

St Matthew's High Brooms CE Primary School

Powder Mill Lane
Tunbridge Wells
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Teaching & Learning Policy

Headteacher: Mrs Sonia Phillips
Chair of Governors: Mrs Karen Stevenson

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Fulfilling God-given potential

*Distinctive Christian values-
Honesty, Kindness, Respect, Responsibility*

Vision Statement

At St Matthew's we believe that each of us is made in the image of God. God loves each and every one of us. We value every member of our community, and support them to do their best. "See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation)

Introduction

St Matthew's is a school where everyone is challenged to improve and achieve. We recognise the God-given potential in each and every one of us. Our commitment to the teaching and learning of all members of our community is underpinned by our vision and values.

This policy was created in consultation with staff and Governors.

We believe that children will learn most effectively when a range of factors are taken into consideration including: high quality teaching, consistent behaviour management, careful planning and a safe learning environment.

Aims and Objectives

This policy aims to promote consistency and high standards.

At St Matthew's we aim to provide a safe, caring, supportive and stimulating environment where each individual can learn effectively. By demonstrating the school values of Honesty, Kindness, Respect and Responsibility, pupils and staff will be creating an environment that will allow each individual to achieve.

Learning Environment

Pupils will be more effective learners if they are taught in a safe and stimulating environment. Shared learning areas should be kept tidy so they can be used for a variety of purposes. Classrooms will be well resourced, and pupils will be able to access the equipment they need to support their learning. Pupils will be taught to respect and take responsibility for the learning environment. Classroom displays should support the children's learning eg working walls where teacher's modelling and prompts are displayed, as well as celebrating the learning outcomes of the pupils in the class. Displays in shared areas, such as corridors and halls, should be visually interesting, stimulating and of a high quality, and include a range of learning including writing, art work and 3D models with appropriate labelling.

St Matthew's recognises the importance of different learning environments. Children across the school are timetabled to receive forest school sessions, which are held either off site or within the school's own small forest school area. EYFS maintain an outside learning environment that is rooted in the needs of the Early Years Curriculum and is designed to extend their learning and progress. The playgrounds and the field can be used throughout the day for outside learning. PE lessons take place on the playground, the field or in the halls in which a range of suitable and appropriate equipment is available to deliver the curriculum.

Resources to support the curriculum are carefully stored and checked.

Our Curriculum

St Matthew's believes the curriculum should be built around the needs and interests of the children. Our curriculum is planned to:

- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum that develops character education and promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society;
- Encourage children to demonstrate the school vision and values in their everyday lives.

The role of Teachers to ensure effective Teaching & Learning:

- Teachers model the school vision and values consistently.
- Teachers have a secure subject knowledge of the curriculum that they teach.
- Teachers plan interesting and challenging lessons securely rooted in the agreed school curriculum.
- Plans are shared with colleagues involved with the lesson.
- Lessons have clear Learning Objectives which are shared with pupils.
- Teachers have high expectations.
- There is an environment of mutual respect: staff to staff, staff to pupils, pupils to staff, pupils to pupils all across the school.
- Specialist teachers demonstrate excellent subject knowledge and share their expertise with all staff.
- Class teachers are responsible for the progress of all pupils in their class.
- Intervention leaders are trained and deliver high-quality interventions.
- Differentiation is planned to meet the needs of all pupils.
- Questioning is used to develop pupil's learning and is evident in all lessons.
- Teachers know their children well. Pupils who have English as an Additional Language, Pupil Premium, Special Educational Needs and Disabilities and More Able children are identified by the class teacher.
- Support is accessed through outside agencies in line with the SEND policy.
- Learning is scaffolded through planning with support from adults, where appropriate, equipment and/or resources to help the pupils access the learning. It is our aim to promote greater independence and resilience.
- Teachers give timely feedback.
- Assessment & Marking is undertaken in line with the Assessment, Marking, Feedback policy.
- Data is inputted regularly and analysis of data is undertaken.
- The learning environment is tidy, resources are readily available, displays are celebratory of children's achievements and designed to support learning.

- Homework is set
- Teachers attend relevant training and keep up-to-date with teaching and learning practices.

The role of Support Staff to ensure effective Teaching & Learning:

- Support staff model the school vision and values consistently.
- Support Staff support the teaching; either through direct delivery or by enabling access for identified children.
- Support Staff deliver intervention groups under the line management of the Inclusion Lead
- Support staff will prepare resources as required for pupils' learning.
- Individual children are supported in line with IEPs/ Behaviour Support Plans/ EHCPs.
- Feedback is given to the children and to the teacher.
- Records are kept that can be shared with classteachers/ Inclusion Lead/SLT.
- Equipment is looked after and stored appropriately.
- ICT technician ensures ICT equipment is working.
- Admin staff liaise with teaching staff and parents to provide a safe environment for children.
- The environment is kept safe, tidy and attractive.
- Playtimes are supervised so they are safe and enjoyable.
- Support staff attend relevant training and keep up-to-date with teaching and learning practices.

The role of Learners to ensure effective Teaching & Learning:

- Pupils with the support of parents attend school in good health, maintained by adequate diet, exercise and sleep, and appropriate clothing.
- Pupils model the school vision and values consistently.
- Pupils follow the school rules as outlined in the Behaviour Policy.
- Pupils attend school regularly and punctually.
- Pupils are organised and bring necessary equipment to lessons.
- Pupils take responsibility for their own learning.
- Pupils keep the school environment tidy and respect all equipment and resources.

The role of Leaders to ensure effective Teaching & Learning:

- Leaders model the school vision and values consistently.
- Leaders ensure the staff understand and follow the teaching and learning policies and practices of the school.
- Leaders encourage staff to develop both professionally and personally.
- INSET is provided that allows opportunities for staff development and addresses the priorities in the SIP.
- Whole school targets are set that are challenging and achievable to raise standards.
- Leaders monitor and evaluate teaching strategies, curriculum content, schemes, progression and expectations.
- Leaders attend relevant training and keep up-to-date with teaching and learning practices.
- School policies are followed consistently.
- Staff are given the time required to plan, prepare and assess (PPA).
- Develop links with other schools and educational bodies to share good practice.

Supporting Documents/policies

- School Vision and Values
- Child Protection and Safeguarding Policy
- Behaviour Policy
- SMSC Policy
- SEND policy
- Home/school agreement
- Equality Policy
- SIP
- Assessment, Marking and Feedback Policy