

# St Ann's Heath Junior School

## Teaching and Learning Policy

**The school is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment. We aim to foster good relations between all members of the school community ensuring they are treated equally and without prejudice.**

### Aims

This policy aims to:

- Explain how the school will create an environment where pupils learn best
- Summarise expectations to ensure that everyone is committed to achieving a consistent approach to teaching and learning
- Promote high expectations and raise standards of achievement for all pupils
- Involve pupils, parents/carers and the wider school community in the pupils' learning and development
- Promote consistency across the school

### St Ann's Heath Curriculum Intent

At St Ann's Heath, we are committed to delivering a curriculum which is broad and balanced and provides our children with opportunities to gain essential knowledge, skills and understanding in order to achieve their full potential. While our curriculum encompasses the full requirements of the National Curriculum, our aim is to provide our children with a range of learning enrichment experiences to inspire and shape their futures.

Our curriculum is designed to be a dynamic and creative journey, with reading at its heart. We recognise the profound impact that a strong foundation in reading has on all areas of a child's education and their future success. Through a carefully selected range of high-quality texts, we aim to inspire a love for reading, encouraging children to explore diverse worlds, characters, and ideas. We understand the importance of making meaningful connections between subjects to enhance understanding and develop children's schemata. Our creative curriculum is intentionally structured to weave these connections seamlessly, reducing cognitive load and allowing children to build a comprehensive understanding of the world around them. By fostering cross-curricular links, we aim to equip our students with the ability to apply knowledge in a variety of contexts, nurturing critical thinking and problem-solving skills.

Through our KS2 curriculum, we aspire to empower our students with the skills, knowledge, and confidence to become lifelong learners and active contributors to society. We believe in fostering a positive and inclusive learning environment where every child can thrive academically, creatively, and personally. Our commitment to a broad and balanced curriculum ensures that each child's unique talents are celebrated and that they are well-prepared for the challenges and opportunities that lie ahead.

### Roles and Responsibilities:

Teaching and Learning is a shared responsibility and everyone in our school community has an important role to play.

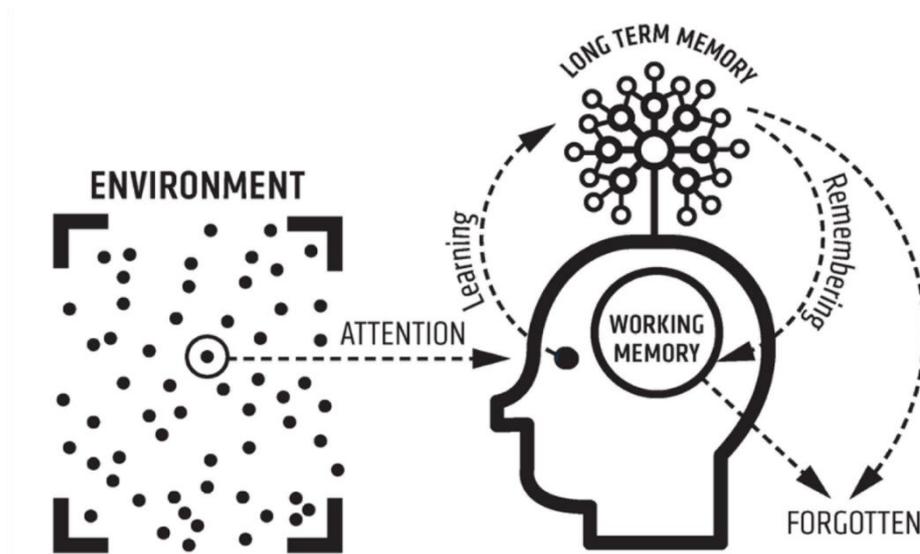
<b>SLT at St Ann's Heath will:</b>	<ul style="list-style-type: none"> <li>• Have a clear and ambitious vision for providing a high-quality curriculum which is broad and balanced and provides our children with opportunities to gain essential knowledge, skills and understanding in order to achieve their full potential.</li> <li>• Celebrate achievement and have high expectations for everyone.</li> <li>• Hold staff and pupils to account for their teaching and learning.</li> </ul>
------------------------------------	---

	<ul style="list-style-type: none"> <li>• Plan and evaluate strategies to secure high-quality teaching and learning across the school.</li> <li>• Manage resources to support high-quality teaching and learning.</li> <li>• Provide support and guidance to other staff through coaching and mentoring.</li> <li>• Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff practice and subject knowledge.</li> <li>• Promote team working at all levels.</li> <li>• Address underachievement and intervene promptly.</li> </ul>
<b>Subject Leaders at St Ann's Heath will:</b>	<ul style="list-style-type: none"> <li>• Help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills.</li> <li>• Ensure that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning.</li> <li>• Oversee monitoring – book looks, pupil voice, learning looks, speaking to colleagues, monitoring data (Insight).</li> <li>• Ensure assessment procedures are in place and attainment and progress and monitored.</li> <li>• Ensure that progression documents for skills, knowledge and vocabulary are in place and used effectively.</li> <li>• Lead professional development, provide guidance and support to colleagues.</li> <li>• Promote the subject and champion the subject with colleagues and pupils e.g. make links with external agencies e.g. workshops and visitors.</li> <li>• Attend network meetings and CPD opportunities e.g. SAfE/RLP.</li> </ul>
<b>Teachers at St Ann's Heath will:</b>	<ul style="list-style-type: none"> <li>• Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.</li> <li>• Follow the expectations as set out in this policy.</li> <li>• Update parents/ carers on their child's learning through newsletters, website updates, curriculum meetings.</li> <li>• Update parents/carers on their child's progress through Parents' Evenings and yearly reports.</li> <li>• Refer to the curriculum handbook to support planning of individual subjects.</li> </ul>
<b>Learning Support Assistants at St Ann's Heath will:</b>	<ul style="list-style-type: none"> <li>• Know pupils well and how to adapt support to meet their individual learning needs.</li> <li>• Support teaching and learning with flexibility and resourcefulness.</li> <li>• Feedback observations/ assessments of pupils to feedback to teachers.</li> <li>• Demonstrate and model themselves as learners.</li> </ul>
<b>Governors at St Ann's Heath will:</b>	<ul style="list-style-type: none"> <li>• Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.</li> <li>• Monitor the impact of teaching and learning strategies on children's progress.</li> <li>• Monitor the effectiveness of this policy and hold the Co-Head Teachers to account for its implementation.</li> </ul>
<b>Pupils at St Ann's Heath will:</b>	<ul style="list-style-type: none"> <li>• To follow the school golden rules of 'we are ready, we are respectful, we are safe' demonstrating good learning behaviour and respect the rights of others to learn.</li> <li>• Take responsibility for their own learning, and support the learning of others.</li> <li>• Attend school punctually and be ready to learn, with all necessary equipment.</li> <li>• Be curious, ambitious, engaged and confident learners.</li> <li>• Know their targets and how to improve.</li> <li>• Put maximum effort and focus into their work.</li> <li>• Complete home learning activities as required.</li> </ul>
<b>Parents/carers at St Ann's Heath will:</b>	<ul style="list-style-type: none"> <li>• Value learning and encourage their child as a learner.</li> <li>• Make sure their child is ready and able to learn every day.</li> <li>• Support good attendance.</li> <li>• Participate in discussions about their child's progress and attainment.</li> <li>• Communicate with the school to share information promptly.</li> <li>• Encourage their child to take responsibility for their own learning.</li> <li>• Support and give importance to home learning.</li> </ul>

## Background Theory to Inform Practice

At St Ann's Heath, our pedagogical approach is firmly rooted in evidence-based research, providing a foundation for effective teaching and learning.

### Working Memory Model



Teachers and Learning Support Assistants understand the working memory model, which underpins our understanding of how conceptual information is processed and stored. Recognising the finite nature of working memory, we acknowledge the importance of strategically organising information into schemata. The integration of prior knowledge is emphasised, recognising its pivotal role in facilitating the absorption of new information.

Initially looking at Rosenshine's Principles of Instruction, we have since utilised Tom Sherrington's Walkthrus to guide our teaching and learning practice.

### **Tom Sherrington's Walk Thru**

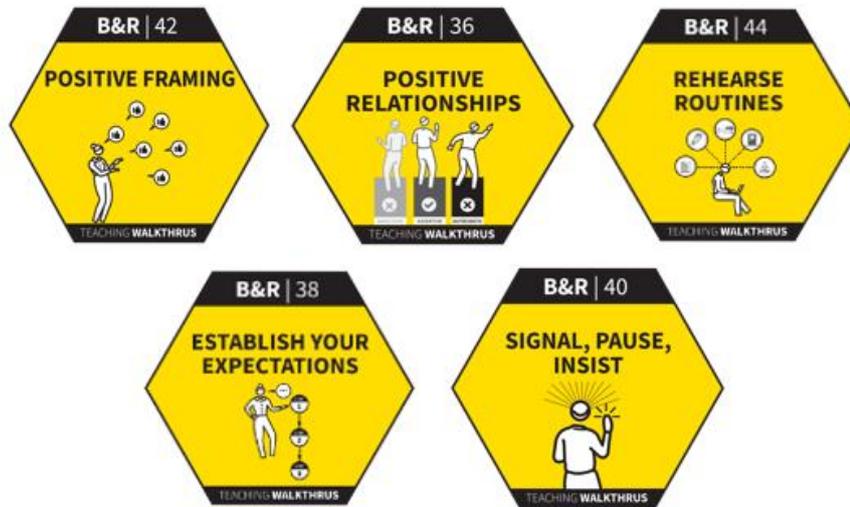
In order to support pupils in becoming self-regulated learners, we have enlisted the use of 'Teaching WalkThrus' (Tom Sherrington & Oliver Caviglioli, 2020) to develop a bank of shared pedagogies. Our approach is consistent but adaptive, to maintain a positive impact on pupil progress.

We have constructed pedagogy 'clusters' as a way of organising a bank of evidence-based strategies that is easily accessible to our teaching team.

These are organised into the following areas:

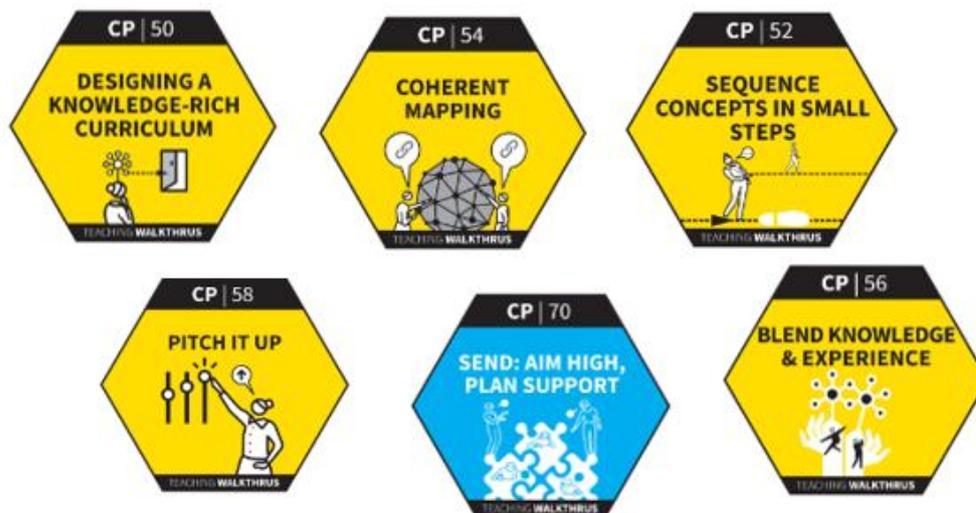
### **Behaviour and Relationships**

It is essential that all teachers create an environment in which all students feel they belong and feel safe; an environment that allows all children to thrive as individuals and as learners. This requires establishing learning-focused relationships where expectations are set high and where everyone knows the routines and boundaries.



### Curriculum Planning

These strategies are chosen to enable teachers to design a curriculum that is coherent; rich in knowledge and skills; sequenced in small steps. Following these principles will ensure that all pupils can access the whole class teaching.



## Explaining and Modelling

A central feature of effective teaching is the process of enabling pupils to develop their knowledge and understanding of concepts and processes and the ability to apply their learning to a range of situations. Explaining and modelling are vital elements of high-quality teaching and we ensure that appropriate teaching strategies are adopted depending on the nature of the concept or process being taught.



## Questioning and Feedback

The range of strategies for questioning and feedback is vast. It is important for teachers to develop the capacity to be responsive, adjusting the explanatory input and task according to how well pupils are making sense of the materials.



### Practice and Retrieval

The strategies below link strongly with Rosenshine's Principle of Instruction. They serve to engage pupils and develop their confidence in their knowledge and skills through effective and guided practice from the teacher, further supporting independent practice and learning.



### **Monitoring and Evaluation of Teaching and Learning**

At St Ann's Heath, we are dedicated to ensuring the continuous improvement of teaching and learning throughout the school. Our commitment to excellence is reflected in the regular and systematic review of the effectiveness of our instructional methods. This ongoing evaluation aligns with our pedagogical approaches, allowing us to adapt and enhance our teaching strategies to meet the evolving needs of our students. In support of this commitment, staff professional development (CPD) is planned, providing teachers with opportunities to stay abreast of the latest research and best practices in education. Additionally, coaching and mentoring programs are integral components of our approach, fostering collaboration and knowledge-sharing among our teachers. By maintaining a dynamic and reflective approach to teaching, we aim to create an environment that maximises learning outcomes and ensures the success of every child at St Ann's Heath.

<b>Whole school monitoring actions:</b>
Learning walks
Coaching 'drop ins'
Lesson observations
Book looks
Pupil voice
Data analysis
Year group coaching
Pupil progress meetings

### Instructional Coaching

At St Ann's Heath, we recognise the value of instructional coaching as a powerful tool for professional development, extending beyond the initial stages of teaching. Our commitment to continuous improvement is evident in the widespread adoption of coaching cycles involving all teaching staff. Each half term, year group colleagues engage in collaborative coaching sessions where they, alongside a coach, discuss Walkthru strategies being deployed in classrooms, how effective they are and any areas for improvement. This intentional and regular engagement in coaching cycles serves as a cornerstone of our professional development strategy, fostering a culture of continuous learning and refinement for all teachers at St Ann's Heath.

Policy Status	
Policy agreed:	October 2024
Review Date:	October 2026