



St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Teaching and Learning Policy

Creation Date		
Issue Date	January 2021	
Agreed & Authorised (Name & designation)	Mrs Steph Tyler Headteacher	Mr Ian White Chair of Governors
Signature(s)		
Next Review Date	January 2023	
Remarks	Approved at the FGB meeting on 25 th March 2021	

Teaching and Learning Policy

St. Michael's CE Junior School aims for all children to develop a positive attitude towards their learning through our Christian school vision and our St. Michael's Journey to Success.

St. Michael's Journey to Success:

- We face new challenges and learn from our mistakes
- We are considerate, caring and polite
- We have pride in ourselves
- We do our best and never give up

Through our curriculum we believe that our curriculum and our approaches to teaching and learning allows:

- Everyone in the school community to feel valued and respected
- Everyone to have the courage and resilience to be the very best that they can be
- Everyone to develop the transferable skills which enable them to be lifelong learners.

Our curriculum design implements these approaches through the following:

- The children are provided with a rich curriculum that includes a variety of experiences to inspire and engage.
- The children are given responsibilities and make a valued contribution to the wider school community.
- The curriculum regularly develops links and makes use of opportunities to serve the wider community.
- The curriculum is inclusive for all and differences are respected throughout all learning opportunities.
- Everyone in the school community has high expectations at all times.
- The children are provided with the opportunities to make choices in their learning.
- The skills based curriculum enables and supports the development of knowledge and progression of learning in all areas.
- Everyone in the school community has the courage to challenge themselves and overcome adversity.
- The curriculum promotes a variety of approaches to teaching and learning which are current and relevant.
- The children are inspired to, and have the courage to, aim high.
- Everyone is encouraged to develop an enquiring mind and ask questions to further their understanding.
- The curriculum provides regular opportunities to build on prior learning and experiences.
- The curriculum makes explicit links to real life experiences.
- The curriculum provides opportunities for the children to develop resilience to ensure that they achieve success.

Our Strategy

At St. Michael's Junior School we recognise the importance of high quality teaching in all year groups and across the curriculum. To enable children to learn effectively we:

- maximise the effectiveness of teaching and learning.
- enable individuals to take responsibility for their own learning within a supportive framework.
- recognise and celebrate the achievements of all.
- enable individuals to make informed and personal choices in their learning.
- increase access and remove barriers to learning including promoting disability, gender and race equality.
- Inspire lifelong learning for all.

It is our belief that all learners should have equal access and entitlement to:

- a range of well-resourced and structured learning opportunities.
- effective teaching across all subjects.
- appropriate and wide ranging assessment which identifies additional learning needs.
- effective and appropriate learning support which meets individual needs.

Effective planning, teaching and evaluation across the school will:

- ensure that learning outcomes are shared with all learners.
- give learners opportunities to choose ways of working and the opportunity to shape the direction of their learning.
- give pupils first-hand experiences through visits and visitors.
- use stimulating starting points including artefacts, problems, stories and topical events.
- make activities relevant to children's lives.
- build on what pupils find interesting and have experienced both in and out of school.
- use a range of learning styles, including practical investigations, problem-solving, role-play, visual aids, small group discussion and collaboration.
- use a range of resources which reflect the diversity of society and our community.
- look for opportunities to encourage children to apply their prior learning creatively.
- give pupils opportunities to reflect on and share personal experiences and feelings.
- facilitate planning for pupils to share their work with others.
- give pupils opportunities to work with others from their class, their year group, and different age groups across the school.
- enable teachers to plan, manage and monitor collaborative activities carefully.
- address the needs of individuals within groups.
- help children to develop criteria for evaluating the value of their own and others work.
- capitalise on unexpected learning opportunities and change the direction of a lesson where this is most effective.
- ask open ended questions.
- model flexible and independent thinking for children.
- discuss problems children are facing and how these can be solved.
- incorporate effective use of computing.

- use assessment to inform future planning including through the use of a range of feedback and marking strategies as detailed in our marking policy.

A variety of teaching strategies will provide opportunities for the children to:

- ask questions and challenge assumptions.
- use their knowledge and prior experiences.
- look for trends and patterns.
- reapply their learning in new contexts.
- communicate their ideas in new ways.
- use their imagination.
- consider alternative solutions and fresh approaches.
- look at things from different points of view.
- anticipate and overcome difficulties.
- feel secure and supported emotionally.
- keep an open mind and adapt ideas to achieve results.
- evaluate critically what they do.
- review their own progress.
- put forward ideas and explanations.
- listen carefully to feedback and incorporate this into their thinking.
- collaborate effectively with others.

Monitoring and Evaluation

This policy will be monitored and evaluated by:

- Year Leaders
- Senior Leadership Team
- Governors

Its effectiveness will be monitored and evaluated through triangulation of evidence such as lesson observations, book scrutinies, pupil conferencing and analysis of attainment and progress data. The policy will, where necessary, be revised in light of these evaluations.

This Teaching and Learning Policy should be read in conjunction with the Curriculum Policy, the Assessment Policy and SEND Policy.