

St Bede C of E Primary Academy



Teaching and Learning Policy

St Bede Primary Academy provides a happy, stimulating learning environment where every child is valued. We seek to develop the aptitudes, skills and knowledge which will help pupils achieve their true potential through praise, encouragement and high expectations of work and behaviour.

This policy document reflects the aims, values and philosophy of the academy and sets out the framework for teaching and learning within which the whole school operates. It applies to teachers and support staff working directly with children, and supports the principles described in the performance management policy. The governing body, Headteacher, senior management team, and all individual members of staff have particular roles and responsibilities in relation to the implementation, monitoring and evaluation of this policy.

Rationale and Aims

At St Bede Primary Academy, we believe that children are entitled to the highest possible quality of teaching in a stimulating, caring environment. Linked with the performance management policy, all appropriate staff receive an audit of their strengths and areas for development, and all staff have an agreed professional development plan. This ensures that teachers' subject knowledge is maintained in changing circumstances and guarantees that children receive their entitlement to be taught appropriate skills, knowledge, understanding and attitudes in relation to all areas of the curriculum.

Effective Teaching

St Bede staff value **all** pupils. We strive to ensure that every child enjoys school, achieving their maximum potential. To ensure that each child is able to make a positive contribution teachers will:

- Promote effective and positive interaction with pupils;
- promote high expectations;
- plan lessons which have clear objectives and success criteria, which are communicated effectively to pupils, making connections to previous and for future learning;
- use a range of teaching styles and questioning techniques;
- recognise and manage effectively the support of other adults in the classroom;
- use well timed interventions to help the pupils make appropriate progress;
- provide feedback to pupils and parents/carers about children's progress;
- ensure that assessment strategies are implemented and records of learning are kept up to date;
- recognise the importance of health and safety;
- acknowledge and encourage best use of the contribution of parents and carers, the community and work carried out at home;

- plan suitable interventions and support for the children who receive pupil premium (see information on the academy website).

Effective Learning

We believe that the most effective learning takes place in an environment which is caring, calm and well-organised. St Bede provides a welcoming atmosphere, where learning is accessible but challenging, and where high standards of behaviour are expected and followed, providing equal opportunities for everyone. Teachers provide opportunities for children to:

- Work individually and co-operatively, in groups and as a class;
- make decisions, solve problems and develop independence;
- acquire new knowledge and skills;
- discuss their ideas and develop social skills;
- apply appropriate intellectual, physical and creative effort to their work;
- work productively and at a good pace;
- understand what they are doing, evaluate their progress towards agreed targets.

Planning and Assessment

All teaching staff at St Bede have high expectations of the children. At all levels, planning provides appropriate challenges. Foundation Stage (EYFS Curriculum) and National Curriculum Programmes of Study set out the expectations for all subjects (with the exception of R.E. where the curriculum is agreed by staff and Governors). Teachers' medium and short term planning translates the EYFS and National Curriculum into a challenging teaching and learning programme for a given period of time, while target setting, with individual children and groups, identifies the next steps to be attained. These targets are used with pupils as an integral part of teaching and learning for all. They inform the development of individual learning plans for all pupils, including Individual Education Plans (IEPs) for pupils on the Special Needs Register. Formative assessment records and analysis of summative assessments are used to inform planning at each stage and all children are tracked for progress on a regular basis. This tracking is followed by year group progress meetings each half term to ensure that all children continue to achieve their potential.

Assessment for Learning

All teachers recognise that effective assessment arises from the setting of clear intended learning outcomes at the planning stage. Teachers are also aware that providing children with feedback on their learning is one of the most powerful ways of helping them to improve. Children are encouraged to discuss the progress that they are making in their own learning to ensure that they are key in the assessment process (see also ARR and Marking Policies).

The use and quality of formative assessment and feedback is monitored and evaluated through regular observations of teaching (see Performance Management Policy).