



St. Luke's CEVA Primary School

Teaching & Learning Policy

Adopted: By the Curriculum Co: 2023

Review date: Autumn 2025

Aspiring to be just and kind

Walking humbly with God

Growing with every opportunity

At St. Luke's we aim to:

Develop an active culture of justice and kindness, where everyone (regardless of background) is treated with dignity, respect and warmth. Embed a positive approach to behaviour management, which has restorative justice at its core and focuses on respect, forgiveness, trust and restoration.

Inspire the pupils to make ethical choices and become agents for change both within their own context and further afield.

Provide an environment where everyone can flourish and have a life enhancing encounter with the Christian faith and Jesus Christ.

Instil hearts of compassion which lead to the service of others both within our own context and further afield.

Provide an excellent, broad-based curriculum that inspires enthusiasm, energy and dedication as pupils fully engage with learning

Provide pupils with a variety of opportunities, including sporting, musical, artistic, technological and cultural activities that facilitate spiritual, moral, social and cultural and growth

Encourage pupils to grow in the in the 'fruits of the spirit' (love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control)

Develop a growth mindset, resilience and good mental health and well-being.

Aims of Policy

At St Luke's, our curriculum is seen as a working document to meet the current needs of each pupil and maximise every opportunity available in partnership with external providers. We aim for inclusivity and equality for all. Teachers plan well sequenced activities which develop attitudes, skills, and knowledge. Best practice sees pupils learning in role using techniques such as the Mantle of the Expert to make purposeful links with their learning today to support them in their future tomorrow. Each of these strands are rooted in our school values.

A summary of our understanding and our commitments.

Teaching and learning in our school is a shared responsibility and everyone has an important role to play. Teachers have high expectations of all and promote active engagement from active learners. There is a clear culture of making "fantastic mistakes" celebrating a growth mindset that sees learning as a journey.

This policy, the appendices and the accompanying T&L poster will be referred to during Deep Dives and follow up coaching sessions to drive improvement through instructional coaching.

Outstanding T&L incorporates:

- School Values
- Aspirational aims for themselves and those around them
- Celebrates achievements
- High expectations for all/challenge
- Interested in & knows their pupils – Shows care/empathy
- Passion for learning
- Inspires, engages & encourages
- Respect – equal, consistent approach towards the children
- Uses shared talk
- Planning that allows flexibility/ Progress that is achievable through well-sequenced lessons
- Seeking help when they themselves are unsure how to present something
- Assess during lesson – respond to what the children are giving you
- Good communication/facilitation
- Inclusive & relevant
- Purposeful opportunities
- Growth Mindset/resilient learners

Purposeful Learning Environments

Teachers lead their team to create effective learning environments. There is a clear expectation of how displays should support and enhance learning in each class and celebrate progress in corridor displays.

- Stimulating without overloading (see Elizabeth Jarmen's work)
- Working walls reflect the children's thinking and learning
- Learning journeys displayed
- Updated regularly
- Values & celebrates all
- Supports & drives learning - interactive
- Thought provoking and interactive
- Purposeful and relevant
- All subjects are evidenced.
- Displays celebrate pupil's work.

Curriculum

A "typical" lesson varies from subject to subject to meet the unique needs of the current cohort. Schemes and medium term plans make clear the sequence of learning and teachers enhance this through high quality, well planned educational visits out or inviting visitors and guests into school. Each enrichment opportunity has clear curriculum outcomes that enhance the current curriculum. Teachers plan using cross-curricular vehicles that drive the curriculum through using a range of strategies. Children develop their curiosity, critical thinking and collaborative skills. Knowledge is transferred, making explicit links in-year and between years to ensure learning is consolidated and remembered.

Assessment

All staff aim to maximise pupil achievement through quality first teaching. Both formative and summative assessment have a place in helping to move children along in their learning. Effective teachers question skillfully and use responses to inform next steps and adapt lessons if necessary. Teachers check for understanding to ensure lessons are learned and knowledge is "sticky" whilst addressing and correcting misconceptions that arise. Assessment informs next steps and as a result, keep up and catch up lessons are taught to those who need it, ensuring we diminish the difference. Effective feedback is timely and exists in many forms to move learning on, (See feedback Policy) and what matters is what students do with it. Effective feedback should:

- Be frequent and timely
- Always generate action and should demand more of pupils in their own learning.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful in their next steps
- Allow time for deliberate improvement and reflection time to cultivate an environment of editing and correcting work in a purple pen.

Home Learning Tasks

Homework is timely and purposeful. The use of parental QR codes to access spellings takes advantage of current technology to support parental engagement. The introduction of Google classrooms in KS2 has enabled pupils to access homework paper-free, in line with our eco-

commitment. Homework also uses several platforms - Reading Eggs/Express, Mathletics, Times Table Rock Stars and Learning with Parents to enhance engagement with learning.

Continuous Professional Development

"Be the best you can until you know better, and when you know better, do better and be better."
(Maya Angelou)

All staff engage with high quality, personalised and researched-based CPD. Staff are encouraged to be reflective and proactive in continually improving their practice. Three week cycles of CPD allow a balance of new learning and opportunities to apply and test their own hypothesis to address a current concern in class. Staff are encouraged to be ever curious and to become the learner through experimentation in applying new learning. Staff are encouraged to reflect through multiple lenses and at the end of each cycle are able to share the difference the CPD made to pupils and themselves.

Linked Policies:

Teaching & Learning Non-Negotiables Poster 2023

Feedback Policy

Inclusion

Behaviour Policy

_____ **Chair of Curriculum Committee Date:**

_____ **Headteacher Date:**

This policy will be reviewed every 2 years