



St John's C of E Infant School

Teaching and Learning Policy

Agreed by Staff:	March 2024
Agreed by Governors:	March 2024
Next Review:	Spring 2025

Intent

St John's – "Let your light shine"

The staff and governors of St John's C of E Infant School fully endorse the entitlement of every pupil in their care to experience a rich, broad, and balanced curriculum with no narrowing. We aim to provide a safe, caring, and friendly environment for all our pupils allowing them to learn effectively, improve their life chances and help them maximise their potential. Our school values and rainbow rules help children and adults understand how we should aim to live our lives and make better choices within and beyond our community.

Our teaching at St John's is underpinned by our values which permeate all areas of school life.

We aim to:

- Fulfil all the requirements of the Early Years Foundation Stage, National Curriculum as well as the Diocesan Syllabus for Religious Education.
- Promote: Our Vision "Let your light shine!
- Celebrate, recognise and respond to each child as an individual learner.
- Provide a safe, secure learning environment that is challenging and motivating for children of all abilities
- Promote the academic, spiritual, moral, social, cultural, and physical development of all children.
- Share with children our St John's Learning tools* and resources to enable them to become resilient and independent, promoting a love of life-long learning.
- Provide learning experiences that are memorable, exciting and engaging, so that coming to school is a joy
- Develop the whole child regarding knowledge, skills, understanding and attitudes
- Prepare and equip learners with the life-skills needed for being members of the community now and as citizens of the future.
- Include parents/carers in all aspects of children's learning so the learning process is meaningful both in and out of school.
- Encourage children to think creatively, ask 'big questions' and provide opportunities to investigate and problem solve "Enquiring minds and open hearts"
- Promote understanding and respect, celebrating the similarities and differences in the lives of others in our multicultural and multi faith world.
- Provide children with opportunities to discuss issues and ideas which promote trust and respect for others and develops communication skills and self-esteem.

Inclusion:

All pupils have full access to the curriculum whatever their social background, ability, culture, race, religion, gender or special needs.

Implementation

TEACHING

The curriculum knowledge, skills and vocabulary required to be taught in each stage has been carefully planned to ensure revision of previous knowledge is linked to the new learning. An assess, plan, do, review model is then used to make adaptations in the delivery of the required learning and adaptations to ensure the learning is suitable for all learners within the class.



Planning: Curriculum planning is carried out in three stages:

Each year group has a long-term plan for the year, providing an overview which indicates what each curriculum subject is to cover in the topic. These have been planned to build upon learning from previous years.

The medium-term planning gives clear guidance on the specific learning objectives to be taught in each topic and knowledge organisers give a clear explanation of the vocabulary, key facts and skills that will be learned in each subject area. These are then shared with parents.

Short term plans are written by the teachers on a weekly basis, and these specify the learning objectives for each lesson, the method and activities used to deliver and explore the learning. These plans contain adaptations to meet the different learning styles, needs and abilities of all those within the class.

Through a topic-based curriculum all areas of the curriculum are covered, Key Stage One have a termly topic having a bias towards a particular subject area. Early years have a topic each half term. Resources and enrichment, activities can be shared across the school whenever possible.

Teaching Methods:

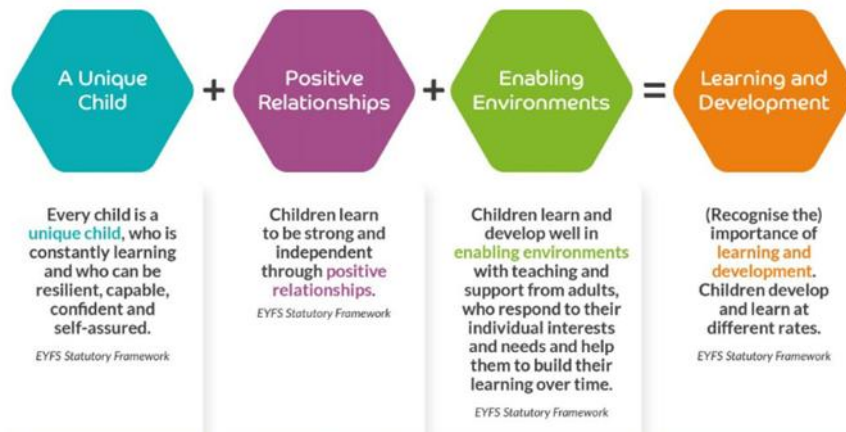
At St John's we believe that all children should access a high-quality education with clear challenge. Teachers are keen to teach creatively and often there is learning taking place outside or in other parts of the school. Learning styles should be considered, making each lesson suitable for visual, auditory, and kinaesthetic learners.

For some areas of the curriculum, children are taught in ability groupings such as phonics and for some areas they may be taught in mixed ability groups. The initial input may be to the whole class or in smaller groups, all tasks are adapted to ensure everyone can achieve the learning objective. The children work in different groupings depending upon the task.

Careful consideration is given to the needs of each individual learner and resources and input may be tailored to a specific learner or learners. Teaching and learning is most effective when looking at the progress made by individuals over a series of lessons. There should be opportunities provided to practise and use new knowledge, skills, and vocabulary to consolidate learning.

Early Years Foundation Stage (EYFS) and beyond into Key Stage 1

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways.



Unique Child- Every child is an individual and by observing their characteristics of an effective learner we can plan to provide opportunities for learning to support strengths and develop areas of challenge.

Characteristics of effective learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Positive relationships - We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise parents are a child's first and most enduring educators and we value the contribution they make. We talk to parents about their child before their child starts in our school. We offer parents regular formal and informal opportunities to talk about their child's development. Examples of children's learning is available for parents to look at and we encourage parents and carers to contribute by completing Wow! moment forms. These forms share with us remarkable achievements the children have made out of school.

Enabling Environments - At St John's we recognise that the physical and human environments play a key role in supporting and extending the children's development. We observe the children to assess their interests and development, before planning challenging but achievable activities and experiences to extend learning. The indoor and outdoor environments are organised to enthuse children to explore and learn securely and safely. Children are able to choose and locate equipment and resources independently.

Learning and Development - We recognise children learn and develop in different ways and at different rates. We value all areas of learning and development equally, and understand that they are interconnected. Planning for each child's next steps may include adaptations that provide scaffolding and support to meet the objective or to increase the challenge to extend the learning if required.

We offer children first-hand experiences, give clear explanations, make appropriate interventions to extend and develop play. Our carefully planned curriculum helps children work towards the Early Learning Goals throughout their first year at school.

Through our teaching and learning we ensure children feel secure at school and develop a sense of well-being and achievement.

Special Educational Needs and Disability (SEND) and More-Able Children

Where children require more support and scaffolding in their learning, they will receive intervention which may include especially prepared resources, group or individual support, which may take place in or out of the classroom. We would liaise with appropriate agencies to provide ideas and support for the individual. Where we feel children are gifted and talented, provision is made to develop these talents, through increasingly complex investigative and open-ended tasks. (see SEND Arrangements Policy)

Marking and Feedback

All work is marked with pink or green responses to give learners feedback so they understand what they have done well and what they need to do to improve. We also develop self-assessment (Please see our assessment and feedback policy).

Assessment

Teachers use a whole range of strategies to assess children's learning and the progress they are making. This is done on a day-to-day basis through questioning, higher order skills, observations, discussions, paired and group work and in their recorded work. There may also be the use of end of unit assessment activities to ensure knowledge is secured. Children are encouraged to self-assess and understand what they need to do in order to improve.

Termly pupil progress meetings are held with the class teacher, Headteacher and SENDCO to ensure the pupils' learning needs are being met and high expectations are being set.

Work is moderated 'in-house' and when possible, work is moderated with other schools, such as the small saints' schools and Haslemere confederation.

There are two formal opportunities per year where parents get to speak to teachers, talk about their child's learning and see their work. Following a formal report in the Summer term parents may make an appointment to speak with a teacher. Parents have access to their class teacher if needed, every day before and after school, they are able to email in any questions or comments and teachers aim to respond to them in a timely manner. The Headteacher is available to talk through any issues should it be required.

Resources

As a school we understand the importance of using a whole range of 'manipulatives' and concrete resources to support a child in the learning process. All lessons require a range of resources from Numicon to sound mats and number lines to differentiated word banks. Children know where resources are kept and how to access them. Working walls in classrooms also act as valuable resources for our learners.

Enhanced Learning

Trips

Trips, exciting themed days and visitors all ensure the children are able to access a really broad rich curriculum.

Every term each class takes part in either a 'springboard' trip (to get topics off to an exciting start) or a culmination event (which may be presenting their work during a class assembly). We want to ensure that these events are memorable and add a very real and meaningful element to our children's learning.

School Council

We believe that pupil voice is very important in an establishment that is all about the children. Each class has two representatives that attend the School Council meetings twice a term. These representatives are chosen by their peers to represent their class. Ideas and issues are discussed in their class and are brought to the meetings. These children help make important decisions for the school.

After School Clubs

At St John's, we run a range of after school clubs which add an extra dimension to the school day. These allow children to explore new skills or develop an existing interest or passion. These skills-based clubs are run by experts and currently include sports club, French, gym, art and choir. The provision is altered according to the need. These can also be used to improve cultural capital for those unable to go to professional clubs or associations.

Parent Helpers

Parents come in and support the school on a daily basis to help children in their learning. This might come in the form of small group work, library and book work, reading and comprehension and in some cases supporting an area of the curriculum that they have expertise in.

Community

The school enjoys valuable and meaningful links with the local community and the wider community. School and church (St John's) work very closely together when possible running pause days, services, assemblies and outreach. The local parishioners play an important part in school life, getting involved in assemblies and interviews. The children feel very at home in the church and fun services are a part of school life.

We are very fortunate to have when possible support from local people that come in weekly to support reading or small group work.

When possible, children visit the community centre, and the local nursery school to sing to them and join in celebrations.

The school is also involved in supporting our wider community through a range of charities such as Children in Need, NSPCC, Comic relief, NHS charities together and the local foodbank.

Remote Learning

In times of need we will endeavour to provide a broad and balanced curriculum for home learning, which is inclusive and provides access for all. We will do so in a reasonable time frame according to the situation. Any remote learning will aim to be appropriate to the age and stage of the learner and the situation for which remote learning is required. This is not provided as an alternative to school when school is mandatory for all e.g. when taking a holiday in term-time.

Impact

We use our teaching and learning charter when observing the learning taking place within the classroom or book scrutiny. Throughout our school day all teaching should be providing a range of opportunities to see the 5 p's and reference to our learning tools. If quality first teaching is evident anyone observing lessons in our school should see evidence of passion, praise, pace, purpose and participation from both the adults and the children.








St John's School Learning and Teaching Charter



At St John's School it is our ambition that the curriculum is well designed to meet the needs of all pupils. Pupils should be articulate and enthusiastic about their learning. They should be able to apply ideas from their learning to other contexts.

We then monitor the learning and teaching using the 5'P's Passion, Praise, Pace, Purpose and Participation

Passion	Praise	Pace	Purpose	Participation
				
<ul style="list-style-type: none"> ❖ Inspiring learning ❖ Engagement ❖ Enthusiasm ❖ Questioning by children ❖ Using imagination ❖ Classroom environment 	<ul style="list-style-type: none"> ❖ Good relationships ❖ Calm atmosphere ❖ Respect shown ❖ Specific praise given ❖ Rainbow rules evident ❖ Learning tools evident 	<ul style="list-style-type: none"> ❖ High expectations ❖ Use of agreed terminology ❖ Smooth transitions ❖ Modelling evident ❖ Good listening 	<ul style="list-style-type: none"> ❖ Learning objective clear to all ❖ Assessment evident ❖ Sufficient level of challenge ❖ Making links – Teacher ❖ Reflective ❖ Questioning by adults ❖ Talking out loud 	<ul style="list-style-type: none"> ❖ Inclusion evident ❖ Sticking at it ❖ Working together ❖ Independence ❖ Making links - Children ❖ Appropriate resources ❖ Talk partners

The children are taught to use learning tools to enable them to become lifelong learners.

When modelled they develop a dialogue to enable them to discuss their learning.



Sticking at it



Listening



Working together



Imagining



Noticing



Questioning



Making links



Reflecting

The governors have a schedule of curriculum monitoring throughout the year, for which they speak with the subject leader and engage in a learning walk to see learning in action. They may also look at books or interview pupils.

We encourage self and peer review of the teaching and learning taking place in our classrooms.

We also have an annual parent survey to gather parents' views.

The latest academic results can be found on our website [Summary of end of year results](#)









St John's is a place where we can grow as life-long learners, understand the value of trusting friendships, show thankfulness and compassion to others and can make mistakes, knowing that we will be forgiven. We can both find peace and become peacemakers in the knowledge that we are letting our light shine.

Appendix 1

St John's Values: Thankfulness, Peace, Love & Compassion, Forgiveness, Trust and Friendship

Our Vision: "Let your light shine"

St John's is a place where we can grow as life-long learners, understand the value of **trusting friendships**, show **thankfulness** and **compassion** to others and can make mistakes, knowing that we will be **forgiven**. We can both find **peace** and become peacemakers in the knowledge that we are all letting our light shine."

 Sticking at it	 Working together	 Imagining
 Listening	<u>Learning tools</u> Which tools are you using?	 Noticing
 Making links	 Questioning	 Reflecting