



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

TEACHING AND LEARNING POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Updated	Summer 2024
Next Review Due	Summer 2025

This policy will be supported by the following policies and procedures:

- Appraisal
- Positive Relationships
- Marking & Feedback
- Staff Disciplinary
- Staff Capability
- Any other teaching and learning related policies such as EYFS, RE etc.

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

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Guiding Principles

Education influences and reflects the values of society, and the kind of society we want to be.

Our vision is pivotal to all our work:

Promoting pupils to be resilient, responsible learners with curious minds and a thirst for knowledge. Striving to become compassionate and respectful members of the community; embracing diversity and encouraging the best in others.

We want all to feel that they belong to our school community and that they will never be alone:

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Our school values are reinforced at all times: Respect, responsibility, resilience, compassion, co-operation and confidence. These values were chosen together by the school community. The school promotes and rewards children for displaying learning behaviours that illustrate the school values.

It is the professional duty of all staff to contribute towards the development of the whole pupil both inside and outside the classroom. In this school, every child has an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected minimum standard for all our teaching.

In order for the school to maintain high standards of teaching, learning and pupil attainment, staff need to be clear of the expectations and procedures of the school with regard to teaching and learning. The school has 'Curriculum Guidance' which outlines the expectations for learning environments as well as subject specific expectations e.g. requirements in RE Big books, expectations for parental involvement and trips.

St Michael and All Angels asserts that learning should be ordered, progressive and should take place in a secure environment with a shared purpose.

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Teaching and Learning Methods

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning. This is done through:

- creative teaching and learning.
- teaching that develops skills and knowledge and makes learning accessible and motivating for all children.
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- a pace of learning that is optimised for progress and high quality outcomes.
- learning experiences that allow pupils to work both independently and collaboratively on projects.
- planning units of work that engage pupils in their learning – a hook, learning journey and high quality outcome will be evidenced in each unit of learning.
- teachers using their expertise and subject knowledge to develop pupils' knowledge, skills and understanding.
- asking well framed questions and the use of discussion to deepen pupils learning.
- appropriate home-learning which is set to nurture children's enthusiasm and curiosity, and develop their understanding.
- clear and focused learning outcomes, both within school and at home, which are celebrated regularly in public forums such as Celebration Worship, newsletters, notice boards and the school website.

Pupil management and behaviour:

- seeks to ensure that provision is inclusive and that there is appropriate support for all pupils.
- ensure adequate supervision by the adults of pupils within their care.
- developing and maintaining a positive learning environment.
- seeks to model and promote positive learning attitudes and respect for the beliefs and opinions of others following the school's core values (Respect, Responsibility, Resilience, Cooperation, Confidence, Compassion)
- promotes and adheres to the school's positive relationships policy.

Teaching methods and the management of resources:

- seek to ensure that pupils develop a respect for the safety and property of others.
- encourage the development of pupils' ability to manage their own learning resources.
- seek to present a range of learning opportunities reflecting an awareness of the different learning requirements of the pupils.

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- seek to manage the key resources, including time and adult support as effectively as possible.
- identify opportunities to review planning and provision against the needs of the pupils and the aims of the school at regular intervals.
- respond to opportunities that occur outside of the planned provision where this might benefit pupils' social or intellectual development.

Differentiation

It is vital not to limit learning for pupils, especially through traditional types of differentiation. Differentiation should be child-centred.

Adjust rate	More time to process, to complete a task, to demonstrate knowledge
Adjust volume	Change amount of material to process or produce
Adjust complexity	Change number of details or complicated ideas to create or interpret
Staging of tasks	Tasks completed in logical steps or increments instead of all at once
Prioritisation	Certain task components are stressed or de-emphasised during a complex activity or task
Change presentation format	Information presented in a way that pupil can process more effectively e.g. more visual medium
Change production format	Pupil is allowed to demonstrate competency using different medium
Change evaluation system	Performance is assessed differently for the pupil e.g. previous year group assessments
Use of support of aids	Specific tools are used to facilitate learning or output e.g. laptop

Adjust the rate

Allowing more time to process, complete a task or demonstrate knowledge.

This is ideal for children who need more processing time. This may include a child with autism, ADHD, or dyslexic learners or those with receptive language issues, Developmental Language Disorder (DLD) or new arrivals with English as an additional language.

Adjust the volume

This involves changing the amount of material to process or produce. Changing the amount to process is about your use of questioning, teacher talk or what you set to

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read, view, or listen to. Changing the amount, you set to produce could be as simple as asking one child to write a list whilst another writes a paragraph.

Adjust the complexity

Change the number of details or complicated ideas to create or interpret. This can be helpful for children with executive functioning issues such as autistic learners or those with specific learning difficulties such as dyslexia, dyspraxia, ADHD, or dyscalculia. This is because such learners often find it harder to carry out multi step instructions. They may also have working memory issues.

Staging of the task

This must always be done in advance of the lesson so that it is ready for the learner. There are many ways to stage a task e.g. work reprinted to a certain font size or style. Easy read versions of set texts and course books as specified by a specialist medical sensory or visual impairment teacher.

You can also change the layout by using technology which is important for student motivation and attention e.g. create a themed background or placemats.

Prioritisation

Prioritise certain task components or de-emphasise others during a complex activity can be helpful for learners with processing needs, such as any with specific learning difficulties or autism and some with medical and sensory needs.

Change the presentation format

Change the way information is presented so that pupils can process it more effectively. Smart board or other technology can be helpful or PowerPoint to create a graphic. A learner with sensory needs such as visual impairment, or dyslexia will need graphics produced as they need them.

Change the production format

Use accessibility tools e.g. using voice to text, reading pens and scribing technology. There are many different applications and programmes.

Change the evaluation method

Using a different assessment criteria can be helpful for children with cognition and learning needs such as global delay.

Use support or aids

There are many support aids that can be used easily e.g. make optimum use of a

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seating plan. A classroom and its furniture can be a great way to improve concentration.

The use of sensory equipment following a sensory screener, or input from an occupational therapist or external agency.

Use of calming strategies e.g. use of the calming corner or the use of firm, deep pressure such as collecting the milk for snack time or exercises such as seat push ups.

Assessing and planning

All teaching is based on assessment information so that good quality learning can take place. Teachers assess on an ongoing basis using a range of assessment tools including assessment for learning during lessons, work analysis during and after lessons and through more formal assessments. They use the information to identify gaps in their development so that they can plan effectively to enable them to move forward in their learning.

Planning is intended to be useful to the teacher in delivering high quality lessons and provision. Ongoing assessment is then used to determine outcomes so that the following lessons are planned/adapted appropriately. This means classes do not have set groups in lessons.

A cycle of assessing, planning and teaching is formed which leads to progress being made by all children.

Learning environment

Classrooms should be a psychologically safe environment that increase greater self-confidence and well-being. They should be, 'Communication Friendly' enabling pupils to develop their social, emotional and academic potential by reducing or removing barriers to communication. There are three strands to this:

- Visual support systems
- Staff communication
- Classroom environment

The school has 'Learning Environment Non-Negotiables' which promote this and are detailed in the Curriculum Guidance.

Home learning

Children learn best when there are strong links between home and school, the importance of parental involvement in children's learning is recognised, valued and developed.

Home learning has evolved immensely of late. Our home learning platforms are Early Essence and Google Classroom. Regular pupil homework can be accessed through

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Spelling Shed, TTRockstars and NumBots. All children are provided with a school reading book appropriately matched to their reading ability.

Our school website has a wealth of resources for families for both learning as well as pastoral care.

Inclusion

The school works hard to ensure that all children's needs are catered for fully and that they make good progress. Some groups of children and individual children may have additional or alternative provision put in place to ensure that they achieve their full potential. This may be because:

- They have a Special Educational Need or Disability
- They have a medical condition
- They are eligible for Pupil Premium funding or other similar funding
- They are eligible for Inclusion funding
- They have an Emotional, Behavioural or Social Difficulty
- They are a low prior attainment pupil
- They are a more able pupil
- They may have suffered a bereavement or family difficulty
- The family is at stages 2, 3, 4 or 5 of the Continuum of Need
- They are new to the school or are preparing for transition

Sometimes, the additional need is short term whereas other children have continued additional needs. A wide range of additional and/or alternative provisions are utilised for these children depending on their particular needs. The school works closely with parents, carers and other agencies to ensure that the child receives the provision that they need.

Monitoring and Evaluation

The implementation of this Teaching, Learning and Assessment policy is monitored and evaluated through a range of methods including:

- Work scrutiny
- Lesson visits
- Data analysis
- Learning walks
- Pupil Interviews
- Staff interviews
- Pupil and Parental Surveys

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