ Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- ✓ Be curious, ambitious, engaged and confident learners

- ✓ Know their targets and how to improve
- ✓ Put maximum effort and focus into their work
- ✓ Complete home learning activities as required
- ✓ Meet the expectations set out in the behaviour policy and Pupils family school agreement

3.6 Parents and carers

Parents and carers of pupils at our school will:

- ✓ Value learning
- ✓ Encourage their child as a learner
- ✓ Make sure their child is ready and able to learn every day on time
- ✓ Support good attendance
- ✓ Participate in discussions about their child's progress and attainment
- ✓ Communicate with the school to share information promptly
- ✓ Provide resources as required to support learning
- ✓ Encourage their child to take responsibility for their own learning
- ✓ Support and give importance to home learning
- ✓ Meet the expectations set out in the Pupils family school agreement

3.7 Governors

Governors at our school will:

- ✓ Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- ✓ Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- ✓ Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- ✓ Make sure other school policies promote high-quality teaching, and that these are being implemented
- ✓ Meet with subject leaders if they are a link governor for a subject area

4. Planning

4.1 Overview of Planning

At St Jude's, planning aims to ensure a broad and balanced curriculum is delivered in a way where all children can succeed.

Curriculum maps for each year group outline the focus in each subject across the year ensuring that the national curriculum is taught and covered thoroughly.

Knowledge and skills are taught progressively and gradually embedded into the long-term memory, in order to reach agreed end points (outlined in our progression grids for each subject area).

Vocabulary is carefully planned across the year groups in each subject, ensuring that key vocabulary is introduced progressively and links are made year-to-year (outlined in our vocabulary grids for each subject area).

4.2 Lesson Design

Lesson design at St Jude's is informed by up-to-date research findings and guidance. Every lesson aims to incorporate the following:

- ✓ **Feedback** with clear next steps which have been acted upon by the children and any errors or misconceptions are addressed. Children are also encouraged to peer and self-assess, demonstrating learners taking an active role in their progress (see Feedback Policy).
- ✓ **Retrieval practice** - the technique of bringing information to mind for improving and increasing the learning process is known as retrieval practice. Consciously recalling knowledge helps learners in long term retention of knowledge.
- ✓ **Adaptive teaching**, taking into account the needs of all learner and providing scaffolds so that every child can access the learning and achieve success.
- ✓ **Oracy** opportunities - group activities, paired work and whole class discussions so children have the opportunity to articulate their understanding verbally before writing it down.
- ✓ **Technology** is carefully used to enhance learning across the curriculum.
- ✓ **Modelling and explanations** from the teacher which are clear.
- ✓ **Questioning** which has been carefully designed to check prior learning, unpick misconceptions, and stretch and challenge learners.

Medium Term Planning

Teachers create medium term plans in humanities, religious education, science, Spanish, computing and PSHE. These outlines the learning journey children will go on and ensure skills and knowledge are transferred to children's long-term memory through recap and repetition of core knowledge, skills and vocabulary. This is informed by progression grids for each year group, created by subject leaders, and ensures the national curriculum statements are covered in the appropriate key stage.

Knowledge Organisers

Knowledge organisers are created for each unit of learning in RE, Science and Humanities. They outline the key knowledge, including vocabulary, that children should acquire over a programme of study. They are useful tools for the children to enable them to take ownership in their learning and support independence with recapping newly taught vocabulary. Knowledge organisers effectively outline specific learning for each programme of study in a clear and concise way for children, as well as ensure the National Curriculum is covered effectively.

Planning Circles

Teachers create planning circles in English, art and DT. These focus on three phases of planning.

- **In English:**

Phase 1 – Choosing a high-quality text where children are immersed in the text and the text type of their outcome. This includes language activities to develop oracy, experiences led by teachers or external agencies to increase engagement, learning new stories and the opportunity to re-tell stories etc.

Phase 2 – Children considering the purpose of their writing and the how to engage their audience with a specific writing type. This can include activities involving sequencing through story maps of key scenes, role playing and drama tasks, opportunities to use new language, application of genre specific writing skills etc.

Phase 3 – Children applying specific writing skills through shared and modelled writing tasks. Providing opportunities for draft and edit writing based on teacher, self and peer feedback and publishing in a range of ways.

This ensures there is a clear learning journey with specific skills being taught and practised in each lesson, enable children to utilize appropriate writing skills in their final outcomes.

- **In Art and DT:**

Phase 1 – Immersing children in specific artists relating to their final outcome as well as their artwork. Exploring specific materials being used within the unit of learning and developing the ability to talk about art pieces.

Phase 2 – Learning new skills and techniques required for the outcome or the specific material being used and developing and practicing these skills.

Phase 3 – Creating their final outcome based on the skills and techniques learnt. The opportunity to plan and reflect on their work and make adaptations where appropriate.

This ensures there is a clear learning journey with specific skills and techniques being taught and practised in each lesson, enable children to utilize appropriate techniques in their final outcomes.

4.3 Effective Teaching

When teaching we aim to ensure all children are engaged and motivated by:

- ✓ Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- ✓ Utilizing a range of appropriate teaching styles and suitable teaching strategies, based on research led CPD.
- ✓ Using carefully chosen and high-quality resources and visual aides to support effective learning.
- ✓ Using progression grids and curriculum maps to build on skills, knowledge and understanding of the curriculum and to guide teaching with clear learning objectives.
- ✓ Ensuring the learning environment is safe and stimulating, to interest, encourage and engage pupils.
- ✓ Make effective use of lesson time, ensuring the pace is appropriate for each individual learner, where expectations are high for all, regardless of learning needs.
- ✓ Use home learning effectively to reinforce and extend the learning that takes place at school.
- ✓ Providing personalised interventions to ensure pupil progress and raise pupil confidence.
- ✓ Using knowledge of the children's attainment to enhance teaching and learning (see Feedback Policy).
- ✓ Using effective behavior management techniques to ensure all learners are respectful, responsible and motivated to learn.

4.4 Teaching for Mastery

At St Jude's we aim to deliver Teaching for Mastery in every subject. Mastery is how a child can apply much of the curriculum as a whole in more complex and in-depth, cross objective, multi-modal methods. It demonstrates how skillfully a child can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations.

At St Jude's we provide our children with opportunities for mastery in every lesson. We do this through careful planning and sequencing. Mastery challenges are also used to deepen children's understanding of a concept and use and apply their learning in different contexts. Every child has the opportunity to achieve mastery in every subject. We do not believe in fixed-ability and plan our lessons accordingly.

4.5 Teaching to Reduce Cognitive Overload

At St Jude's it is our philosophy that information shared by teachers is delivered in a way that allows every child to process the information. This is done by sharing only essential knowledge in a staggered approach which is guided by intelligent practice. E.g. previous questions should support follow up questions and should be broken down in a manageable way which allows all children to succeed. This approach also considers how much information is shared on each lesson slide, ensuring any visual aids are purposeful and support the desired learning outcomes.

5. Spiritual, moral, social and cultural development

Opportunities for children to develop awareness of British Values and spiritual, moral, social and cultural issues are given through collective worship, the Personal, Social and Health Education programme (PSHE), special events, the School Council and through the pervading ethos of the school.

5.2 Developing Vocabulary

We believe it is important for pupils to talk during lessons. When we talk, we do more than articulate our current level of understanding. The very act of talking enables us to organise our thoughts and so deepens understanding.

At St Jude's we believe that talking is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking. Think/Pair/Share and Talk To Your Partner (TTYP) are regular features in all lessons. Pupils are taught and encouraged to use appropriate body language when talking to a partner and pupils understand that their talk is valued as much as their written work.

The development of a rich vocabulary is important in helping children develop both the ability to understand spoken and written language and acquiring a control of language that enables them to express their ideas and feelings clearly.

One key aspect of a child's language development is the growth of their vocabulary – the words they can understand and the words they use to communicate. There is a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding.

When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision.

New vocabulary is identified at the planning stage of all subjects. Our lesson design approach highlights the new vocabulary necessary in a lesson or series of lessons. Key vocabulary are also highlighted on Knowledge Organisers. It is explicitly taught, using a variety of different strategies, and is on display in the classroom.

Please see individual subject stories to find out more information regarding how individual subjects are delivered, designed and sequenced.

6. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and art rooms. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- ✓ Vocabulary rich environments
- ✓ Key texts used in learning clearly labelled and visible
- ✓ Clearly labelled, comfortable and attractive zones which aim to reduce cognitive overload
- ✓ Key vocabulary essential for the unit of learning
- ✓ A seating layout that allows everyone to see the board and participate
- ✓ Displays that celebrate and support pupils' learning
- ✓ Inclusive displays using appropriately sized font

7. Trips and visitors

As a school, we value and know the impact effective educational visits can have on a child's attainment and progress, as well as their wider personal development. We aim to ensure every class goes on an educational visit every half term. Where possible and appropriate, we make sure that the trip occurs at the beginning of a new unit of study. By doing this, children participate in a shared experience and which can then be built on back in the classroom. The educational visit lays the foundations for future learning.

Educational visits are therefore linked to an area of learning for each class and are a valuable way to enhance knowledge and understanding of a unit of learning. The aim of all educational visits is to supplement and enhance the curriculum providing pupils with real life, memorable experiences. Educational visits also seek to enhance pupils' cultural capital, whilst also preparing them for when they leave primary school. It is an integral part of our approach to furthering our pupils' education and personal growth.

Teachers must obtain written permission from parents/carers before a child can go on an educational visit. For local educational visits (in the local, surrounding area to the school), we ask parents and carers to sign a Local Visits Permission slip at the beginning of every school year. This gives the child permission to go out on local trips when planned.

Sometimes it is more appropriate for the educational visit to be hosted in our school. For example, workshops and sessions. These are included in our offer to provide an educational visit once every half term.

8. Adaptations

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- ✓ Pupils with special educational needs and disabilities (SEND)
- ✓ Pupils with English as an additional language (EAL)
- ✓ Disadvantaged pupils
- ✓ Pupils that are working at a greater depth level

We will use the following strategies:

- ✓ Using support staff effectively to provide extra support
- ✓ Working with our SEND co-ordinator (SENDCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- ✓ Using mixed ability groupings and pairs for certain subjects where appropriate
- ✓ Providing writing frames and word banks

See Inclusion and SEND Policy for more information.

9. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on the Google Classroom every Thursday, with a hard copy available to those who have limited internet access.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Children will be provided a work book and spelling book to complete these tasks at home, which will be given written or verbal feedback through Google Classroom.

10. Feedback

At St Jude's we aim to:

- ✓ provide timely feedback which informs pupils about how well they have met the learning and next steps to move their learning on.

- ✓ provide the opportunity for pupils to practise and refine skills in order to make progress.
- ✓ ensure verbal and written feedback is manageable for the teaching team and be accessible for all children.

We believe that effective learning happens when there is a balance between verbal and written feedback, and we aim to utilise a range of strategies which we know to have the greatest impact on the children's learning.

Feedback should ultimately be seen by children as a positive approach to improving their learning. This is set out in more detail in our Feedback Policy.

11. Assessment, recording and reporting

Assessment is an integral part of our teaching, based on best practice. It focuses on the curriculum and it lies at the heart of enhancing children's education. Children's progress is closely monitored at St Jude's in order that we can provide the best possible opportunities and highest levels of support for all children.

The aims and objectives of assessment in our school are:

- ✓ to enable our children to demonstrate what they know, understand and can do in their work;
- ✓ to allow our staff to plan work that accurately reflects the needs of each child;
- ✓ to help our children understand what they need to do next to improve their work;
- ✓ to provide regular information for parents that enables them to support their child's learning to contribute towards accountability data.

We will track pupils' progress using a combination of formative and summative assessment.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Please see the Assessment Policy, which outlines this in more detail.

12. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Senior leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- ✓ Conducting learning walks
- ✓ Reviewing marking and feedback
- ✓ Termly pupil progress meetings
- ✓ Gathering input from the school council
- ✓ Gathering input from the curriculum steering group
- ✓ Planning scrutinies
- ✓ Book scrutinies
- ✓ Senior leaders and subject leaders co planning
- ✓ Teachers observing best practice following the Teacher Research Group method with time for reflection

13. Review

This policy will be reviewed every 3 years by the senior leadership team. At every review, the policy will be shared with the full governing board.

14. Links with other policies

This policy links with the following policies and procedures:

Behaviour policy

Early Years Foundation Stage (EYFS) policy

Inclusion and SEND policy and information report

Feedback policy

Parents family school agreement

Assessment policy

Policy History

Date reviewed by SLT	May 2023
Date to be reviewed by governors	May 2023
Next Review	May 2026



Appendix 1

St. Jude's Church of England Primary School

Learning Environment Checklist KS2



All corridor displays should have:	R	1	2	3	4	5	6	Comments
• Curriculum area clearly labelled at the top of the display								
• A statement about what children are learning								
• Work that is backed neatly								
• Elements of 3D where appropriate								
• A range of work from different children, including SEND and PP								
• All displays should be updated (at least) twice in the academic year – Aut 1 and Spr 2								
• A bible quote relating to the displayed work								
English working walls should have:	R	1	2	3	4	5	6	Comments
• Audience, Purpose, Outcome								
• WAGOLL (What A Good One Looks Like) – modelling from teacher, annotated highlighting effective elements								
• Spelling and/or grammar elements useful to text type								
• Magpied words and phrases from text								
• Texts clearly labelled								
• Class novel display								
Maths working walls should have:	R	1	2	3	4	5	6	Comments
• A description/title identifying what the children are learning								
• Modelled calculations if appropriate to block – step by step								
• Evidence of concrete manipulatives in use – on display, interactive, photos of children using								

• Key questions and prompts								
• Key vocabulary for that block/concept								
Science, humanities, RE displays should have:	R	1	2	3	4	5	6	Comments
• Evidence of practical work carried out, where appropriate								
• A description/title identifying what the children are learning								
• Key vocabulary for that unit								
• Knowledge organiser for that unit								
• Children's responses/reflections on learning, where appropriate								
Resource trays should be:	R	1	2	3	4	5	6	Comments
• Tidy and organised								
• Clear of any old or unused resources								
• Clearly labelled in Continuous Cursive font								
Book corners should be:	R	1	2	3	4	5	6	Comments
• Inviting and colourful								
• Organised and tidy								
• Books in good condition and clearly labelled categories								
Wellbeing Area should:	R	1	2	3	4	5	6	Comments
• Be inviting and calming								
• Be organised and tidy								
• Have Jigsaw teddies								
• Have activities or tools to support the children (age appropriate)								

Common Area	Action Required	Who?
Reception Area		
Hall		
Library		
Computing Suite		
Art Room		
Food Tech Space		
Music Space		



St. Jude's Church of England Primary School



EYFS Learning Environment Checklist

	Comments
Display boards backed with titles, must include: <ul style="list-style-type: none">▪ RE▪ Phonics▪ Topic (general theme)	
Resources organised and accessible	
Resources are inviting for the children	
Window sills are clear (except for resources for the children)	
Mark making resources throughout continuous provision	
Maths resources throughout continuous provision	
Text accessible to support curiosity and learning throughout continuous provision	
Vocabulary rich environment (including resources labelled)	