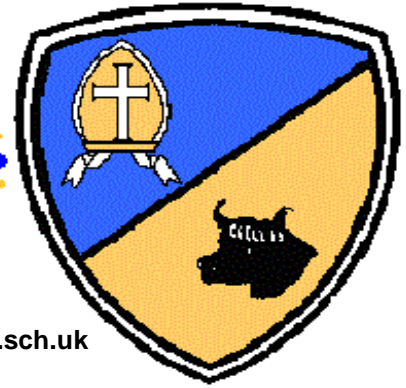


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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*'Following in God's way, Learning day by day, Working with one another,
Caring for each other'*

Learning and Teaching Policy

Date of Policy: 2025
Review Date: 2028

1. Aims and Objectives – 'Learning Without Limits'

- 1.1 At St Luke's School we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun and not be limiting in its possibilities. Through our teaching we encourage independent, enquiring minds and equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The following policy outlines how we achieve this at St Luke's C.E. Primary School:

2. The Supportive Learning Environment

- 2.1 All teaching staff are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.
- 2.2 Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children

The essentials of positive self-esteem:

- **Belonging:** each child has a contribution to make, we value and encourage these;
- **Aspirations:** every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach;
- **Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded;
- **Identity:** a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We encourage children to learn from and respect the differences that exist thrive within diverse communities;

- **Challenge:** acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes;
- **Success:** teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture

3. The Physical Environment

3.1 There are positive effects on standards and motivation of pupils associated with the physical environment Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment;
- Creating attractive curriculum-focused displays that reflect and support the current within the classroom thought the use of: vocabulary, relevant books, ensuring working walls show examples of current and relevant learning methods/strategies, children's work, WAGOLL walls;
- Making sure the equipment is labelled and accessible to promote independent learning
- Using music to promote a calm background to learning;
- Equipping children with the skills and understanding of the importance of respecting and caring for their environment through explicit teaching and leading by example;
- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting reading area with books that reflect the current learning;
- Creating role play areas (where and when relevant)

4. Understanding the Content of the Curriculum

4.1 Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

4.2 KS1 and KS2:

Teachers plan lessons using the medium term plans created by Subject Leaders which use the objectives from the National Curriculum as their foundation, ensuring children receive their entitlement. Where schemes of work are used, teachers tailor the activities to meet the needs of the children in their class/group. Cross-curricular links are created to promote and further develop reading, writing and mathematical skills. We aim to make the curriculum reflective of, and responsive to our school Christian Values, British Values and the diverse world in which we live.

4.3 EYFS:

Opportunities are created for the children to explore all areas of the EYFS framework; with the focus being initially on the Prime areas to ensure all children have a strong foundation on which to build.

5. Focus Weeks/Days

5.1 Throughout the year we hold a series of focus days or weeks; these may range from specific curriculum areas e.g. book week or science day, to personal growth or community-focused events e.g. Careers Week, Local Heritage Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

6. The Learning Journey

6.1 Knowledge Content: teachers understand the content they are teaching and how it is learnt

6.2 Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve a common learning goal, using adaptive teaching strategies when necessary. Their teaching demonstrates very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively.

6.3 All teaching staff have a thorough knowledge of each individual in the class - prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests.

6.4 Teachers create a secure and friendly environment in which high levels of good behaviour are maintained where learners are able to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we constantly reinforce the importance of every child being 'ready, respectful and safe' in their learning environment.

6.5 A Research-based Curriculum:

Teachers base much of their teaching philosophy around '**I do, we do, you do**' (D. Fisher & N. Frey, 2007) to provide high quality modelling, support and independence in the learning.

This builds on various smaller steps and building blocks in order to provide quality first teaching, leading to effective learning, using the theories of: Practice Testing; Distributed Practice; Elaborative Practice and Self-Explanation. (Dunlosky et al 2013)

This involves:

- Building on children's prior knowledge and experience.
- Avoiding overloading children's working memory by breaking down complex material into smaller steps.
- Encouraging the retention of learning into the long term memory by using regular repetition, practice, and retrieval practice of critical knowledge and skills.
- Delivering a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles.
- Using high quality and varied questioning types that allow and encourage children
- Using powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations.
- Identification of common misconceptions and preparation of strategies to counter them.
- Making good use of modelling, explanations, and scaffolds to support learning.

- Adapting teaching in a responsive way to support children who may be encountering difficulties and those who are excelling while maintaining high expectations for all.
- Providing children with tools and strategies to plan, monitor, and evaluate their progress.
- Using appropriate metacognition strategies in order to develop children's understanding and critical thinking.

6.6 We recognise and celebrate success through assemblies, displays and performances. We ensure that there is a broad range of opportunities for everyone to shine

7 Curriculum Planning and the Role of Subject Leaders

7.1 Subject Leaders have created a coherent learning journey in their subject that endures consistency and progression from EYFS and throughout the school. This documentation is based on the expectations of the National Curriculum and includes a:

- Curriculum statement
- Subject policy
- Sequence and Progression document
- Medium Term plans
- Subject on a Page

7.2 Teachers plan lessons using the medium term plans created by Subject Leaders which use the objectives from the National Curriculum as their foundation, ensuring children receive their entitlement.

7.3 Subject Leaders regularly monitor and review the teaching and learning in their subject area by carrying out quality assurances which may involve:

- Lesson observations
- Book scrutiny
- Discussions with staff
- Discussions with children
- Data scrutiny

As a result of these quality assurances, Subject Leaders make judgements of the effectiveness of the learning in their subject, producing Action Plans and Subject Evaluation Summaries to help them to make appropriate alterations to the planning in order to improve standards. These changes may also be made as a result of new initiatives, changes to the curriculum, CPD or evidence-based research.

8 Assessment for Learning

8.1 Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

Assessment should be incorporated systematically into teaching strategies through the use of formative assessment based on continuous assessment and feedback in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

- 8.2** Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Where appropriate, work may be marked alongside the children.
- 8.3** Marking is a dialogue and teachers may ask a 'Fix This' question or give a challenge when marking Maths work.
- 8.4** We also value summative assessments of learning, where the children are assessed against national standards.

Assessment enables us to:

- monitor progress and support learning
 - recognise the achievements of pupils
 - guide future planning, teaching and curriculum development
 - inform parents and the wider community of pupil achievement
 - provide information to ensure continuity when the pupil changes school or year group
 - comply with statutory requirements
- 8.5** The voice of the children is also highly valued as a source of assessment. It is vital to gauge the understanding and engagement of the children. To do this, we encourage Y2 and KS2 children to end their work with a reflection self-assessment comment that shows how they feel they have performed in the task, if they have any misconceptions/questions or if they are particularly proud of a specific achievement.

9 Equal Opportunities/ Inclusion

- 9.1** At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to all and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage, Key Stage 1 and 2, regardless of their race, gender, cultural background, ability or any physical or sensory needs. Children who require it, are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes and working with external agencies to cater for their individual needs.
- 9.2** We teach our curriculum to all children, whatever their ability and individual needs. We provide a broad and balanced education for all our children. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents and of those learning English as an additional language.
- 9.3** We enable all pupils to have access to the full range of activities Where children participate in activities outside the classroom (a visit to an art gallery, for example) we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.



SCHOOL
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