



St Michael's CE (VA) Primary School

Lyme Regis

Learners growing together with God

**Children's' values - Respect, Koinonia, Perseverance,
Generosity, Thankfulness.**

Teaching & Learning Policy

Ratified by the Governing Body on:	21st March 2016
Signature of Headteacher:	Nick Kiddle
Signature of Governing body:	Michaela Ellis
Next review date:	Annually

Teaching and Learning Policy

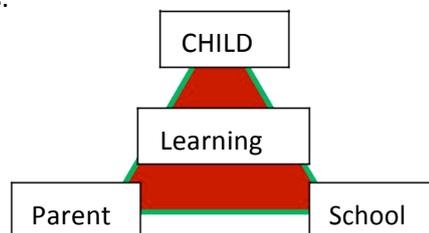
November 2015

Learners Growing Together with God

Perseverance, Koinonia, Respect, Thankfulness, Generosity

Aims:

To give the best possible education so that our children (**achieve their full potential**) are able to move on with confidence in core knowledge and skills (reading, writing, Mathematics, spoken communication and listening, questioning, and use of Computers) and an enjoyment and confidence in their spiritual exploration, artistic skills and community interests which will enable them to be lifelong learners.



Expectations:

All adults who engage with a child will encourage, support and challenge children's thinking and have the highest of expectations, being positive about a child's potential. Adults have a role to open the door on the world to children, encouraging children to explore all areas of the curriculum including their understanding of different faiths and beliefs.

St Michael's CE VA Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We have a duty to prepare our children for life in modern Britain and to keep them safe

Children say: I speak clearly, explain what I think and am not afraid to make mistakes.

In my school I can work by myself, ask for help when I need it and be responsible for my own learning.

I know I am important and that all adults want me to do the very best and know that I can do as well as anyone else.

We will provide:

Clear and consistent expectations which ensure a climate for learning in all classrooms based on our **School Mission Statement**, which forms our behaviour policy, our class charters and our focus on Growth Mindset.

Learning opportunities with a multi-sensory approach so that children have opportunities to learn through seeing, hearing and doing.

Stimulating experiences (such as Wow moments, visits, residential and visitors) to promote enquiring minds.

The Learning Environment:

This should be a stimulating environment which enhances the children's learning, helping to give the pride in their achievements.

Fun: High quality resources for all children to help the children develop confidence and be excited about their learning and enjoy each aspect of the curriculum.

Display should be interactive, consistent, informative and with children's learning on display. It should show high quality and give children a sense of pride in the progress they have made.

Collaboration:

When I work with other children and adults I know how to....

- Show respect through listening
- Contribute
- Share my ideas
- Listen to other's ideas and opinions

Lesson Design

Lessons will be designed with a clear focus on concepts, knowledge and skills. Lessons will allow children to communicate and share their thinking **and** continue to explore their learning, with clear and purposeful questioning which will enable them to secure and deepen their understanding.

Assessment for learning:

Assessment led planning.

Teachers have a secure subject knowledge which enables them to plan accurately for exciting and interesting lessons.

Differentiation will be based on children's needs and will always aim for children to meet the expectations of the year group.

ALL children will receive timely (as appropriate to the task and child), regular and clear feedback which enhances their learning. This will be seen in children's books **and** children will be able to explain how this helps them know how to take the next steps in their learning so that skills are secured and developed

Children's understanding:

Teachers and teaching assistants assess children's understanding, helping children to demonstrate and deepen their learning so that they can apply it and explain it.

Use of Teaching Assistants:

Learning is enhanced through effective use of additional adults.

All Teaching Assistants will be able to: follow teacher's planning; identify pupils who need more help within a lesson; be involved in feedback and assessment; be confident to use a learning coach approach with encouragement and questioning and ensure children develop thinking skills in 1-1 and small group interventions.

The Role of Parents:

To share in their child's learning through home learning activities and celebrating success (through Wows), engaging with school to ensure that we all present a GROWTH MINDSET Approach.

We value the role of the community and nurture community links in each half termly theme.

Teacher's Professional Development:

Teachers foster links with local schools to focus on best practice.

Reference should also be made to the Curriculum Policy and Marking Policy.