



## St John's C of E Infant School

### Teaching and Learning Policy

Agreed by Staff:	January 2022
Agreed by Governors:	January 2022
Next Review:	Spring 2023

#### St John's – "Enquiring minds and Open hearts"

The staff and governors of St John's C of E Infant School fully endorse the entitlement of every pupil in their care to experience a rich, broad and balanced curriculum. We aim to provide a safe, caring and friendly environment for all our pupils allowing them to learn effectively, improve their life chances and help them maximise their potential within a Christian ethos. Our school values and rainbow rules help children and adults understand how we should aim to live our lives and make better choices within and beyond our community.

Our teaching at St John's is underpinned by our Christian values which permeate all areas of school life.

#### As a teaching staff we aim to:

- Fulfil all the requirements of the Early Years Foundation Stage, National Curriculum and the Diocesan Syllabus for Religious Education.
- Promote: **Enquiring Minds & Open Hearts**
- Celebrate, recognise and respond to each child as an individual learner
- Provide a safe, secure learning environment that is challenging and motivating for children of all abilities
- Promote the academic, spiritual, moral, social, cultural, and physical development of all children
- Share with children our St John's Learning tools\* and resources to enable them to become resilient and independent, promoting a love of life-long learning
- Provide learning experiences that are memorable, exciting and engaging, so that coming to school is a joy
- Develop the whole child with regard to knowledge, skills, understanding and attitudes
- Prepare and equip learners with the life-skills needed for being members of the community now and as citizens of the future
- Include parents/carers in all aspects of children's learning so the learning process is meaningful both in and out of school
- Encourage children to think creatively, ask 'big questions' and provide opportunities to investigate and problem solve
- Promote understanding and respect, celebrating the similarities and differences in the lives of others in our multicultural and multi faith world
- Provide children with opportunities to discuss issues and ideas which promote trust and respect for others and develops communication skills and self-esteem.

#### Inclusion:

All pupils have full access to the curriculum whatever their social background, ability, culture, race, religion, gender or special needs.

## TEACHING

**Planning:** Curriculum planning is carried out in three stages:

Each year group has a long-term plan for the year, providing an overview which indicates how each curriculum subject is to be covered in the topic

The Medium-term planning gives clear guidance on the learning objectives to be achieved in each topic and knowledge organisers give a clear explanation of the vocabulary, key facts and skills that will be learned in each subject area. It also gives opportunities for assessment of knowledge. These are then shared with parents.

Short term plans are written by the teachers on a weekly basis and these specifies the learning objectives for each lesson, the method and activities used to deliver and explore the learning. These plans are differentiated to meet the different needs of all those within the class.

Through a topic-based curriculum all areas of the curriculum are covered, often with a whole school termly topic having a bias towards a particular subject area. This allows for resources and enrichment, activities to be shared across the school.

### Teaching Methods:

At St John's we believe that all children should access a high quality education with clear challenge. Teachers are keen to teach creatively and often there is learning taking place outside or in other parts of the school. For some areas of the curriculum especially in the foundation subjects, children are taught in their mixed ability class groups. In the core subjects the initial input may be to the whole class group but then tasks are differentiated three ways, often with a group 'peeling off' early, to work with a teaching assistant. The class teacher may then work with one group, whilst one group will work independently. These groups will always be changed around. Whilst all work is differentiated, careful consideration is given to the needs of each individual learner and resources and input is tailored to them.

## EYFS

We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise parents are a child's first and most enduring educators and we value the contribution they make. We talk to parents about their child before their child starts in our school. We offer parents regular formal and informal opportunities to talk about their child's development. Learning journeys are available for parents to look at and we encourage parents and carers to contribute to them.

Enabling Environments - At St John's we recognise that the physical and human environments play a key role in supporting and extending the children's development. We observe the children to assess their interests and development, before planning challenging but achievable activities and experiences to extend learning. The indoor and outdoor environments are organised to enthuse children to explore and learn securely and safely. Children are able to choose and locate equipment and resources independently.

Learning and Development - We recognise children learn and develop in different ways and at different rates. We value all areas of learning and development equally, and understand that they are interconnected. The characteristics of an effective learner are vital stepping stones for lifelong learning.

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Through our teaching and learning we ensure children feel secure at school and develop a sense of well-being and achievement.

We offer children first-hand experiences, give clear explanations, make appropriate interventions to extend and develop play. Our carefully planned curriculum helps children work towards the Early Learning Goals throughout their first year at school.

### **SEN and More-Able Children**

Where children require more support and scaffolding in their learning, they will receive intervention group support, which may take place in or out of the classroom. Where we feel children are gifted and talented, provision is made to develop these talents, through increasingly complex investigative and open-ended tasks.

### **Marking and Feedback**

All work is marked with pink or green responses to give learners feedback so they understand what they need to do to improve. We also develop self-assessment (Please see our assessment and feedback policy).

### **Assessment**

Teachers use a whole range of strategies to assess children's learning and the progress they are making. This is done on a day-to-day basis through questioning, higher order skills, observations, discussions, paired and group work and in their recorded work. At all times children are encouraged to self-assess and understand what they need to do in order to improve.

Half-termly pupil progress meetings are held with the class teacher, Headteacher and SENCo to ensure the pupils' learning needs are being met and high expectations are being set.

Work is moderated 'in-house' and when possible, work is moderated with other schools and at Surrey Schools assessment meetings. (currently using a system called Pobble)

There are two formal opportunities per year where parents get to speak to teachers, talk about their child's learning and see their work. Following a formal report in the Summer term parents may make an appointment to speak with a teacher. We have an open-door policy and parents have access to their class teacher if needed, every day before and after school. The Headteacher is available to talk through any issues should it be needed.

### **Resources**

As a school we understand the importance of using a whole range of 'manipulatives' and concrete resources to support a child in the learning process. All lessons require a range of resources from Numicon to sound mats and number lines to differentiated word banks. Children know where resources are kept and how to access them. Working walls in classrooms also act as valuable resources for our learners.

## **LEARNING**

### **Effective Learning**

We acknowledge that children learn successfully in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. At the start of every year the parent and child work together to think carefully how their child learns best. Parents are a vital component in learning process. We take into account children's different learning styles when planning and teaching so that learners:

- Acquire new skills, that are often transferable, develop ideas and increase their understanding
- Show a joy of learning and an excitement and motivation to keep finding out more
- Develop skills and capacity to work independently and collaboratively

At St John's children may learn through:

- Working independently
- Working with Talk Partners in pairs
- Group work
- Whole class work
- Outside tasks
- Problem-solving
- Answering and asking questions
- Working with buddies in a different year group
- Hot seating and role play
- Creative activities
- Use of ICT
- Homework tasks
- Trips, visits and productions
- Participation in physical activity

## **Enhanced Learning**

### **Trips**

Trips, exciting themed days and visitors all ensure the children are able to access a really broad rich curriculum.

Every term each class takes part in either a 'springboard' trip (to get topics off to an exciting start) or a culmination event (which may be presenting their work in an 'exhibition'). We want to ensure that these events are memorable and add a very real and meaningful element to our children's learning.

### **School Council**

We believe that pupil voice is very important in an establishment that is all about the children. Each class has two representatives that attend the School Council meetings twice a term. These representatives are chosen by their peers to represent their class. Ideas and issues are discussed in their class and are brought to the meetings. These children help make important decisions for the school.

### **After School Clubs**

St John's, we run a range of after school clubs which add an extra dimension to the school day. These currently include sports clubs, French, gym, art and choir. The provision is altered according to the need.

### **Hedgehog Club**

This is St John's wrap-around care, which runs from 8am and continues after school until 5pm. Breakfast and a light snack are provided. A wide range of activities are provided that range from books and stories to craft, role-play, games and physical activity.

### **Parent Helpers**

Parents come in and support the school on a daily basis to help children in their learning. This might come in the form of small group work, library and book work, reading and comprehension and in some cases supporting an area of the curriculum that they have expertise in.

### **Community**

The school enjoys valuable and meaningful links with the local community and the wider community. School and church (St John's) work very closely together with Headteacher and vicar running pause days, services, assemblies and outreach. The local parishioners play an important part in school life, getting involved in assemblies and interviews. The children feel very at home in the church and fun services are a big part of school life.

We are very fortunate to have when possible support from local people that come in weekly to support reading and small group work.

When possible, children visit the community centre, and the local nursery school to sing to them and join in celebrations.

The school is also involved in supporting our wider community through a range of charities such as Children in Need, NSPCC, Comic relief, NHS charities together and the local foodbank.

**Remote Learning**

In times of need we will endeavour to provide a broad and balanced curriculum for home learning, which is inclusive and provides access for all. We will do so in a reasonable time frame according to the situation. This is not provided as an alternative to school when school is mandatory for all e.g. when taking a holiday in term-time









**Appendix**

**St John’s Values:** Thankfulness, Peace, Love & Compassion, Forgiveness, Trust and Friendship

**Our Vision:**

St John’s is a place where we can grow as life-long learners, understand the value of **trusting friendships**, show **thankfulness** and compassion to others and can make mistakes, knowing that we will be **forgiven**. We can both find **peace** and become peacemakers in the knowledge that we are all treasured and **loved** as precious children of God.

**St John’s Learning Tools:**

 <p>Sticking at it</p>	 <p>Working together</p>	 <p>Imagining</p>
 <p>Listening</p>	<p><u>Learning tools</u></p> <p><b>Which tools are you using?</b></p>	 <p>Noticing</p>
 <p>Making links</p>	 <p>Questioning</p>	 <p>Reflecting</p>