



The John Wesley Church of England and Methodist Aided Primary School

# Learning and Teaching Policy

Written	September 2020
Date Agreed	September 2020
Date Policy to be Reviewed	September 2022

## *Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)*

At The John Wesley Church of England & Methodist Primary School, our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

The school welcomes everyone to its family and upholds the principles and teachings of the Christian faith. We provide a secure, caring learning environment, which supports and encourages all to fulfil their potential.

The John Wesley is a Church of England and Methodist Voluntary Aided Primary School and our Christian values are at the heart of everything we do.

- ❖ **Koinonia**
- ❖ **Love**
- ❖ **Compassion**
- ❖ **Wisdom**
- ❖ **Forgiveness**
- ❖ **Service**

These are underpinned by our learning values:

- ❖ **Promoting curiosity** – asking questions, delving deeper and analysing
- ❖ **Developing communication** – listening, empathy and relationship-building
- ❖ **‘Prove it’ opportunities** – problem solving, decision making and exploration
- ❖ **Sharing views and opinions** – visual, spoken and written
- ❖ **Encouraging creativity** – innovation, imagination and spirituality

Our whole school vision is built upon and guided by these. Every school policy is written with this in mind and implemented in way that reflects our vision of our children being able to ‘**Flourishing in F.A.I.T.H**’ (Family, All Included, Thriving & Healthy)’ and as Jesus gave his disciples a vision of a life that is full of possibilities and dreams yet to be met, we encourage our children to live their life in all its fullness.

## LEARNING AND TEACHING POLICY

*“Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress.” Timothy 4:15*

### 1. INTRODUCTION

At The John Wesley CEMP School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### 2. CURRICULUM INTENT

At The John Wesley CEMP School (JWS), we provide a unique and relevant curriculum for all the children we have in our school. Our curriculum is language rich and embraces interdependence and resilience, enquiry and thinking, curiosity and creativity to enable every child to flourish and reach their full potential. Our aim is to help our children be the best they can be and live 'life in all its fullness'. This is underpinned by a focus on providing essential skills for developing resilient, independent learners for the ever changing world around us in a stimulating and enjoyable environment. When children leave JWS, they should be equipped with the full range of skills that enables them to become lifelong learners. While simultaneously cherishing childhood, our Christian ethos and values are at the heart of everything that we do. We have a commitment to teaching about global citizenship and courageous advocacy, ensuring that children are empowered to treat all people with dignity and respect.

### 3. CURRICULUM IMPLEMENTATION

We recognise there are many skill sets within our world, and whilst there is a focus on Maths, English, RE, ICT and Science, we ensure we provide a rich, broad and balanced curriculum to capture the very best from all of our children. Our curriculum is driven by providing a Connected Curriculum that inspires the children's passion for learning, creativity and the desire to own their education. To enable us to achieve this, we broaden opportunities by including a range of experiences for the children such as:

- Forest school activities
- Educational visits
- Residential trip in Year 6
- School performances and shows
- Whole school theme days
- Service to the community
- Church visits
- Visiting authors, different religious people, theatre groups etc.

Our school environment is very important to us at JWS, and it is here you can see how our hidden curriculum is threaded into the everyday lives of the children. Our school Christian values and Biblical story promotes how important learning from each other is. Our values encourage how we live, are expected to behave and underpin the foundations for our learning. Through these Christian values and our Bible story, we aim to teach the children how to grow into positive, responsible people, who can work and co-operate with others whilst developing their own understanding of the world around them. Our wider curriculum focuses on personal, interpersonal and social effectiveness, managing risk and decision making. We aim to equip children to live healthy, safe, productive, capable, responsible and balanced lives to thrive.

As we live in a changing world, we understand the need to have an evolving, adaptable curriculum. We constantly review our curriculum provision according to the needs and aspirations of our current learners. This is because we believe that all children are entitled to receive a high quality curriculum that encourages the highest possible standards and fosters lifelong learning.

## 4. CURRICULUM IMPACT

We aim to:

- Put children at the heart of everything we do
- Inspire healthy children (mentally, physically, spiritually and emotionally healthy)
- Nurture happy, well-rounded, resilient children who are confident to celebrate who they are
- Create a safe, stimulating environment in which every child can achieve their potential and be the best that they can be
- Encourage children to be respectful, tolerant and responsible citizens living balanced lives
- Work alongside our families, churches and local community to achieve our aims
- Put spiritual and Christian faith at the centre of our school

We use the 2014 National Curriculum to guide our teaching. This sets out the aims, objectives and values of the school and details what will be taught to each year group. We base our teaching on our knowledge of the children's interests and their level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, and we believe that their work here at The John Wesley CEM Primary School is of the highest possible standard.

## 5. WHOLE CLASS LEARNING

We recognise that everything we do as teachers has an impact on children's learning and we reflect on our teaching so that all children are successful.

JWS believes that maximising the impact on learning within quality whole class teaching has the most impact on attainment for all children. The school incorporates strategies to support children with additional needs into the classroom practice to ensure all children are being successful.

# The John Wesley CEM Primary School Learning and Teaching Policy

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles. We offer opportunities for children to learn in different ways. These include:

- Investigation, problem solving and reasoning
- Research and finding out
- Group work and pair work
- Independent work and whole-class work
- Asking and answering questions
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Using interactive online resources
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in outdoor and physical activity

Leaders monitor lessons and children's outcomes to give teachers feedback on developing the learning of different groups of children. Our school also uses Pupil Progress Meetings to make adjustments to approaches to learning for individual and groups of children.

## 6. STRUCTURED LEARNING APPROACH

Leaders have designed and implemented structured approaches to teaching and learning across the school to develop consistency for our children. These include:

- Accelerated Reader
- Pathways to Write
- No Nonsense Spelling
- Qued Articulation
- Letters and Sounds
- Sheffield Primary Computing SoW and NCCE's Teach Computing Curriculum
- White Rose and Big Maths
- Understanding Christianity
- SCARF and PSHCE Association
- Key PE
- Pzaz Science
- MFL – Language Angels

For all other subjects, we use the National Curriculum to plan for the children's learning and will deliver it to the year groups through our Connected Learning or separate subjects.

All approaches developed reinforce the school's pedagogy of collaborative learning, teaching pupils to be problem solvers and developing communication skills. They also develop a consistent backbone to the learning journey within the Connected

Curriculum. We encourage teachers to consider how learning will be seen through the eyes of a child in their lessons. Through reflecting on how children will be able to access the learning, what their misconceptions might be and how they know when they have been successful, teachers are supported in planning to meet the needs of all children.

### *Kagan Structures*

When children are engaged, they pay attention, they are motivated, they learn more, and the learning sticks. Our staff use a variety of different Kagan structures to maximise learning. Kagan Structures carefully engineer children's interaction to maximize cooperation, communication, and active engagement by all.

We now know that there are many styles of learning and multiple intelligences. What works for some, may not work well for everyone. Therefore, we need a variety of strategies to reach and teach our children with different learning styles and intelligences. If we always use lecture-style, teaching from the front and independent exercises, we may inadvertently create barriers to learning for many children. If, instead, we use a variety of structures as we teach, we engage the different learning styles and children's multiple intelligences. The variety creates greater novelty, increases motivation, and maintains attention. Kagan Structures also create greater engagement, lower anxiety, and promote natural language acquisition while naturally developing fluency by sidestepping the transference gap.

## **7. THE LEARNING JOURNEY**

Teachers are responsible for the planning, preparation and implementation of opportunities that enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class: prior attainment, targets, learning needs (Personalised Provision Plan), language stage, cultural backgrounds and interest. It also requires strong subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively.

Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable children to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through worships, assemblies, displays and performances is very important at JWS. We ensure that there is a broad range of opportunities for all children to shine.

## **8. LANGUAGE OF LEARNING**

Our school has a language of learning which is reinforced with children in lessons. This helps teachers and children to reflect on and describe their learning. Developing a language of learning motivates our learning and core attitudes which are promoted through our curriculum.

- Promote curiosity – asking questions, delving deeper and analysing
- Develop communication – listening, empathy and relationship-building
- ‘Prove it’ opportunities – problem solving, decision making and exploration
- Sharing views and opinions – visual, spoken and written
- Encourage creativity – innovation, imagination and spirituality

These are underpinned by our Christian Values of Koinonia, Love, Compassion, Wisdom, Forgiveness and Service, which are threaded through everything we do.

We encourage higher-order thinking in the children by building up from lower-level cognitive skills. Bloom's taxonomy provides a systematic way of describing how a learner's performance grows in complexity when mastering academic tasks. At JWS, we incorporate the 6 levels of Blooms Taxonomy into our teaching and learning – Create, Evaluate, Analyse, Apply, Understand and Remember. These are particularly useful when planning practical and investigative tasks.

To support our language of learning we use Language through Colour and Language for Learning frameworks in all classes alongside Cued Articulation in the Early Years/KS1 and Communication in Print.

## 9. LEARNING BEHAVIOURS

Our school believes that collaboration is at the centre of our approaches to teaching and learning. As the ability to collaborate is an important life skill, we teach our children how to collaborate when learning. Collaborative learning approaches are encouraged in the classroom.

Every child in our school has a learning partner. Learning partners are organised by the class teacher so that learning is maximised in the classroom. Careful consideration is given to the partnerships and they are reviewed as part of pupil progress meetings. Children are taught how to be an effective learning partner and this is modelled within the classroom. Children are encouraged to reflect on the following learning partner prompts:

- Why do you think that?
- Show me how you did that?
- Can you teach me to do that?
- How do you know that?

Teachers support children in reflecting on their learning so that they become more aware of the learning process and how they learn. This, in turn, supports children's independence as they develop more awareness of, for example, strategies that are effective for them and resources and manipulatives that support them in accessing the learning and being successful.

## 10. LEARNING ENVIRONMENT

Our school provides a learning environment which supports and enables children's learning. We provide a stimulating, informative and nurturing learning environment in which all children can reach their full potential. Staff will create and maintain an organised, tidy and clutter free environment where children have sufficient space and resources to learn effectively.

Each classroom has a range of learning walls that reflect current English, Mathematics, RE and Connected Curriculum (including Science) learning. Each learning wall is regularly updated and contains a range of supports for children, including how to be successful, worked models, key vocabulary and questions to prompt independent learning. Children are taught how to use the learning walls effectively.

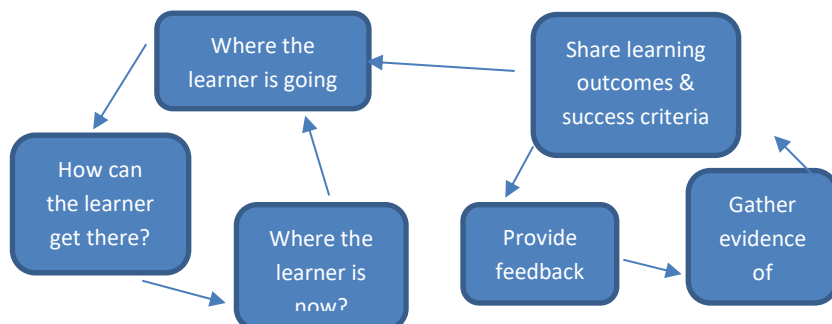
At JWS, we ensure that the environment is inclusive and caters for the needs of every child, ensuring that the emotional climate in the classroom is positive and that all children feel valued and supported.

Teachers should give priority to the creation of an informative, stimulating and well-organised environment within the classroom enabling independence. Classroom environments are very important in communicating school values, expectations and modelling pride in the school.

Research shows that a well thought out, inclusive environment makes children more likely to be successful learners. The majority of teachers agree that the quality of the environment of a school can have a positive effect on the pupils. When children have produced learning, celebrating it through display can make all the difference.

## 11. LEARNING TO BE SUCCESSFUL

Our school believes that it is vitally important that teachers show children how to be successful and that teachers allow children the opportunity to show how they are being successful. When showing children how to be successful teachers use a range of approaches including co-constructing success criteria, scaffolding, modelling, modelled examples, guided examples, self-verbalisation and demonstration.





## 12. ASSESSMENT FOR LEARNING

Teachers use Assessment for Learning strategies to understand how children are being successful. Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Skilled teachers plan tasks which help learners to do this. AFL involves students becoming more active in their learning and starting to 'think like a teacher'. There are three key elements of Assessment for Learning: assess, diagnose, and remediate. But it should not stop there. The elements of Assessment for Learning are cyclical. After completing the last remediation step, you can assess the pupil again to determine if they have understood the concept. The process also helps students internalise knowledge, turning what and how they learn into resources they can use in the future. When students assess their own work, when they identify their own strengths and weaknesses, the likelihood that they will do better next time is greater.

During the formative (informal) assessment process, teachers engage in a range of techniques, in particular, the use of listening and observing; effective questioning and dialogue; catching in the moment; regular low-stakes quizzing to find out what children have remembered over time and to embed key knowledge.

## 13. ASSESSMENT AND PROGRESS

The purpose of assessment is to gather relevant information about the child's performance or progress, or to determine a child's interests to make judgments about their learning process. The volume of critical thinking and problem solving type of assessment is known to have a positive impact on the quality of learning outcomes. Therefore assessment can be viewed as being a means of helping children to learn, a way of reporting on children's progress, and a way of making decisions about teaching. At JWS:

- Children are assessed against objective and agreed criteria on their own merit rather than ranked against each other.
- Pupil progress and achievement is communicated in terms of descriptive profiles.
- English and Maths for each year group is broken into steps. Achieving the steps together ensures the child has achieved the end of year expectations.
- Each subject area is broken into different components to help both assessment and inform next steps for planning.
- The end of year expectations is part of The 21 Steps so teachers can always see the national expectations.
- Children have phases of progress when they move ahead rapidly and times when they are consolidating skills and knowledge ready for the next move forward. Therefore they progress differently through the recognised Steps. This is especially true of the younger years and can be quite marked around Year 3 and 4.
- On-going assessment of the children's progress and attainment is carried out by teachers on a termly basis.
- Life experience and emotional issues also play a big role in a child's academic progress. It can sometimes be difficult for some children to develop the necessary resilience to make good progress. We always re-iterate, if a parent

has any concerns about their child and their progress, to discuss it with the class teacher.

### 14. EQUALITY OF LEARNING

We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all children can engage and achieve.

Read this policy alongside:

- Enabling Environments policy including display
- Presentation Policy
- Assessment and Feedback Policy
- Subject Policies
- Best Practice Guide