



Teaching and Learning Policy

relating to St George's C of E Primary School

was approved by the Governing Body on

12.11.24

As we work within a Church school, the staff and governors of Great Bromley Church of England Primary will seek to ensure that within all policies and procedures we incorporate opportunities for identifying, understanding and developing our core Christian values and vision.

Our Vision

Working together, learning for life.....

*With the **compassion** of Jesus, we treat others with kindness and patience*

*With the **courage** of St George, we stand up for what is right*

*With **respect and friendship** we build each other up*

Introduction

At St George's C of E Primary School, we believe in lifelong learning – children and adults alike are open to learning new things every day. We have high standards and expectations and we encourage children to aim high and embrace challenge. Our pupils know, however, that they will be supported on their journey and we promote an open atmosphere in which children are encouraged to ask questions, make mistakes and, above all, enjoy their learning. As a Church of England School, our practice is rooted in our core values and sits within our caring, Christian community.



Principles

We are committed to providing a safe yet stimulating learning environment in which all children are challenged through high quality teaching and supported through excellent pastoral care. Our core business is education yet we believe that school is about much more than academic achievement: it is about developing a love of learning, a capacity for independent and critical thinking and self-confidence.

Our aim for children leaving St George's to begin Secondary School is that they should be:

- Proficient in English and Maths so that they can access the full curriculum
- Enthusiastic learners eager to improve
- Aware of their own strengths and areas for development
- Confident to tackle new challenges, academic or otherwise

- Enquiring and critical – thinking in depth about their learning

We encourage children and adults to cultivate a Growth Mindset. Based on Carol Dweck’s work on Mindset Theory, we promote the belief that most basic abilities can be developed through dedication and hard work. We celebrate those who demonstrate these attitudes and aim to model them at every opportunity. The St George’s Yeti is our school mascot; he reminds us not to say ‘I can’t do it,’ but ‘I can’t do it **yet!**’



Every week, two children from each class are awarded ‘Star of the Week’ based on their attitude to learning. Throughout the week, teachers can send children to share their work and achievements with the Headteacher.

Curriculum

All planning for Years 1-6 is based on the 2014 National Curriculum. We plan our wider curriculum topics from the ‘Dimensions’ Curriculum, with units mapped out on a two year rolling programme. Dimensions organises the content and coverage of the National Curriculum non-core subjects into meaningful, engaging units of work. Progression in both knowledge and skills is mapped out across the three phases of the school (Key Stage One, Lower Key Stage Two, Upper Key Stage Two) to guide teachers’ planning and assessment.

See ‘Curriculum Intent Statement’ for further details (Appendix 1).

We make links to English and Maths wherever possible so that pupils have an opportunity to apply and transfer their skills within the context of their termly topic. However, we do not force links where there are none.

In addition to the knowledge and skills detailed in the National Curriculum, we also take the following into consideration when planning a term’s topic:

- How to **engage** and **enthuse** the children, particularly at the start of the topic
- Providing a **context for learning** in as many curriculum areas as possible
- Planning ‘**essential learning experiences**’ to bring the topic to life eg. trip/ in-school experience.
- ‘**Hooks**’ for writing – plan for written outcomes across the term (linked to the topic where possible) with a clear, **motivating purpose**

- Find and use **high-quality texts**, linked to the topic where appropriate, to broaden children's reading experience and act as a stimulus for writing
- The topic should be evident in the classroom environment
- Making use of the **local community, including St George's Church**, to enhance children's learning across the curriculum, including in RE lessons
- Planning **engaging, hands-on** activities to bring learning to life
- Making use of our **outdoor space** where practical
- Termly themed weeks which provide an opportunity to plan for progression across the whole school eg. the 'Take One Book' approach during our annual Book Week

Learning Environment

We ensure that the Learning Environment is welcoming, well-ordered and supportive. The following features are evident in every classroom:

- St George's Core Values
- Dimensions character traits
- Reading area with relevant displays promoting reading for pleasure
- Evidence of the writing process – a work in progress across a unit
- Evidence of mathematical problem-solving / application
- The termly topic should be very evident around the classroom
- Celebration of good work and achievements.

Resources are readily available to pupils and are clearly labelled, promoting independence.

Classroom organisation

The teacher organises seating taking into account a wide range of factors and the seating plan will change throughout the year. The seating arrangements are also fluid within lessons, as teachers respond to pupils' needs and target activities and support accordingly (see Planning and Assessment below).

As a reflection of our Growth Mindset approach, we do not use the language of 'top group' or 'top table' and we do not publicly compare or rank pupils.

Planning and Assessment

Long-term planning is set out in the two-year rolling programme. Weekly/daily plans are written by teachers for their own use in the classroom; there is no set format but it is expected that plans will be annotated with daily observations and assessments in order to inform next steps.

Target Tracker is used to track pupils' attainment and progress. At the beginning of each academic year, teachers work with the Head to set individual targets for pupils in Reading, Writing and Maths. These are based on previous performance and the teachers' knowledge of the children. Progress towards these targets is discussed on a termly basis at Pupil Progress meetings. For these subjects, teachers input summative assessment judgements for each pupil on a termly basis, in the second half of each term. A range of information is used to reach this judgement, including ongoing formative assessment and more formal tests in Reading (PIRA) and Maths (PUMA). Question-level analysis of these tests enables teachers to identify gaps in knowledge and understanding for cohorts and individuals.

Other, non-core subjects are assessed on an ongoing basis throughout the year.

At St George's, assessment is an ongoing process. Teachers, and Learning Support Assistants, constantly assess pupils' understanding in order to provide activities at the appropriate level of challenge and give targeted support where needed. Pupils are encouraged to assess their own level of confidence and understanding too. Within a lesson, pupils are expected to seek support if they need it or challenge if they are ready for it. At the end of a lesson, pupils in Key Stage Two may write a learning comment to signal to the teacher their level of confidence and understanding. Teachers then plan the next lesson taking into account all the assessment information, providing consolidation tasks or additional input for those needing it and further challenge to deepen the understanding of others.

Phonics Teaching

The National Curriculum for English states:

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

We teach Phonics using the Read, Write, Inc programme. This is a highly-structured programme which introduces sounds in a systematic way. Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

We teach Phonics daily for 20 minutes in small groups across the Early Years and Key Stage One class (Years R-2). These are led by teachers and support staff, all trained in delivering the Read, Write, Inc programme. The sessions are fast-paced, repetitive and fun; pupil progress is reviewed at least half-termly.

Reading books are closely matched to children's increasing knowledge of phonics and 'tricky' words.

Independent Learners

We encourage, and expect, children to take a proactive approach to their learning and to engage with the learning process. Independence is promoted in a variety of different ways depending on the age and stage of the pupils:

- Access to resources / equipment to support learning
- Editing writing (self and peer)
- Pupil response to teacher marking and feedback, including completing challenges set or making amendments as required
- Self-evaluation against targets

Home Links

We work hard to build positive relationships with families and believe they have a crucial role to play in supporting children's learning. Home Learning begins in the Early Years where we focus on promoting reading for pleasure and learning to read. Parents are also encouraged to contribute to children's Learning Journey by documenting achievements, experiences and activities at home.

As children move through the school, homework focuses on the fundamental skills of reading, spelling and maths fluency (facts such as number bonds and times tables). Children are expected to read regularly with an adult and we encourage families to read to and with their children throughout the Early Years and Key Stages One and Two. Spellings are practised at home and teachers assess individual pupil progress, providing additional support where needed. Homework activities set will link to

these basic skills or will directly link to work done in a lesson in order to consolidate learning. Practical or research-based tasks linked to the term's topic may also be set.

Amendments Nov 24:

- *Minor updates to details of phonics teaching.*



APPENDIX 1: St George's Church of England Primary School

Curriculum Statement

Our Curriculum

At St George's Church of England Primary School, we use the 'Dimensions, Learning Means the World' curriculum. It is forward-thinking and highly relevant, with a focus on providing pupils with a broad and deep level of learning, developing fully rounded individuals.





We chose 'Dimensions, Learning Means the World' for our pupils because we believe that it supports us to achieve our aims. St George's is a small school in a semi-rural area, with a predominantly White British demographic and relatively low levels of disadvantage. We believe our curriculum should be outward-looking and reflect the variety and diversity of the country and the World in which our pupils live, preparing them for life beyond St George's. Our curriculum promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders.

Curriculum Aims



- ❖ To excite and enthuse learners and teachers
- ❖ To create purposeful, immersive and memorable learning
- ❖ To develop and deepen pupils' skills, knowledge and understanding across the curriculum
- ❖ To ensure a cohesive curriculum: learning is built on systematically with consistency and progression throughout the school
- ❖ To support pupils in exploring challenging and controversial global and social justice issues
- ❖ To help pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others
- ❖ To empower pupils and develop their resilience
- ❖ To promote pupil engagement and agency
- ❖ To ensure inclusivity through an accessible and relevant curriculum
- ❖ To value and celebrate cultural diversity
- ❖ To equip our pupils to interact and co-exist with others in a respectful, tolerant manner

World Issues: The 4Cs



All the inter-disciplinary learning units in 'Learning Means the World' are centred around the four main world issues, the four Cs: Communication, Conflict, Conservation and Culture.

Communication	
<p>Rationale</p> 	<p>Communication is the foundation of all human relationships and affects all aspects of our lives. It spreads knowledge and information across cultures, countries and generations. With more means of communication than ever, there are now even more ways to be misunderstood than ever. Having good communication skills involves being aware of both sender and receiver. Pupils need to learn how to communicate clearly and positively, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people's messages and to resolve conflict.</p>
<p>By the end of Year Six.....</p> 	<p>Pupils will be able to communicate in ways that build and maintain positive relationships through focused listening, confident speaking, sharing ideas and explaining clearly. They will know how communication has developed through time and the chronology of technology, now our current main means of communicating.</p> <p>They will also learn how to communicate in an assertive way, avoiding conflict through mutual respect.</p>
Conflict	
<p>Rationale</p> 	<p>Understanding world history would be impossible without understanding the conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences respectfully.</p> <p>Conflict can be seen as an opportunity for learning about and understanding our differences.</p>
<p>By the end of Year Six.....</p> 	<p>Pupils will be able to define conflict and explain the key reasons as to why conflict exists. They will also be able to give specific examples of conflict, both past and present, on a local, national and global scale.</p> <p>On a personal level, they will learn how to handle disagreements constructively and resolve their differences peaceably.</p>

Conservation

<p>Rationale</p> 	<p>The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. Rather than feeling powerless when faced with the enormity of world conservation issues, pupils need to know that small actions can make a big difference.</p>
<p>By the end of Year Six.....</p> 	<p>Pupils will be able to define conservation, outline key areas e.g. biodiversity and understand why it is such an important world issue. They will learn how we can live more sustainably, understanding the importance of natural resources and renewable energy.</p> <p>On a personal level, they will learn how they can make a difference by behaving in a more environmentally responsible way.</p>

Culture

<p>Rationale</p> 	<p>An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.</p>
<p>By the end of Year Six.....</p> 	<p>Pupils will be able to define and identify the characteristic features of culture and understand why cultural diversity is important. They will be able to talk about the features of a range of different cultures from around the world, explaining some of their similarities and differences.</p> <p>They will also learn how culture affects perception and influences behaviour.</p>

Curriculum Structure and Organisation

The 'Dimensions, Learning Means the World' curriculum has been meticulously planned to develop pupils' resilience, communication and life skills within real-life contexts. It is knowledge-rich and skills-based, with an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote a love of learning. It offers our pupils the chance to engage in deep learning giving them the time they need to reflect, consolidate and link their learning.

The Skills Ladder gives a clear upward trajectory of subject-specific, skills-based learning. Alongside a system of knowledge progression, called Knowledge Building, we ensure rigour and coverage. The Skills Ladders and Knowledge Builders provides subject leaders with a clear, birds-eye view of progression.

Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements, which increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.

Curriculum Depth

Our curriculum focuses on common attributes that ensure the provision of a deep curriculum and that underpin our thematic units:-

- Meaning and relevance
- Opportunities for enquiry
- Development of critical, creative and high order thinking skills
- Integration of subjects
- Provision of access to information from a range of sources and viewpoints
- Authenticity of end products