

**St Botolph’s Primary School – Teaching and Learning Policy.**

**‘Striving to be the best we can be.’**

**BELIEFS – Our educational philosophy**

At St. Botolph’s CE Primary School, our beliefs centre around our children’s right to an education. We believe that children have the best chance of reaching their potential when:

* They have fun, exciting and challenging lessons.
* They have a stimulating learning environment
* They can contribute their ideas to the curriculum.
* A range of approaches to learning is used.

**AIMS – Our Vision for Teaching and Learning**

Our vision for teaching and learning reflects our educational philosophy so through our teaching we aim to:

* Provide an engaging curriculum.
* Provide exciting challenges for our children.
* Provide a broad range of exciting opportunities.
* Provide a curriculum that inspires our pupils to become curious, independent young people.
* Promote British Values and Christian Values.
* Foster children’s self-esteem by nurturing, supporting and empowering them.
* Ensure our pupils are ‘secondary ready’ by supporting them with mastery of the basic skills.

**Teaching – Our expectations**:

In order to achieve our aims, we expect our teachers to:

* Be passionate and caring.
* Inspire our children.
* Provide challenge and support to ensure that every child is included and every child’s needs are met.
* Be role models to the children.
* Foster our children’s curiosity, gifts and talents.
* Teach in a way that promotes progress for all groups of learners.

**Planning and Assessment**

Our teachers know that all good teaching stems from effective planning and assessment. The key elements to this process at our school are:

* **Assessment** is used as the starting point for learning. We use hellodata to assess our pupils on a regular basis so that we are aware of their strengths and areas for development. Lessons take into account formative assessment from our marking and feedback, in line with our school’s Marking and Assessment Policy.
* **Inspiration** is achieved by employing a varied approach to learning. We have designed our own curriculum with the pupils of St. Botolph’s in mind. We want our curriculum to motivate and interest our children and have threaded our aims and values through every subject. Consequently, our learning might involve a , a trip, a visitor, an experience, visual stimulus (e.g. a film or a picture), a question, a practical activity, or use of technology.
* **Differentiation** that ensures that learning is suited to each child’s stage of development enables us to give most of our pupil’s access to learning that is age-appropriate. In our school you will see differentiation through questioning, grouping, adult support, peer support and expectation.
* **The promotion of basic skills and knowledge** can be seen in our range of curriculum subjects. We are working towards a mastery curriculum and aim to give our pupils adequate opportunities for consolidation and mastery.
* **Support** – additional adults are used to support learning. In our school, our TA’s work with groups and individuals inside and outside the classroom. They complete personalised intervention programmes as well as ensuring that pupils learn in an environment that is suited to their needs.
* **Continuing Professional Development** is important in our school. We are members of an NCETM maths cluster, we have signed up to the National College webinars, we attend local cluster groups for Maths, English and Foundation Stage.

Teachers at the school use curriculum formats to record their planning.

* We ensure the National Curriculum is covered. We have designed our curriculum around the Chris Quigley Milestones and in some subjects supplemented this with schemes to enhance teaching and learning and provide robust resources where needed.
* The planning includes Starting questions, learning objectives, key teaching points, challenges and suggested learning activities.

Planning is monitored to ensure that a variety of learning activities are included and that different groups of learners are planned for.

**Learners**

We know that fostering good behaviour for learning is pivotal in the teaching and learning process. We have high expectations of our children and encourage them to:

* Be good listeners.
* Try their best and take pride in their work.
* Come to school regularly and on time.
* Be responsible for their own learning and have high expectations of what they can achieve.
* Be curious and have a thirst for knowledge.
* Be resilient, persevere and believe in themselves.
* Support and empower each other.

**Community**

Our school community is important to us. We know how much of an impact engaging our wider school community can have on our pupils’ learning. We encourage engagement by:

* Parent partnership is encouraged by forging links with parents through inviting them into school for class worships, ‘’ and information meetings.
* Setting weekly homework enables our parents and carers to support their child’s learning from home. We encourage our parents to support their children to become independent learners.
* We have an active governing body. Members of the governing body make regular visits to the school. They play a role in developing teaching and learning through their link governor roles and are able to identify strengths and areas for development with the teachers. This is achieved through paired observations, book scrutiny and meetings with subject leaders.

**Monitoring of Teaching and Learning**

A range of monitoring activities are completed by the school’s leaders (SLT and subject leaders) and governors. Monitoring consists of:

* Lesson observation/Learning walks
* Work sampling
* Planning scrutiny
* Pupil interviews and questionnaires