

Teaching and Learning Policy

This policy sets out the philosophy of teaching and learning at St Andrew's. This has involved input from all staff in the school and is the foundation of teaching and learning practice throughout the school.

Our Philosophy of Learning

Our aim is for our children to be capable, confident, inspired and successful independent learners. The time children spend in primary education should be fun and varied and it should provide them with the educational building blocks for the years ahead.

At St Andrew's our lessons reflect the four core values of our school. These are:

Achieve Care Joy Worship

The core values of our school are seen in our lessons and in all we do:

Achieve

It is our aim for all children to achieve the highest possible standards. We have high expectations of all children. Our teaching philosophy enables each child to make the maximum progress in their learning. However, achievement encompasses a much wider definition than this. At St Andrew's our aim is to equip our children to be independent, lifelong learners so that they can continue to achieve long after they leave our school.

Care

Our children are supported in their learning irrespective of ability. Encouragement and the response to the needs of our children is central to our approach. It is part of our school ethos that our teaching will enable our children to thrive emotionally and socially whilst developing academically.

Joy

Our curriculum aims to inspire our children and instil in them the joy of learning that will remain with them for the rest of their lives. We believe that as well as being purposeful, learning should be fun, engaging and fulfilling.

Worship

We aim to inspire children with the awe and wonder of God whenever appropriate. Our Core Values contribute to a Christian ethos that influences all aspects of school life and encourages children to question, debate and to develop their own faith.

Section 1- The Curriculum

The school curriculum comprises all learning and other experiences that we provide for our children. This includes the Foundation Stage Curriculum, the National Curriculum, religious education, collective worship and sex and relationships education. Our curriculum has four aims:

1. To provide all children with opportunities to learn and achieve their best
2. To inspire them to become lovers of learning
3. To promote pupils' spiritual, moral, social and cultural development
4. To prepare our children for the opportunities, responsibilities and experiences in both their future education and their lives ahead

We fulfil the requirements of the National Curriculum and the Foundation Stage Curriculum by using a curriculum that is inspiring, engaging and rich in experiences and learning. Our school's curriculum reflects our School Vision and it is a key part of helping us fulfil our Mission Statement as it stands below:

Children are at the heart of all we do.

We aim to inspire our children to love learning and achieve their best.

Thriving within a Christian environment, our children will grow through challenge and have the confidence to express their ideas and emotions freely.

We want them to value themselves, to respect others, to embrace difference and to care for the world they live in.

Our core values of Achieve, Care, Joy and Worship apply equally to our curriculum as they do to other aspects of school life as we aim to encourage children to be enthusiastic lifelong learners with a desire to discover and achieve as much as they possibly can.

We recognise the entitlement of every child to a broad and balanced curriculum, regardless of ethnic origin, gender, disability, gifted and talented or social background.

The Structure of the Curriculum

Our learning is structured into broad themes. Our themes for 2012/2013 are:

Year Group	Autumn Term	Spring Term	Summer Term
Reception	Me, Myself and I Rhymes and Tales	Bears Transport	Through the window- Animals Brighton by the Sea
Year 1	Food Glorious Food Toys	Fairytales	Wheels, wings and other things Houses and Homes
Year 2	Oh I do like to be beside the seaside Celebrations and Commemorations	Fire! Fire! An Island Home	Books, books, books Florence Nightingale
Year 3	Children in World War II	Journey to the Centre of the Earth	Ancient Egypt
Year 4	Castles and Places	Ice Worlds	Our Planet
Year 5	The Victorians	Africa	Ancient Greeks
Year 6	Journeys	Footsteps into the Unknown	All About Me

We aim to deliver as much of our curriculum through cross-curricular themes as possible. However, we also ensure effective subject coverage and there are times when some subject areas will need to be delivered separately as they cannot be linked to the main topic in a practical or realistic way.

Separate planning formats are used for :

- Foundation Stage (2 Weekly Plans for prime and specific areas of learning)
- Key Stage 1 and 2 Maths (Weekly Plans)
- Key Stage 1 and 2 Literacy (Weekly Plans)

- Foundation subjects for Key Stage 1 and Key Stage 2 (Topic and subjects other than Maths and Literacy) are planned using termly or half-termly topic plans depending on the the topic.

Modern Foreign Languages

At St Andrew's our children learn French in Key Stage 2 in weekly sessions.. They learn about the structure of language and experience elements of the culture and customs of France.

Religious Education

At St Andrew's Religious Education and Worship contributes to the personal and social development of all children. Our acts of collective worship and weekly classroom lessons provide a rich variety of experiences, enabling children to reflect on, express and confirm their own personal beliefs within an environment rooted in the values and practices of the Church of England. The multi-cultural nature of our school society and the outside world is reflected in the teaching of other faiths.

Sex and Drugs Education

The Sex and Drugs Education at St Andrew's CE Primary School enables our children to make choices and decisions relevant to the health and well-being of themselves and those around them. We create an atmosphere of confidence and trust in which such sensitive issues can be discussed and caring relationships promoted. Parents of Year 5 and Year 6 children are given the opportunity to view the material used. They have the right to withdraw their children but not from those elements which form part of the National Curriculum.

Children with Special Needs

The progress of every child in the school is monitored regularly. Structured support is provided for pupils with Special Educational Needs (SEN) who could otherwise experience difficulty in gaining full access to the curriculum. Methods of support may include a differentiated curriculum, provision of special equipment, small group or individual teaching and support from outside agencies. A large SEN team with individual areas of specialised expertise are deployed to support children as directed by the Special Needs Co-ordinator.

Class teachers are advised confidentially of any special problems (medical, educational or social) that may affect classroom organisation.

Pupils with exceptional ability in any field are further extended by means of differentiated work within the classroom context, by withdrawal to work in a group and also through extra-curricular activities as appropriate.

Section 2- What makes a lesson effective?

At St Andrew's we believe that there are a number of key features that will be evident in an effective lesson. The following principles apply:

The learning is clear and purposeful

- The children know what they are learning
- The children know why they are learning it and how it will help them
- The children will know what successful learning looks like and they will be able to assess their progress
- The learning is related to the experience of the children as much as possible
- The learning is related to previous learning whenever possible

This can be achieved in a number of ways. The learning objective will be openly shared and this will be supported by success criteria. These criteria are used to break the learning down into manageable pieces that enable children to assess their own progress and success. The learning within the lesson is reflected upon and reviewed in plenary sessions that might occur at any point during activities but will often act as a summary.

The lesson is well led

- Teachers demonstrate good subject knowledge
- All adults involved in the lesson have a clearly defined role and purpose
- Questioning is diverse and aimed at all learning groups within the class
- All learners are seen as potential teaching resources
- The lesson is driven by the learning and not the activity
- There is a good pace in the lesson that keeps children interested and progressing
- Those leading the lesson inspire through their enthusiasm and engagement
- Children are confident to take risks in their learning and children know how to learn from mistakes

It is important that children are exposed to a variety of activities. They need to be confident in situations that require practical, problem solving and investigative skills. Planning identifies the learning and outlines the strategies used to achieve it. The plans for differentiation and the use of adults are explicit. All planning is stored in the relevant year group folders on the school's planning drive (X).

All children are able to access the learning successfully

- The children are engaged and inspired and give a clear indication of enjoying their learning
- The teachers' questioning strategies allow everyone to participate
- Activities are differentiated so that children of all abilities can make progress
- A range of learning styles are embraced within a series of lessons
- Children are expected to show independence and initiative

In assessing the effectiveness of a lesson, any written, oral or practical work is considered. It is expected that children of all ability levels can demonstrate progress and successful learning

Section 3- Marking

At St Andrew's, marking takes a number of different forms and fulfils a variety of different purposes. We do not believe it is possible that each purpose can or should be fulfilled every time we mark but rather, over a period, children will experience a balance of approaches. Our marking is monitored regularly and we ensure that this balance of different approaches ensures the workload is manageable and the impact upon the child is maximised.

We believe the principles of good marking are that it is:

- Facilitating meaningful discussion with children about their work
- Helping teachers to set meaningful targets for the children's next stage of learning
- Highlighting areas of individual and widespread misunderstanding
- Focussing on improvement not 'correction'
- Carried out soon after the task is completed during or after the lesson

As the children get older we also expect marking to be:

- Accessible to the children
- Motivating the children so they can see that their work is valued and has a purpose
- Giving children an idea of what they have achieved well and what they need to do next to improve
- Positive but also honest
- Directly linked to the learning
- Helping the children to reflect on their work for themselves
- Giving children the chance to celebrate their achievements

If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate as much as possible. Work is marked with the child when practicable but this cannot always be the case. In these circumstances, where possible, marking should be a dialogue not a monologue and children should respond to marking. Children are encouraged to read teachers' marking and to respond, sometimes in writing, verbally, individually or in a group activity.

We also acknowledge that a lot of feedback is given verbally and is not necessarily recorded in written form.

Styles of Marking

There are different styles of marking which are adopted as fit for purpose when required. Marking in Reception will not be the same as in Year 6 as the style of interaction is likely to be different and in the younger classes there will be a greater emphasis on verbal feedback.

Early Years and Key Stage 1 Marking

The different styles we use are:

1) Quick Check Marking

This is used to acknowledge the completion of a piece of work and to assure that the learning has been demonstrated appropriately. This could be in the form of a

brief comment, ticks, a sticker or a stamp. This style of marking is used daily with verbal feedback.

2) Self-assessment

In Early Years and Key Stage 1, self-assessment is seen where children indicate how well they have met the success criteria of the lesson. Faces, thumbs up and arrows are used.

3) Evaluative Marking

This will involve comments that both celebrate achievement and point out areas for future progress. This will be a regular part of a child's experience but will not necessarily occur daily. It is particularly relevant to writing tasks. This style of marking is used for key pieces and is directly linked to the learning intention and success criteria.

4) Verbal Feedback

Teachers give extensive verbal feedback during lessons and they may add a one or two word comment on the key issues discussed.

5) Maths Marking

All Maths work is marked to show right and wrong answers where appropriate. This is done using a tick or a "c". By Year 2 "Can I?" questions are used and a comment is added to the child's work or assessment sheet that relates directly to how well the child has met the success criteria. Children are also encouraged to self assess their work.

Key Stage 2 Marking

1) Quick Check Marking

This is used to acknowledge the completion of a piece of work and to assure that the learning has been demonstrated appropriately. This may well represent the end stage of a piece of learning and little comment is required. It tends to be visual and could be in the form of a brief comment, a sticker, initials or a stamp. This style of marking is used daily and is particularly relevant to closed tasks or activities

2) Self-marking

When appropriate, children self-mark closed tasks, individually, as a group, or as a class. They are encouraged to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. This is done using a variety of symbols to denote the child's perception of their own success. Teachers will check and monitor that this marking is done appropriately.

3) Evaluative Marking

This will involve comments that both celebrate achievement and point out areas for future progress. This will be a regular part of a child's experience but will not

necessarily occur daily. The decision for how this is used is made by the class teacher. This style of marking is used for key pieces during a week and has a direct link to the learning intention. It is also appropriate for Homework tasks. Children are encouraged to respond.

4) Focused marking

This is used for identified pieces of independent work. This concentrates entirely on the success criteria of the task. Success should be celebrated but focused comments should help the child close the gap between what they achieved and what they could have achieved. Comments should focus on the success criteria, quality of content, quality of expression and technical accuracy shown in the piece of writing. We do not always mark writing for spelling and punctuation as blanket marking of errors demoralises the child. Children are encouraged to respond to the teachers' comments verbally or in writing

5) Verbal Feedback

Sometimes a teacher will give extensive verbal feedback in a lesson.

6) Maths Marking

Children are encouraged to assess how much they have achieved the learning intention/success criteria for the lesson. The work is 'marked' to show whether each answer is right or wrong. Children will usually make a comment at the end of their work which relates to the "Can I?" question in the title. A comment may be added which tells the child how well they met the success criteria and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding of concepts, accuracy, quality of presentation.

Recording Assessment

Ongoing notes on how children are learning and their social and emotional development are kept independently by staff. These are shared, as appropriate, with Senior Staff, the SEN and Pupil Welfare Team and with successive class teachers.

Our formal assessments for children are recorded on our own sheets based on APP principles in Reading (to be introduced February 2013), Writing and Maths. These records are ongoing but an official level for each child is entered into the School Information Management System by the February half term break and at the end of June so that progress can be monitored. This assessment data is used in Pupil Progress Reviews so that we can plan interventions and support. This also enables us to monitor progress throughout the school.

Section4- Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

Our classrooms are attractive learning environments. Each classroom has well-ordered, clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children.

All children have the opportunity to display their work at some time during the year.

All classrooms have a range of dictionaries, fiction and non-fiction books (including books relating directly to the topic). Over the year, displays relating to literacy and numeracy are evident in each classroom.

All classrooms have a Book Corner or Class Library.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be calm and purposeful
- be well resourced, clearly labelled and well organised
- make learning accessible
- a place where the children are encouraged and appreciated
- provide equal opportunities for all
- reflect the diversity of the school and the local community without stereotyping
- provide for a positive working atmosphere
- support the development of independent learners.

Our learning environments are organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- creative activities
- the use of as wide a range of multimedia resources as possible
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- the involvement of parents, carers and extended families in the life of the school and in sharing our children's achievements and learning

All our classrooms reflect current and on-going learning relevant to the children. The classroom should support children using a variety of resources such as key objectives, key vocabulary, photographs and work samples. We also actively engage with the local community and have awareness of those around us. In particular this is reflected in our links with St Andrew's Old Church, Hove.

Section 5- Homework

We believe that homework can fulfil the following purposes for children of a primary school age:

- It provides an opportunity to practice skills learned in the classroom
- It can take learning to new environments
- It provides opportunities for parents and children to work together and, thereby fosters an effective partnership between home and school.
- It starts the process of preparing children for the independent learning skills required at later points in their education

We recognise that all children need leisure time and believe that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

In setting homework, teachers will:

- integrate homework into their planning;
- set interesting tasks or activities;
- set homework that each child can access;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback in line with the marking and feedback policy

All children will receive appropriate feedback on their homework (eg marking or verbal celebration of project work)

Children are asked to:

- complete their homework to the best of their ability and hand it in on time;
- ensure they understand what is asked of them;
- complete their homework using appropriate writing materials

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments.

Year Groups	Types of task	How long should a child be doing homework?
Reception	<ul style="list-style-type: none">• Children should read at home three days a week and this should be recorded in the home/school book• A literacy or numeracy task is sent home on a fortnightly basis• Phonics work is expected• Once a half term a topic sheet is sent home	15 minutes 3x 5 minutes a week 1 hour

Years 1	<ul style="list-style-type: none"> • A Literacy and Numeracy task is sent home on alternate weeks • Spelling words are sent home weekly • Reading books are changed weekly 	No task should take longer than 30 minutes
Year 2	<ul style="list-style-type: none"> • Reading books are changed weekly • Spellings are tested weekly • A Literacy and Numeracy task is sent home weekly. (Occasionally this will be replaced by a project task which will last two weeks) 	20 mins for each task
Year 3	<ul style="list-style-type: none"> • Reading is expected at least three times a week • One Numeracy/Literacy task is set a week • A creative task is given that lasts two weeks. When these are set, no Numeracy/Literacy task is set 	30mins each Maximum of one hour per week apart from reading and spelling Weekly spellings
Year 4	<ul style="list-style-type: none"> • Reading is expected at least three times a week • A numeracy task is set each week • A Literacy task is set on alternate weeks • A series of topic related projects are set during each term which children opt for • Learning of multiplication facts are ongoing 	20 minutes 30 minutes 30 minutes Minimum 1 hour per activity Weekly spellings
Year 5	<ul style="list-style-type: none"> • Children will be given literacy or numeracy most weeks • Children are expected to read at least three times a week. • A half-termly creative learning grid will be provided which will include an open-ended activity • Learning of multiplication facts are ongoing 	Homework should amount to 90 minutes a week excluding reading time Weekly spellings
Year 6	<ul style="list-style-type: none"> • Children are given a literacy or numeracy activity weekly (although sometimes this can be an extended piece of work) • Children are expected to do the required reading to support guided 	2 hours a week in total Weekly spellings

	reading group discussion <ul style="list-style-type: none"> • Other themed tasks are covered as is appropriate 	
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Section 6- Monitoring the Teaching and Learning Policy

This policy is designed to bring a degree of consistency to our approach to Teaching and Learning and to lay out our philosophy in this core area. In order to ensure this policy is effective in doing this the following monitoring strategies are employed.

The Role of Teachers

All teachers are expected to work within the spirit of our philosophy and to the specifics of the routines laid down within in it.

The Role of the Senior Management Team

The Senior Management Team are central to the monitoring of this policy. They are assisted by subject leaders where relevant and required. Monitoring is carried out using:

1. Performance Management Reviews- These routinely monitor planning, marking, work quality, the learning environment
2. Lesson observation- every teacher is observed at least twice in the year for Appraisal and on a regular basis by subject leaders
3. Specific work and planning scrutiny
4. Subject Reviews by Subject Leaders
5. Pupil Progress Reviews and Provision Mapping meetings
6. Annual reports on standards relating to Early Years Foundation Profile, Year 1 Phonics testing, Key Stage 1 SATs, Optional SATs in years 3, 4 and 5 and Key Stage 2 SATs.

All these findings are fed into the school's Self Evaluation Form and improvement is planned from this starting point.

The Role of the Governing Body

The Governors receive the following reports:

1. Early Years Profile Report (annual)
2. Optional SATs Report (annual)
3. Key Stage 1 and 2 SATs Report (annual)
4. Report on Performance Management (termly)
5. Subject reports from Subject Leaders (as timetabled)
6. Updates on all four areas of the SEF- Achievement, Behaviour, Quality of teaching and Leadership and Management (annual)
7. A written report from the Headteacher at every Full Governing Body Meeting (twice a term)

Each of these parts of the reporting process, combined with evidence gained from their own visits and Learning Walks, help the Governors to fulfil their role as strategic leaders and decision makers in our school. All of this information helps them to ascertain the level of effectiveness and the impact of our policy. The Headteacher, Senior Management Team, the staff and the Governors plan improvement and development together to ensure the quality of teaching and learning is of the highest standard.

What we aim to achieve

Our aim is to enable our children to say:

- I love learning
- I can think for myself
- I have confidence to ask for help
- I am confident to make mistakes and learn from them
- I can ask questions and listen to answers
- I understand how the Christian faith can guide me
- I respect others
- I behave in a positive and caring way
- I am open to the views and beliefs of others
- I want to protect the environment
- I love life...but there is more to life than me
- I can empathise with others
- I am excited to create and discover
- I am happy to be me...but I am always looking to improve
- I want to do well

I am ready to face the challenge of the future