

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' Micah 6:8.

through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life, living out love and justice for all.

Teaching & Learning Policy

Staff member responsible	Mrs. T. Rainford
Governor responsible	Mr. A. Parker
Date of Policy	May 2025
Reviewed	3-5yrs

Intent

Guilden Sutton Church of England Primary School strives to provide the best possible education for our children. We aim for excellence within our happy, secure school where each individual's achievements are valued and celebrated. While teaching the National Curriculum from Year 1 to Year 6 and Early Years Matters in EYFS, we use a holistic approach, which will provide a curriculum that offers diverse and challenging opportunities to inspire and motivate every child in our care.

Our Christian values of love, justice, compassion, wisdom, forgiveness and friendship underpin the life of the school community and impact on our daily lives. With Christian values as our foundation, we will foster trust, mutual respect and a clear sense of community. We aim to enrich and nurture the whole child in preparation for life in the 21st century.

Learners will be treated as individuals and the teaching and learning will be adapted to take account of individual needs whether it be SEND or more able pupils. Curiosity, creativity and compassion will be promoted through a rich and exciting curriculum which challenges everyone to think about themselves, their local community and global issues. We aim to enable each child to acquire the necessary knowledge, skills and understanding to achieve their full potential spiritually, emotionally and academically, throughout life.

Learning tasks will be practical, interesting and relevant to the school's context with experiences that the children will remember. Our aim is to ensure that standards across all areas of the curriculum are as high as those in the core subjects of English, mathematics, Religious Education and science. Subjects, including English and mathematics, will be linked wherever possible into themes. Enrichment activities will be carefully planned to hook the children's interest and enhance the curriculum. Each year group will have a curriculum map which is based on quality core texts and exciting cross - curricular topics that inspire and which link learning from year group to year group. Teachers are expected to carefully plan tasks based on Bloom's Taxonomy, so that each child is challenged to think hard, problem solve and be creative.

Children and staff are encouraged to have a go at new experiences, without worrying about getting it wrong. Our philosophy is that people who have never made a mistake, probably never made anything! We intend to develop lively enquiring minds; to promote the confidence and skills to question and discuss rationally; and to encourage everyone in the school community to assume greater independence in their own learning.

The staff team will work together by sharing ideas and expertise within school and through our Education Improvement Partnership with our cluster schools, and in doing so will provide and share a wide range of quality, first-hand appropriate learning experiences that stimulate interest and recognise the differing needs and rates of development of each child. Each child will have opportunities to apply the skills and concepts they learnt to practical and problem-solving situations. A broad and balanced curriculum will be accessed by all pupils so that no areas of learning are marginalized. The curriculum is made accessible to all learners, including those with SEND, through an adapted curriculum, and the provision of the necessary resources, including specialist teachers.

The support and involvement of parents, governors and the community will be welcomed as we recognise that education is a shared venture and that we each have our part to play. Lifelong learning is promoted and modelled by staff and governors.

This policy sets out the criteria that will be the expected standard for all our teaching and learning throughout the curriculum. Christian Values will be subtly interwoven within. Teachers will be given responsibility and appropriate professional development opportunities to ensure that their teaching meets this standard for children in our care.

Implementation – Based on Rosenshine’s Principles (Appendix 1 & 2)

- Teachers base their teaching on secure knowledge of the National Curriculum.
- Lesson planning has clear learning objectives expressed in the knowledge, skills, and understanding to foster and maintain pupils’ interest and enjoyment in the subject.
- Teachers set high expectations for the quality of work produced.
- Teachers use an appropriate range of teaching methods to enable all pupils to learn effectively to their full potential.
- Strong features of all teaching will include clear explanation; good use of subject specific vocabulary; a wide range of questioning; building on prior learning; giving opportunities to develop key real life skills.
- Teachers model and expect high standards of behaviour from children at all times.
- Teachers ensure that time, support staff and other resources, for example information technology, are used effectively to promote excellent progress and to achieve high standards.
- Additional support is used effectively so that different individuals and groups of children can move at a challenging pace, regardless of ability.
- Teachers assess pupils’ work thoroughly and use their assessments to help pupils consolidate and overcome difficulties.
- Teachers give opportunities for the children to respond to feedback of work through regular and accurate marking.
- The class teacher works closely with support staff in relation to pupils with individual needs so that they have a secure knowledge and understanding of the child’s specific learning needs and how to successfully ensure those children make rapid progress.
- Each class teacher and/or additional adult follow up misconceptions within a short space of time.
- Where appropriate, teachers use homework effectively to reinforce and extend what is learned in school.
- All pupils are extended through greater depth challenges based on Bloom’s Taxonomy.
- Collaborative learning is consistently implemented through talking partners and effective questioning.
- Reasonable adjustments are made and outside agency advice is sought and implemented as required for SEND pupils.
- Challenge days allow more able pupils the opportunity to showcase their skills and talents.

- Quality first teaching in class allows for pupils to be appropriately challenged.

Our Learning Environment

- The classrooms are attractive, well - resourced and organised.
- Displays effectively support, inspire and celebrate learning through the use of working walls, informative displays and 'washing lines' showing the children's choice of their best writing to date.
- Children are taught to take responsibility for the equipment in their classrooms.
- They are expected to tidy up and look after property.
- Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.
- Oracy is evident – all children talk and listen to different people.
- Seating is flexible and is mixed ability where appropriate.
- All support staff are included in pedagogical discussions in staff meetings and training sessions to ensure they are clear on their role and expectations within lessons.
- Adults are assigned to work with individuals and small groups of differing abilities either at the beginning, middle and/or end of lessons, so that children of every ability can work at a challenging pace.

Impact

- Children are actively engaged and encouraged to lead their own learning using metacognitive strategies.
- Children and adults demonstrate mutual respect and positivity.
- Children take pride in their work and how they present it.
- Children are aware of the learning outcome, are able to say what they are learning and know how they will succeed in each lesson.
- Children are encouraged to take risks, have a go and learn from mistakes/misconceptions.
- Children are rewarded for effort and resilience when they are faced with a challenge.
- As confidence builds and concepts are mastered, children are able to apply their learning independently.
- Children use the 4Bs to develop independent learning (Brain, Bits and Bobs, Buddy, Boss).
- Questions and oracy opportunities encourage critical thinking skills.
- Children initiate questions, lead discussions and respond to questions from the teacher and each other.
- Children assess each other's work and feedback their observations.
- Children reflect on their learning through self/ peer evaluation.
- Children respond in purple to verbal and written dialogue with their teacher to move their learning on.
- Children 'traffic light' work, reflecting on the level of challenge which is acted upon by teachers.
- Once learning is embedded, children apply what they have learnt to different contexts.
- Children also take up opportunities to learn through a wealth of extra-curricular

- activities on offer before, during and after school.
- Pupil voice provides evidence of impact.

This will result in pupils who successfully acquire new knowledge, skills and understanding; apply intellectual, physical or creative effort to their work; are productive and work at good pace; show interest in their work; sustain concentration; demonstrate the school's Christian values in their daily lives; think and learn for themselves; show empathy and compassion for others and are proactive in being good local and global citizens. They will also understand what they are doing, how well they have done and how they can improve.

Monitoring and Review

The Headteacher, senior leadership team and other key members of staff monitor, evaluate and review teaching and learning to ensure that all staff strive for excellence and know how to develop professionally. Termly reports are given to the Education Committee and reported to the Full Governing Body.

Standards in teaching and learning are always a key feature of the Headteacher's and teacher's Performance Management objectives which are closely monitored by the Performance Management Committee.

Quality assurance is provided by the School Improvement Partner (SIP), Ofsted inspections and SIAMS (Statutory Inspection of Anglican and Methodist Schools).

Appendix 1

Pedagogy

5 | Page

Always have in the back of your mind that your books are a reflection of your teaching and the children's learning.

Dates and Can I is underlined where written

SMALL circle for traffic light

Sharp pencils

Errors crossed out with a straight line or rubbed out if in pencil

Trimming of sheets so they fit in (no flappy bits) **LIMIT SHEETS!**

KO, Pre-Stickys and Sticky quizzes stuck onto their own page (not doubled up)

Punctuate marking carefully. **Well done, Caroline.** – Comma before the name and end with a full stop.

Twinkl logo sliced off!

1 digit 1 box in **ALL** year groups

Decimal point gets its own box (even in the date)

Writing in maths books - discourage 1 letter 1 box

Children respond in purple pencil or purple pen

Marking ladders or writing checklists NOT to be stuck in books

R+R is addressed at the start of each lesson

Pre-sticky quizzes to be marked (and should say PRE-sticky)

Pre-sticky and sticky quizzes on the right format

New starters to have all books clearly labelled and essential documents in (KO Pre-Sticky etc)

PACE!

Consistency is key!

This pedagogy has been supported by Rosenshine's Principles

Our lessons look like:

Oracy Opportunities

Reading and Responding

All pupils checking previous piece of work.

Can I statement (short, concise, Blooms and subject knowledge and skill specific). Work completed **MUST** reflect the Can I.

Rewind and Remind (this activates prior learning to which new knowledge can be connected)

Share how they will become _____ "Today you will be a scientist by..."

OBSERVE & LEARN – ALL children must be sat facing the board/teacher (physically move chairs if needed)

The purpose of this part of the lesson is to **clearly and precisely model** the task to be completed by going through the steps of the activity, articulating your thought process and links to prior learning in the same way the pupils will be expected to **LEARN** and **APPLY** later in the lesson.

TAs ensuring this is happening for ALL pupils.

TAs reminding children of highest expectations and starting work promptly.

Can Is and **VOCABULARY** TO be included on every slide. New **VOCABULARY** collected throughout a lesson to be written on your whiteboard.

AFL opportunities

AFL opportunities

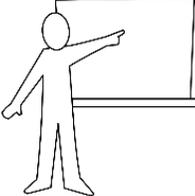
TAs to model on whiteboard, to write vocab for working wall and to take active role within the teaching input. Could be supporting children through this or extending or questioning more able children.

LIMIT QUESTIONS/'TALK TIME'!

Are they tight/targeted/necessary?

<p>LIMITED interaction between the pupils and the adult(s) in this part of the lesson. Children are required to observe the adult(s) demonstrating how they will complete the task. Adults must model the thought process involved aloud (as if they are a pupil working through the task), link to prior learning and use key vocabulary in this part of the lesson.</p> <p>New learning in small steps 'chunks' to secure success</p> <p>Teaching input quality modelling providing clear and detailed explanations: 'scaffolding', examples and methods</p> <p>This may include:</p> <ul style="list-style-type: none"> PPTs Videos Modelled writing Sharing relevant vocabulary <p>VISUALISERS</p> <ul style="list-style-type: none"> Whiteboards for children to show understanding Photographs/sources/artefacts/people and visitors Meaningful questions (from both pupils and staff) Metacognitive talk 	<p>Check understanding through guided practice</p> <p>To identify which pupils, require further targeted support with additional adult/resources/scaffolds/manipulative. Teacher can then determine who is ready to move to the next stage - independent practice (pupil task/activity).</p> <p>AFL opportunities</p>
<p>Independent practice (your 'task/activity').</p> <p>Independent/TA support/Teacher led consolidation of the objective</p> <p>Writing/calculations/role play/acting out/outdoor learning/practical activities in the hall/investigations/laptop work/iPads</p>	<p>Table walking. Immediate intervention and modelling. Small group work if needed. Intervention with individuals.</p> <p>Verbal feedback where appropriate.</p> <p>Adapt – does anything need to be readdressed to ensure objective is met by ALL pupils?</p>
<p>Recap/consolidate</p> <p>Come back to the learning objective. Pupils traffic light and reflect on their learning against the learning objective.</p>	<p>TA could catch up any pupils who may need a quick mop up.</p> <p>AFL opportunities</p>

This pedagogy has been supported by Rosenshine’s Principles.
Our lessons look like:

<p>R + R</p>	<p>Reading and Responding</p>
	<p>Can I...</p>
<p>Rewind and Remind</p>  	<p>Rewind & Remind</p>
<p>Geographer</p> 	<p>Share how they will be experts... “Today you will...”</p>
 	<p>Observe & Learn</p>
 	<p>Apply (Independent practice - the task/activity)</p>
	<p>Recap & Consolidate</p>