ST PAUL'S CE PRIMARY SCHOOL

Teaching and Learning Policy

This teaching and learning policy has been approved by the staff and Governors of St. Paul's Primary School and will be reviewed according to the policy review timetable. It aims to ensure that the children in our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does, to create an effective and well-managed learning environment in which the individual needs of each child can be met.

St. Paul's Church of England School Motto, Values and Aims

Motto "Foundations for the Future"

Values: Wisdom, Hope, Community, Dignity

Mission statement: - St. Paul's School promotes the Christian faith within a warm and loving atmosphere, so that our children achieve their educational goals and fulfil their individual God given potential.

The school will provide education and worship, which promotes the arts, builds on children's talents and respects people of all faiths and cultures.

We celebrate God's love for every child in our school and encourage each child to develop a sense of belonging within the Christian journey, using the creativity and gifts God has given them.

We nurture our children's curiosity about our diverse and wonderful world and foster their sense of global citizenship. We are committed to an ethos of love and inclusion built on the teachings of Jesus Christ, in an environment which embraces everyone and supports the future of our young people, as they progress through and beyond our school

Ours aims:

1. To view education as a partnership between, Church, Home and School.
2. To provide quality education to prepare and equip every child for the 21st century.
3. To encourage individuals to develop socially, emotionally, spiritually, intellectually and physically to achieve their full potential.
4. To create a nurturing, caring, stimulating, healthy and safe environment for the whole school community.

Principles of successful learning

Teaching and learning is a co-operative process involving the pupils, staff, parents. governors and others in the community. We will jointly work towards the School aims by:

- Valuing each child as an individual and respecting their individual rights values and beliefs.
- Ensuring that assessment, planning, monitoring and tracking individual progress is in place.

- To promote enthusiasm and a love of learning.
- That teaching staff have an excellent subject knowledge which is applied constantly to challenge and inspire.
- Marking and constructive feedback is of a consistently high quality (see presentation and feedback policy).
- Teaching assistant support is precisely targeted.
- Pupils have an enthusiastic attitude to learning which enables lessons to proceed without interruptions.
- Fostering good relationships and a sense of belonging to the school and community;
- Encouraging pupils to take an increasing responsibility for their own learning.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Working as a team supporting and encouraging one another.
- Engaging in professional debate, and reflecting on own practice.
- The curriculum is carefully planned to ensure it is used to maximum effect.

Successful learning does not happen in isolation but is a continuous process consisting of many influences and experiences in and beyond school. We believe that it is the quality, variety and effectiveness of these experiences that maximise a child's learning potential.

At St. Paul's we believe that children will learn successfully when:

- they are happy and have a positive image of themselves.
- they feel secure and involved in their learning.
- they are interested, resilient and motivated.
- they are challenged and stimulated.
- they are aware of what they need to improve and move on in their learning.
- they have high expectations of what they can achieve.
- they achieve success.
- they have equality of opportunity to gain full access to the curriculum.
- their emotional, physical and learning needs are considered.

- tasks are matched to their needs, age and abilities; we adapt the curriculum to ensure that all children can access and achieve their learning. We adapt the curriculum to ensure challenge for all learners.
- they understand the nature and relevance of the task and what is required of them; clear learning objectives are shared with pupils and success criteria, to help achieve their goals.
- there is a calm, but busy, working environment with well established routines.
- their views are sought and respected, and there is mutual respect between pupil and teacher; there will be regular termly pupil conferencing.
- they are given opportunities to extend and apply their skills and knowledge through problem solving and real-life experiences.
- their learning experiences build on previous knowledge and skills.
- they are able to develop personal and social skills both through their learning and in co-operation with others.
- they are encouraged to take risks where appropriate and learn from their mistakes.

Key characteristics of teaching and learning

The Learning Environment

Effective classroom environments are carefully structured to celebrate achievement and scaffold learning. Working walls displaying key vocabulary and enquiry questions, provide ongoing, interactive support that helps children recall key concepts, track their learning journey, and develop independence. (See Learning Environment Checklist for specific requirements (Appendix 1).

Learning Environments should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class.
- make decisions and problem solve.
- work co-operatively and discuss their ideas.
- develop independence and use initiative.
- receive support.
- Reflect and contemplate.

Children should be encouraged to develop organisational skills and independence through:

- setting appropriate tasks;
- confidence building;
- modeling group work;
- collaborative activities;
- provision of suitable opportunities;
- delegation of responsibilities.

Approaches to Teaching and Learning

The effective teacher aims to:

- Have high expectations and supports all pupils to reach their potential.
- Inspire and engages learners through enthusiasm and varied teaching methods.
- Make learning enjoyable, using humour and positivity.
- Build respectful, supportive relationships with pupils.
- Set clear targets, provides constructive feedback, and adapts work as needed.
- Promote independence and maintains consistent behaviour standards.
- Plan, assess, and organise lessons effectively to ensure progress.
- Work collaboratively with colleagues, parents, and the wider community.
- Uphold the school's ethos and contributes positively to its environment.
- Continuously develop professional skills and maintains strong subject knowledge.
- Act as a positive role model—punctual, well-prepared, and adaptable
- Ensure teaching assistants, students, and volunteers are well-informed to support learning.

An effective teaching assistant:

- Understands individual pupil targets and supports progress with guidance from the class teacher and SENCO.
- Ensures pupils clearly understand instructions, tasks, and learning intentions.
- Supports positive behaviour and builds strong relationships with pupils.
- Provides targeted support for pupils with EAL, speech and language, or behavioural needs.

- Adapts tasks to provide appropriate challenge.
- Stays focused on learning objectives and monitors progress when required.
- Communicates effectively with teachers to ensure clarity of tasks and to provide feedback on progress.
- Is adaptable, flexible, punctual, and reliable.
- Acts as a positive role model, maintaining high standards of behaviour and respect.

Time Management

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

A home school agreement is sent out with the induction pack and parents sign a copy to return this to us and keep a copy for themselves.

The effective pupil:

- attends school regularly and punctually;
- is organised, bringing necessary kit, returning homework and books regularly and promptly;
- conducts themselves in an orderly manner in line with the code of behaviour known throughout the school;
- takes a growing responsibility for their own learning;
- shows respect and tolerance towards others;
- takes care of his or her own property and that of others;
- enjoys coming to school and feels safe and secure.

The effective parent / carer:

- ensures that children attend school in good health, regularly and punctually;
- works in partnership with the school;
- is realistic about their children's abilities and offers encouragement and praise;
- participates in discussions concerning their child's progress and attainments;

- ensures early contact with school to discuss matters which affect a child's progress and behavior;
- gives due importance to homework, hearing reading and assisting in the learning of times tables and spellings;
- allows and encourages their children to develop independence and a responsible attitude as they progress through the school.

Evaluation and review

Planning is a process in which all teachers are involved, whereby:

- key stage planning is undertaken and unit plans are carefully balanced to ensure full coverage of the National Curriculum;
- unit work plans are drawn up by individual teachers, matched to the individual needs of the class, taking into account the National Curriculum; Brighton & Hove guidance and the School's agreed policies;
- weekly lesson plans are prepared by each teacher and monitored by relevant co-ordinators;
- regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards;
- pupils are given feedback on their work and progress through discussion with the class teacher and by the marking of their work (see presentation and feedback policy).

Assessment

Teachers assess pupils' progress throughout the year by conducting formative and summative assessments. (Refer to formative and summative assessment document for further detail)

Monitoring

In addition to regular subject monitoring by coordinators, all staff are responsible for ensuring that they are meeting the terms of this policy and achieving consistency of practice with other classes.

School Policies

School policies stored in the school policy file of the shared drive. It is the duty of each teacher to be familiar with school policies and to apply them.

Reviewed by M Lord and L Stansfield 2025

Appendix

1. Learning Environment Checklist
2. Learning Model

CLASSROOM: Area of focus-	Yes/No	**Comments**
All items displayed are child-friendly, large font and support or offer challenge to learners.		
Our Key Values are on display		
Core Text being used or books being read is obvious. (either on display/visible/on a board) Do the **books** on display reflect the topic and learning focus? Is there a welcoming, organised **book corner/reading area**?		
Is there a clear Topic Title or focus linked to either history, geography, science or a rich core text.		
A working wall(s) of some sort is being used to show core learning, skills and the half term learning journey Are key **enquiry questions** clear to see?		
Are children's identities, languages, backgrounds and efforts being celebrated in the classroom? Are examples of children's work up in the classroom?		
Is any Key vocabulary being taught this half term large and visible?		
Is there anything that looks cluttered, tatty, faded, or become wallpaper?		

Learning Model: St. Paul's Primary

Teaching is most effective when:

- Pupils are actively involved in their learning in all parts of the lesson
- Teachers have high expectations of all pupils
- An exciting curriculum is designed that teaches core skills rigorously
- Teachers credibility is high and pupil/teacher relationships are strong and built on mutual trust

Essential requirements: key considerations for a good lesson	**Refinements – to be shared with staff of individual schools**
Does the classroom actively support learning? • Is the space used effectively? • Is the classroom well organised and can the children independently access and return resources? • Are resources easily accessible and labelled using a printed cursive handwriting style? Preferably accompanied by the Spanish word and Makaton symbol. • Do displays celebrate and support current learning? • Is the classroom: -Well ventilated? -A comfortable temperature? -Are there appropriate levels of light? -Do children have independent access to water?	
How effectively do teachers facilitate learning?	
• Is teacher talk kept to the necessary minimum – <u>children doing most of the work?</u> • Are all children fully engaged and inspired by their learning? • Are pupils resilient and prepared to take risks with their learning? • Is time in lessons used productively? • Does the classroom culture encourage children to participate and share ideas with each other, building on each other's contributions? • Is each group of pupils being challenged in their learning? Do teachers encourage problem solving and reasoning? • Do teachers provide appropriate resources to support children's learning? • Do all adults in the room have a clear understanding of expected learning and do they understand their role within the lesson? • Are the children independently making good use of the resources to improve their learning outcomes? • Is the lesson skillfully matched to what pupils need to learn next?	
Are all children actively engaged in their learning?	

• Are all children visibly and actively involved in their learning? - Collaboration? - Supportive and purposeful dialogue? - Challenge? Do children understand what it is to be a good learner (meta-cognition strategies)? • Are children clear about their targets or what they are learning in this lesson? • Are instructions explicit and broken down into steps and success criteria generated together? • Do children know where they are going in their learning? Know how to get there? And know where to go next? • Can they articulate the learning intentions and success criteria in a way that shows that they understand them? • Is the curriculum adapted to ensure that all children can access and achieve their learning? • Is the curriculum adapted to ensure challenge for all learners • Is <u>active</u> listening encouraged? • Do children make good use of the resources, independently, to improve their learning outcomes?	
How is learning regularly checked throughout the lesson?	
• Do all adults use questioning effectively to: Engage pupils in their learning? Move pupils on in their learning? Identify misconceptions and reshape learning? • Is time given to pupils to reflect on their learning? • Do adults check the learning of all pupils? • Can **c**hildren refer easily to the success criteria within the class? • Do children receive feedback against the success criteria throughout the lesson? • Are pupils given opportunities to peer assess, and give oral feedback throughout the lesson? • Is the learning linked with future learning/learning journey?	
Are children and adults clear about today's new learning?	
• Are clear links with previous learning made known to all learners? • Is the teacher, the children and all other adults completely clear about the learning intentions and the success criteria (top tips) and can explain what they are? • Are pupils given the opportunity to reflect on marking and feedback and ways forward that have been shared with them?	
When planning have you considered:	
• Will every child be able to make progress? How will the children be supported whilst developing independence? • The role of other adults in the room – how are they going to ensure children make good progress? • Pace – how are you going to get the children working quickly? • Do you need to be teaching the whole class? Can the majority of children be 'getting on' whilst you may lead a groups? • Consider who needs to listen to a plenary- it may be more beneficial for one group to keep working whilst you do a plenary to the rest of the class?	