

ST MARY'S BENTWORTH CE PRIMARY SCHOOL TEACHING AND LEARNING POLICY

Date of implementation: Nov 2024

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Ownership: Education Committee	<i>Linked to policies:</i> Child Protection; Safeguarding; SEN & Inclusion; High Achieving Pupils; Feedback (assessment); Early Career Teachers; School Strategic Plan
Review committee: Education Committee, Head teacher	
Communicated to: Staff, Parents, Governors	
Evaluation: (inc links to evidence) The Prevent Duty (Launch 2015)	

Love of learning, of inspiring minds ready for the future
Respect for all learning and teaching opportunities
Belonging to a learning community

'All education springs from images of the future and all education creates images of the future.' **Alvin Toffler, Learning for Tomorrow**

Vision Statement

At St Mary's, our vision is to create an enriching educational environment where the whole child flourishes. We prioritise academic excellence and fundamental communication skills within a curriculum that is both exciting and imaginative. Our commitment to high standards ensures a solid foundation for lifelong learning. We believe in fostering secure relationships, creating a vibrant community where every child is valued, respected, and inspired. Together, along with our core values, we shape academically proficient and creatively empowered individuals, ready to embrace the future.

Purpose of the Policy

The purpose of this policy is to:

- Ensure that the children at our school are provided with high quality learning experiences that lead to consistently high levels of pupil achievement
- Guide what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to



create an effective and well-managed learning environment in which the individual needs of each child can be met

- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework

Our Values

At our school, we have three core values which are at the heart of everything we do. Love, respect and belong promote character development, social responsibility, and a positive learning environment, which enables the children to become respectable and constructive members of their community.

Love: At St Mary's, love is evident in the nurturing relationships between teachers and children, creating a supportive environment where children feel valued and encouraged to explore and grow. This love manifests through personalised provision, positive reinforcement and a genuine dedication to each child's holistic development, fostering a deep sense of belonging and motivation to learn.

Respect: Respect is foundational to our school, where it's instilled through interactions between children, staff, parents and the wider community. By promoting an atmosphere of mutual respect, where everyone's contributions are valued and differences are celebrated, primary schools create a safe and inclusive environment conducive to effective learning and positive social development.

Belong: At St Mary's we believe belonging is essential in primary school learning, as it creates a sense of connection and security that allows children to engage fully in their educational journey. When children feel like they belong, they are more likely to participate actively in class, form positive relationships with peers and staff, and develop the confidence to explore and learn in a supportive environment.

Our Pedagogy

Our curriculum is continually evolving and being developed. It is built on the foundation of the National Curriculum and using this we have created progression documents for each subject and class within the school. These documents ensure we have a progressive and spiral curriculum that builds on knowledge and skills over time. Using our progression documents, we have created Medium Term Plans which our teachers follow – these highlight the learning journey for each subject and the 'finger-tip knowledge' we expect the children to retain and have 'at their finger tips' from each unit of teaching.

St Mary's Pedagogy is a holistic approach to education that encompasses a diverse set of curriculum drivers that serve as guiding principles that shape the design and implementation of our curriculum. We ensure they reflect our school values, goals and the needs of our children. We have chosen these curriculum drivers with precision to ensure all children have the same opportunity to develop their cultural capital and thus succeed now and in the future.

Environmental Stewardship: Through our curriculum, environmental stewardship is fostered by integrating lessons and activities that cultivate an understanding of



ecological systems, inspire conservation efforts, and empower children to become responsible global citizens who strive to protect the environment.

Global Mindset, Diversity and Inclusion: At St Mary's, we expose our children to a range of multicultural perspectives, promoting empathy towards diverse cultures, and creating inclusive learning environments. This allows all children to feel valued and respected, thus preparing them to thrive in our interconnected world.

Play-Based Learning: Our curriculum promotes active engagement, creativity, and critical thinking through hands-on activities and exploration,

fostering a deeper understanding of concepts and enhancing children's overall learning experience.

Belonging: At St Mary's, we believe belonging is fundamental to our school, as it fosters a sense of connection and inclusion among children, creating a supportive atmosphere where they feel safe to explore, learn, and thrive academically and socially.

Inspiration and Aspiration: Our curriculum ignites children's curiosity and ambition to explore new ideas, pursue academic excellence and realise their full potential as lifelong learners.

Spiritual Development: Through our curriculum, we foster spirituality that nurtures children's sense of empathy, compassion and self-reflection, guiding them towards a deeper understanding of themselves, others and the world around them.

Communication and Storytelling: At St Mary's, we believe communication and storytelling serve as powerful tools for children to express themselves, engage with academic concepts, and develop essential literacy skills, laying the foundation for effective learning and expression throughout their educational journey.

Wider Curriculum

At St Mary's, we pride ourselves on offering a rich and diverse wider curriculum that goes beyond traditional classroom learning and the National Curriculum. Our students have the opportunity to participate in residential trips, which provide immersive educational experiences and foster independence. We also organise regular school trips to local museums, historical sites, places of worship and musical performances, enhancing their understanding of the world around them. Our school frequently welcomes visitors including historians, authors, people of different faiths and community leaders, who inspire and engage students with their expertise. Theme days are a highlight of our calendar, allowing students to dive deeply into specific topics through creative activities and projects. Additionally, we offer a broad range of school clubs, from sports and arts to coding and gardening, ensuring every child can explore their interests and develop new skills in a supportive environment.

Adaptive Teaching

Adaptive teaching is at the heart of St Mary's educational ethos, reflecting our commitment to meeting the diverse needs of every pupil and nurturing their individual



growth and learning success. Our approach goes beyond one-size-fits all instruction and recognises that each pupil is unique, with varying learning styles, strengths, and areas for improvement. Adaptive teaching at St Mary's is based on a dynamic and pupil-centred approach that ensures every individual has the opportunity to thrive academically. By personalising instruction, scaffolding learning, and providing continuous feedback, we empower pupils to take ownership of their education and reach their full potential.

Principles Guiding this Policy

Teachers' Learning

- ❖ All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.
- ❖ Professional development is essential for supporting all adults to develop their own learning. Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Teaching & Learning with Children

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success;
- gain approval and can recognise and value their own progress;
- are given tasks which match and extend their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

The Learning Experience

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions; share opinions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Children should be encouraged to develop **organisational skills and independence** through:

- appropriate tasks including challenge;
- confidence building;



- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

The Learning Environment

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities.

Responsibilities for Teaching & Learning

Classroom Teachers

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.

Senior leaders

Senior leaders are responsible for contributing to, and monitoring the progression and well-being of, individual pupils in their group and for providing support and advice to those pupils, both socially and academically.

This is achieved by.

- monitoring academic progress and attitudes of individual pupils through academic tracking/progress checks and Pupil Progress meetings
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of Home-School link books, rewards and sanctions, uniform and attendance.

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.



This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (eg able pupils, gender groups, PP pupils);
- monitoring pupils' work through work scrutiny: regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers termly and giving constructive feedback. This will also inform Performance Management of teachers; and
- evaluating progress of teaching and learning targets in subject development plans, in line with School Strategic Plan.

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through department reviews and classroom observations of teaching and learning.

Responsibilities

The Head teacher is responsible for monitoring the performance of members of the School Leadership Team.

Teaching and Learning: Procedures and Processes

Teaching

Planning and Preparation

Teachers should plan lessons:

- which allow pupils to progress in their learning;
- where the learning that is required to take place in each part of the lesson is clear and measurable;
- which use a variety of teaching strategies eg cutaway
- which use plenaries and 'pit stops' to summarise learning, and help pupils to understand how to improve;
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method (**see differentiation**);
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;



- which provide pace and challenge for all pupils;
- which use effective questioning and AFL techniques to direct and challenge pupils;
- which incorporate the school's Literacy, Numeracy and Computing Policies;
- which meet external requirements;
- which are informed, when appropriate, by prior learning and
- which are **enjoyable and interesting.**

Teachers are issued with formats, and may choose to use more detailed templates for good practice. Early Career Teachers will use detailed templates.

Teaching styles

Teachers should use teaching strategies which:

- execute, engage and challenge the pupils;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience;
- use others to deliver the lessons (eg other pupils, auxiliaries, outside agencies);

Assessment, Recording and Reporting

Teachers should:

- assess pupils' work regularly according to the school assessment policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- use data to ensure pupils are working at their full potential and set targets to achieve this; and
- inform parents and appropriate staff within school of pupils' progress or underachievement.

Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils eg literacy, dyslexia, High Achievers;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning; and use ILPs (Individual Learning Plans) or other pupil information as working documents in their planning to differentiate work for individual pupils.

Learning

Pupils should:

- work hard to start all sessions with a positive mindset ready to make progress
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the School Promise;



- take responsibility for improving their own learning; and
- ask for help if required;
- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning.

Continuous Professional Development

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at subject meetings in order to share good practice; and
- plan their own CPD programme in conjunction with the Head teacher as a result of the Performance Management process.

Monitoring of Teaching and Learning

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Strategic Plan;
- identify key aspects of teaching for development by departments and for the whole school;
- identify and support teachers who need support;
- standardise monitoring procedures including lesson observations through paired observations and work scrutiny.

Performance Management Meetings

Every year the Head teacher meets each teacher with the aim of:

- supporting and inspiring professional development;
- ensuring and supporting high quality teaching and learning;
- monitoring the effectiveness of leadership and management of their curriculum area;
- analysing performance data and setting targets for improvement;
- giving support and arranging training for development;
- ensuring quality of standards and verifying judgements of other leaders and

Prevent Duty

Our Safeguarding Policy sets out our commitment to safeguarding children at St Mary's.


We acknowledge 'Prevent' is about keeping our pupils safe and within the law. The Prevent Duty is not about preventing pupils from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways. We offer a broad and balanced curriculum to encourage sharing and development of views. We undertake regular updates on a range of safeguarding guidance for all our staff and operate an annual Child Protection



training programme, incorporating aspects of the Prevent Duty training as appropriate.

Useful guidance note:

Blooms Revised Taxonomy



Remembering	Recalling information: recognising, listing, describing, retrieving, naming, finding
Understanding	Explaining ideas or concepts: interpreting, summarising, paraphrasing, classifying, explaining
Applying	Using information in another familiar situation: implementing, carrying out, using, executing
Analysing	Breaking information into parts to explore understandings and relationships: Comparing, organising, deconstructing, interrogating, finding
Evaluating	Justifying a decision or course of action: checking, hypothesising, critiquing, experimenting, judging
Creating	Generating new ideas or ways of viewing things: designing, planning, producing, inventing



Questions to ask about your lessons

Planning

- What were the learning objectives for the lesson and for (named individual/group)?
- How were the learning objectives differentiated to meet the needs of (named individual/group)?
- How do the learning objectives for the lesson develop from previous work?
- What are the next steps in pupils' learning in this issue/ area?

Differentiation

- What did the high/medium/low achievers develop in this lesson?
- What else might you do to ensure that named individual/group achieves well?
- What support was offered to pupils with SEN/EAL/High Achievers?
- How did named individual/group access the tasks and content in the lesson?
- How does the lesson link to previous learning/the next lesson for named individual/group?
- What might you do to ensure that named individual/group needs are met?
- What were the objectives for the teaching assistant in this lesson?
- How did the teaching assistant/other adult support named individual/group needs?

Pupil behaviour/attitude

- How did named individual/group apply themselves to the task/learning required?
- What was the impact of the behaviour of named individual/group on their own learning/learning of others?
- How would you summarise the attitude of named individual/group in the lesson?
- What might you do to improve the attitude of/behaviour of named individual/group?
- How was the teaching assistant used to support work application and behaviour expectations?
- How successful was the teaching assistant in doing this?
- What could you do to help him/her become more successful in managing the behaviour of named individual/group?

Learning objectives/achievement/progress

- What were the learning objectives for the lesson and for (named individual/group)?
- Did named individual/group achieve the learning objectives set?
- What is the evidence for this?
- Was the level of challenge appropriate for named individual/group? What is the evidence you used to reach this judgement?
- How much progress did the named individual/group make in this lesson? What is the evidence you used to reach this judgement?
- How easy/difficult did named individual/group find the objectives of the lesson?
- What else could the named individual/group have achieved in this lesson? How might you help them achieve this?



SEN/High Achievers/Inclusion

- What individual needs does the named individual/group have that are relevant to this lesson?
- How were the tasks/lesson content/your expectations adapted for named individual/group needs?
- What further provision could be made for named individual/group?
- How do the objectives of the lesson for named individual/group link to their ILP?
- What else could the named individual/group have achieved in this lesson? How might you help them achieve this?

Computing

- What were the objectives for Computing in this lesson?
- What impact on learning did the Computing make in the lesson?
- How did the use of Computing extend pupils' learning in the lesson?
- How might Computing have made greater impact on learning in the lesson?
- In what ways did the use of Computing skills extend the learning in the lesson?

Learning Styles

- How did your teaching cater for the different learning styles of pupils in the class?
- Which pupil or groups need specific emphasis or approaches to support the effectiveness of their learning?
- How were these pupils/groups supported in this lesson?
- How might you develop your teaching/the resources used to support named individual/group further?

Assessment

- What opportunities for assessment were **built into** the lesson? Did you use these opportunities with striking impact?
- What assessment information did you derive from the lesson?
- What does the assessment information tell you about the pupils' learning and future needs?
- How does the evaluation of the lesson contribute to your overall assessment of the pupils' achievement?

Resources and the learning environment

- How effective were pupils in accessing the necessary resources and equipment in the lesson?
- How might this have been further improved?
- What support for the lesson's learning objectives could pupils gain from the classroom displays and resources?
- What further resources might have extended this support for pupils?

Pupil Independence and ownership of learning

- What was the balance between teacher directed learning and independent pupil learning in the lesson?
- How effective was this balance in relation to the learning objectives of the lesson?
- How might any shift in this balance be achieved?
- How much independence did the named individual/group take in their learning in the lesson?



- How might this be extended?

Activity	Average Retention Rate
• Lecture	• 5
• Reading	• 10
• Audio-Visual	• 20
• Demonstration	• 30
• Discussion Group	• 50
• Practice by doing	• 75
• Teach others / Immediate use of learning	• 90