



Learning and Growing, Safe in God's Love

## **BIRCHINGTON CE PRIMARY SCHOOL**

### **TEACHING & LEARNING POLICY**

**At Birchington CE Primary School our Christian Vision and School Values are integral to all that we do. We want to ensure that every child in our care is given the opportunity to develop personally, socially, academically and spiritually to the best of their ability. This can be achieved by providing a caring, supportive and Christian environment where different learning styles are recognised and promoted.**

**Through the identification of needs in our School Plan and the Performance Appraisal process we shall ensure that our schools' standards and teacher expertise improves. We will build on the strengths of the school and address areas that need development in a positive and constructive manner. We will ensure that every child, regardless of gender, race or ability, has equal access to the curriculum.**

#### **Aims**

- To teach pupils within a supportive Christian ethos
- To develop the highest possible standards in our learning environment
- To plan and deliver an aspirational curriculum that challenges our pupils
- To deliver an ambitious and well-sequenced curriculum designed to give all learners the knowledge and cultural capital they need to succeed in life (OFSTED framework)
- To develop natural curiosity while encouraging pupils to work independently and progress to achieve their full potential
- To provide opportunities to ensure that personal development, in all areas, is achieved

#### **Curriculum and Organisation:**

The National Curriculum provides the basis of the curriculum to be used. This will be organised to promote cross-curricular links and thematic learning where appropriate. The children will work in a range of groups suitable for the activity and will be given opportunities to work independently, in pairs and small groups. These groups are flexible and reviewed regularly.

#### **Teacher Standards**

It is expected that all teachers consistently attain the expectations outlined in the 'Preamble', Part 1 and Part 2 of the Teacher Standards (see Teacher Standards booklet). It is also expected that all teaching and learning will be judged as 'Good' or better. A range of coaching support sessions will occur throughout the year and as a staff we value, are open to and positive about coaching, mentoring and learning from each other.

If our standard of teaching, the impact of our teaching and larger picture of evidence that provides information is not as expected, staff may be requested to enter the school's teaching support programme led, in the first instance, by our Phase Leaders. If after a specified period of guidance, feedback and support, the required standards are not being met, competency/capability procedures will be explored.

#### **EYFS/KS1 Environment:**

Resources/areas of specific learning in EYFS/KS1 are easily accessible to all children. These may include:

- spiritual area
- a role play area
- Maths equipment
- a book corner
- ICT/computing
- creative materials
- writing area
- listening area
- construction equipment
- library

- forest area
- playground

Use of the outside learning environment is encouraged for all pupils.

### **Monitoring**

There will be regular monitoring of:

- The curriculum and its delivery through short and longer coaching support sessions and discussion
- Teacher planning and policy documents
- The curriculum through year group and subject specific reviews/ deep dives
- Pupil progress and attainment data every term and at the end of each year, to identify need and ensure interventions are having impact
- Pupil work, through sampling and moderation
- Marking
- Pupil voice
- Formative and summative assessment
- The learning environment through learning walks

### **Assessment** (please refer to Assessment Policy for detailed guidance)

Children will be assessed throughout the year using structured assessment activities, marking and observations. Ability groupings may be altered as children develop at different rates/possess strengths in specific areas.

### **SEND** (please refer to SEND Policy for detailed guidance)

We aim to provide all children with the support and provisions appropriate to their individual needs. Parents/carers will always be kept informed of their children's access to support.

### **Summary**

In our school each child will:

- Grow from their unique starting point
- Feel secure, safe and valued
- Feel they make a worthwhile contribution
- Have a sense of achievement
- Develop resilience
- Be challenged through rich curriculum
- Listen and be listened to
- Have a sense of school community

In our school each member of staff should:

- Feel happy, motivated and valued
- Be positive and calm
- Praise the children and each other
- Be a good role model both in terms of appearance and manners
- Have secure subject knowledge
- Keep up to date with administrative tasks
- Be punctual and show good time management
- Listen and be listened to
- Be provided with the opportunities for career and personal development
- Establish good relationships with parents and carers

Teacher's planning needs to:

- Be in line with the National Curriculum and show use of the school schemes as a framework
- Provide support for SEND/Vulnerable groups of pupils
- Be organised, thorough and supportive/challenging to match the needs of all children
- Provide for a range of teaching experiences and learning styles
- Show progression
- Show thought for resources
- Be creative, fun and challenging

Our environments need to:

- Be friendly and purposeful
- Be stimulating, ordered and calm
- Be clean, tidy, warm and comfortable
- Be safe and secure
- Be well resourced

#### **Equal Opportunities/Health and Safety:**

This policy links with a range of other policies including Behaviour, Assessment, Equal Opportunities and Health and Safety.

#### **Partnership with Parents and Carers**

We aim to provide a relationship of trust and understanding, to be a place where children and parents feel valued and supported. Parents and carers' views and knowledge of their children is valued and we expect them to be actively involved in the path of their child's learning. Parents and carers are welcome to discuss any concerns with the class teacher via email or telephone. There will be scheduled opportunities for consultation. Parents and carers are also welcome to discuss any concerns with a member of the Senior Leadership Team after first discussing it with their child's class teacher. An annual report for each child will be distributed to their parents and carers during Term 6.

A personal Achievement Card will be provided for each pupil at the end of Terms 2 and 4 to show parents/carers how well their child is progressing and responding in school. An end of year Assessment Grid will be shared with parents and carers.

**All** relationships within the school are based upon trust, friendship, respect, support, fairness, love and high expectations of all. There is a zero tolerance to abusive behaviours.

**KB/DHT and Phase Leaders July 2024**

**Review Date – July 2025**