



Teaching and Learning Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: Summer 1 2025

Date of Review: Summer 1 2026

Introduction

This policy outlines the Teaching and Learning approaches used at St. Luke's. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognised and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It is important that a positive attitude towards learning is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in all subject areas.

Philosophy

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work, staff will contribute to the development of this ethos by:

- Providing a calm and effective working environment at all times, in which each child can achieve his/her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Behaviour Policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documentation.
- Effective management of their professional time.

- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks.
- Valuing and celebrating pupils' success, progress and achievements.
- Reviewing personal and professional development by providing appropriate training and support.
- Welcoming and supporting teaching and non-teaching students.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich, deepen and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

Teaching and Learning Aims:

- Raise levels of attainment for all pupils.
- Develop children to show the school's learning characteristics.
- Develop a love of learning.
- Encourage self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Help children grow into reliable, independent and positive citizens of the future.

Management of School Day

Curriculum time can be planned as continuous study throughout the term, or as blocks of study in certain circumstances.

We are committed to raising standards of basic skills at St. Luke's. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics in preparation for life.

Christian values make up an integral part of the school day and many events/celebrations involve the church. We are committed to demonstrating the distinctiveness of being a Church of England School.

Classroom Management and Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning:

- Whole class teaching
- Group work, organised according to appropriate criteria
- One to one teaching
- Program of swift interventions/direct skills teaching
- Collaborative learning in pairs or small groups
- Independent learning
- First-hand experience, where learning is put into context.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

A SENCO, learning support assistants and external agencies will be used to support children with Special Educational Needs.

The classroom will be organised to facilitate learning and the development of independence:

- Concrete and visual resources will be available for use at all times.
- Books appropriate to the age and ability of the pupils.
- Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all pupils have equality of access.
- Specialist resources will be stored in the appropriate curriculum area and will be regularly audited by the subject leader.
- EVOLVE and Risk Assessments will be used when required.
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Up to date computing equipment including, CleverTouch boards and tablets/Chromebooks within classes.

Planning

The school follows a two-year rolling programme of topic titles based on the Cornerstones curriculum. Medium term planning is adjusted on Cornerstones to meet the needs of specific groups of children/classes as well as separate planning uploaded onto the platform that has been created by staff. These plans are accessible to all, including teachings assistants, subject leaders and the Senior Leadership Team. A number of subjects have been further developed by subject leaders where these are not fully planned for by Cornerstones.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is written or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each term.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision. Teachers will identify whether a child has **exceeded** national expectations, is working as is **expected** for their year group or is **emerging**/working-towards the national expectations in each subject throughout the year.

Recording and Reporting

Assessment and Recording begins in Reception and continue throughout the school. Reporting on a child's progress is a statutory requirement.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At St. Luke's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. The New National Curriculum is the

starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the New National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

A. Responding to pupils' diverse learning needs

At St. Luke's Primary School teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches
- e. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

B. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by;

- a. making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties pupils are unable to gain incidental learning of the wider world teachers will help pupils to observe and gain understanding about topics.
- b. Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil.

Monitoring and Reviewing

The Senior Leadership Team uses the two year rolling programme and engages in informal discussion with staff to ensure that the curriculum offers WOW moments and enrichment activities. Samples of work will be monitored and moderated by subject leaders and teachers throughout the year.

Management and Administration

EYFS is currently made up of one class

- 1 teachers and 1 LSA

Key Stage 1 comprises of 3 classes across year 1 and 2

- 3 teachers and LSA team

Lower Key Stage 2 comprises of 3 classes across year 3 and 4.

- 4 teachers (1 job share) and LSA team

Upper Key Stage 2 comprises of 2 classes across year 5 and 6.

- 2 teachers and LSA team

Subject Leaders

- Provide a strategic lead and direction for the subject.