

## POLICY FOR TEACHING AND LEARNING

### Overall aim for Education, Teaching and Learning

*to help to nurture the children in our care, supporting their development as fully rounded human beings, enthusiastic and equipped for a life of learning and transformation and able to relate confidently and positively to their own sense of themselves, to other people from similar, diverse and different backgrounds to theirs, to a sense of the transcendent and to the environment*

**'finding strength in God and soaring on wings like eagles'**

### Aims of this policy

- to support the development of all teaching and support staff in order for them to be able to teach confidently and effectively
- to clarify expectations of all staff involved in teaching and learning by describing and explaining aspects of good practice
- to help to provide a good balance of consistency and variation in a child's experience of learning throughout their time at St Mark's
- to provide a thorough and accurate guide to, and an exciting vision for, teaching and learning at St. Mark's for new members of staff, parents, members of the Governing Body and other interested parties
- to act as a framework for the monitoring and development of teaching and learning and classroom practice across the school
- to attempt to apply theories of pedagogy in practice and respond positively and imaginatively to relevant current research

### Key Principles

- education is fundamentally about the nurture and development of the whole child as a fully rounded human being
- the staff in school are partners with others involved in a child's life and their full development and education e.g. parents, wider family members, sports, club and society leaders, community and religious leaders
- all teaching is ultimately concerned with personal, spiritual, moral, social and cultural development
- all children can succeed, progress in learning starts from children's existing skills and knowledge
- all staff involved in teaching should have high expectations of all children, regardless of background or ability
- learning is not just the content of the curriculum but an attitude and a set of behaviours which can be taught and encouraged
- the classroom is not the ideal environment for many aspects of teaching and learning so alternatives and more appropriate places will be found whenever possible

### Definitions of terms:

**teach:** *to enable or cause by instruction and training; to give lessons in school; to give instruction to or educate; to explain, show, state by way of instruction*

**learn:** *to get knowledge of, or skill in, by study, experience or being taught; to commit to memory; to become aware by information or from observation; to receive instruction*

**educate:** *to bring up; to give intellectual and moral training to; to train a person in a physical or mental faculty;*  
**educate:** *to bring out, develop from latent or potential existence; to elicit or evoke*

**pedagogy:** *the science of teaching* **pedagogue:** *a guide to a child*

## **Expectations of all staff involved in teaching**

- to ensure secure subject knowledge and understanding of key terms, vocabulary and underlying concepts
- a willingness to research and prepare adequately for lessons and units of work
- an honest appraisal of personal strengths and areas for development and a willingness to seek help from colleagues, senior managers and subject leaders
- to plan (adapt planning) appropriately for progress based on sound knowledge of existing knowledge and skills, for individual children, groups and whole classes
- to teach with empathy and compassion and a willingness to see the world from the child's point view, starting with where they are and what they know, while always leaving space for imagination and mystery
- to prepare, and make accessible, appropriate resources to stimulate and support both teaching and learning
- for children to feel free to make choices about the use of resources to develop independence
- that relevant learning objectives and success criteria are made explicit to children as necessary in lessons to support learning and self / peer assessment
- assessment, marking and feedback both written and verbal to relate to the objectives and criteria specific to that lesson or task
- to utilise Assessment for Learning strategies effectively including self and peer assessment to help develop both independence and a sense of the social element of learning
- that opportunity is provided for all children to experience appropriate challenge and make good progress in a lesson or over a sequence of lessons
- that interest and pace are maintained throughout lessons
- that children's work is focussed, linked to targets, learning objectives and success criteria
- to consider the most appropriate methods for recording work
- to be prepared to organise the environment for learning (including use of the outside) in the most appropriate and effective way possible
- to mark and give feedback on children's work according to the agreed policy
- to deploy support staff effectively, assessing their deployment lesson by lesson, communicating roles clearly before lessons and discussing children's progress as necessary and keeping records according to agreed school system
- to employ different elements of a standard lesson structure e.g. whole class introductions, group work, independent work, plenary sessions as and when necessary e.g. mini plenary sessions within lessons

- to always remain flexible to follow interesting and arresting lines of questioning, interest and discovery as they arise
- to be aware of and cater for a wide range of learning styles to support children's engagement, understanding and progress
- to use praise regularly focussed on specific successes, achievement of personal goals and development of particular learning behaviours
- to base as much teaching as possible on enquiry and a range of subtle open questioning that encourages thinking, draws out what children 'do not know that they know' and stimulates interest, engagement and involvement

### **A note about Classrooms**

- care is taken to ensure that the physical environment in which children are encouraged to learn is welcoming, comfortable, stimulating and well-organised
- resources, equipment, personal property and furniture should be valued, appreciated and managed carefully
- display should include a balance of:
  - children's own work, so that every child's work is celebrated over the course of the year
  - thought provoking and stimulating information
  - starting points for enquiry
  - interactive elements
  - objects, activities and words to encourage thought, prayer and reflection
  - 'working walls' that help to reinforce and exemplify success criteria for current units of work
  - year, group and individual targets as appropriate
- the following are to be displayed in each classroom:
  - The 15 core Christian values
  - Fire and evacuation information
  - The current key bible verse linking to the chosen value for the term
  - An A3 copy of the week's art work
  - The most recent version of the agreed Code of Conduct

### **Related policies and documents**

Special Educational Needs and Disability (SEND)  
 Assessment  
 Marking and Feedback  
 More Able Gifted and Talented

Early Years Foundation Stage  
 School Code of Conduct (January 2016)  
 St Mark's Learning Statement  
 National Teachers' Standards