



St Paul's C of E Primary School Teaching & Learning Overview

<p>Overview and Aims</p>	<p>The aim of this document is to provide a clear statement of the principle and practice of teaching and learning at St Paul's C of E Primary School. It provides a framework which allows all staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils. We aim to encourage and support our children to:</p> <ul style="list-style-type: none"> • Feel safe, happy and valued in school. • Achieve their full potential. • Develop into compassionate and caring individuals who depend on one another. • Understand and embed our Christian values and 'life skills' such as collaboration, perseverance, resilience and problem solving. • Enjoy their learning in a positive, nurturing environment. • Become independent, highly motivated and have a life-long love of learning in preparation for the future. • Become resilient, reflective, resourceful and reciprocal learners. • Develop lively, enquiring minds and the ability to question and share ideas. • Recognise and develop their own personal skills to the best of their ability. • Access a rich, balanced and relevant curriculum in a variety of ways. • Develop an understanding of other beliefs, cultures and ways of life. • Engage and forge links with the wider community.
<p>Whole School Expectations</p>	<ul style="list-style-type: none"> • Teachers and other adults generate high levels of engagement and a commitment to quality first wave teaching and learning across whole school. • All adults in school consistently follow whole school procedures and policies that support the aims and Christian vision and values at St Paul's. • The teaching of reading, writing and mathematics is highly effective and cohesively planned and implemented across all areas of the curriculum. • All teachers and adults have consistently high expectations of all pupils. • Ensure all classrooms are consistently inclusive to support all learners through use of working walls; help desks; visual timetables; CIP labelled areas and resources. • All teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. • Learning experiences are engaging for all groups of pupils. • All groups of pupils, are making good progress evidenced through provision, progress in books and progress data over time. • Teachers regularly, systematically and effectively assess pupils understanding throughout lessons, through skilfully questioning them. • Teachers regularly address any misconceptions and intervene when necessary with notable impact on the quality of learning. • Every pupil makes progress over time in their emotional and social development, knowledge, skills and understanding. • Children's books demonstrate consistently high expectations and standards and that only high quality work and presentation is acceptable. • Teachers adhere to the Marking and Feedback policy consistently. • High quality constructive, oral feedback from teachers and adults ensure that pupils make rapid progress. • Teachers ensure that pupils know how well they have done and what they need to do improve. • Pupils are given time on a daily basis to respond to marking and feedback. • Communicate effectively with parents to create effective home/school partnerships that supports learning and pupil needs at home.
<p>The Teacher</p>	<ul style="list-style-type: none"> • Clear focus is given through explicit learning intentions and success criteria. • Explicitly models learning points using WAGOLL strategies and the working walls. • Ensures the working walls are used effectively for modelling of key learning points and enable pupils to refer back to for embedding learning throughout the week. • Ensures learning is stimulating, inspiring, creative, exciting and relevant for all groups of children. • Promotes both independent, successful learning and a love of learning. • Plans and delivers well paced lessons which uses effective questioning techniques. • Ensures there is an appropriate balance of teacher / pupil talk throughout lessons.

	<ul style="list-style-type: none"> • Uses a wide range of teaching strategies, including practical / hands-on / real purpose learning opportunities, to engage all learners. • Motivates, challenges, supports and extends all children to learn to the best of their ability and achieve their full potential. • Is aware of, and caters for, every child's needs. • Is an excellent communicator. • Uses mini plenaries to check and adjust the learning sequence for all groups of pupils. • Uses I Can statements on a regular basis for effective assessment for learning. • Ensures all children are given opportunities to make progress in every lesson. • Demonstrates an excellent subject knowledge. • Is enthusiastic, supportive, positive, flexible and is a good role model both in the classroom and the wider school. • Encourages excellent behaviour using positive strategies. • Is highly resourceful and uses ICT to enhance learning where appropriate. • Uses support staff effectively.
The Learner	<ul style="list-style-type: none"> • Is encouraged to always try their best and persevere to be the best they can. • Displays a love of and a thirst for learning. • Enjoys their learning, is engaged and inspired. • Is developing into a confident, curious and independent learner. • Knows and understands their targets, how to improve or further their learning and the next steps for progression. • Makes progress in every lesson. • Is able to use ICT to support their learning. • Works co-operatively both in the classroom and the wider school. • Is encouraged to be an enquiring and reflective learner. • Has a growth mindset to be a resilient learner.
Monitoring and Assessment	<ul style="list-style-type: none"> • Use of I Can statements and DCPPro to track progress and next steps for all groups of children. • Is rigorous, accurate and honest. • Identifies gaps in learning for all groups. • Is used to inform planning of the next steps for all groups and individuals. • Is used for the purpose of progress for every lesson.
Other Adults	<ul style="list-style-type: none"> • Are actively involved in the lesson and are a valued learning support in the classroom. • Receives teacher planning in advance so they understand the lesson objectives and the relevant success criteria for all groups. • Are deployed effectively with a focus on enhancing learning to support and extend all learners. • Deliver effective activities and lead intervention strategies according to need to support children to make progress. • Are positive, flexible and adaptable and use their initiative. • Feedback effectively to class teachers. • Encourage positive behaviour and are excellent role models.
Evaluation	<p>The aims and objectives outlined in this document are evident in the day to day working of the school. This will be monitored through:</p> <ul style="list-style-type: none"> • Learning walks and observations. • Progress in books. • Progress data. • Shared CPD. • Progress of the School Development Plan. • Staff and pupil voice. • Staff professional reviews. • Communication with parents and the wider school community. • Staff professional reviews. • External observations.