



Stone C of E School

High Quality  
Teaching and Learning Policy

Last updated: Summer 2018

Date for review: Summer 2021

Our vision statement and values are at the core of teaching and learning at Stone CE Combined School.

**Our Vision Statement** is for all members of our school community:

**Through our Christian values we inspire a love of learning, a desire to create and the courage to innovate: preparing children for an ever changing world.**

We communicate God's message of love by living the following values:

- **Community**  
We recognise that we are part of a much larger community and help our neighbours.
- **Perseverance**  
We understand that sometimes we will be challenged, but we know that through hard work and effort we can achieve.
- **Honesty**  
We are honest in our actions and in our words.
- **Compassion**  
We care about those who are not as fortunate as ourselves.
- **Respect**  
We recognise the need to care for and show respect for one another. We care for all our belongings and the environment around us.
- **Responsibility**  
We are able to be trusted to do what is right or to do the things that are expected of us.

### **Aims for Teaching and Learning**

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which is applied to all future learning and the real life context
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To facilitate growth mindset in all pupils, preparing them for life in the real world
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire knowledge and skills through variation and differentiation
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

## Expectations of Teaching

### **We expect:**

- All staff to have high expectations of themselves and all pupils
- All staff to have secure subject knowledge and understanding of the National Curriculum (2014) – when support is needed, teachers or teaching assistants must be resourceful, researching or seeking advice from other teachers, senior leaders or subject coordinators
- All staff to model growth mindset attitudes in order to facilitate this in our pupils
- Teachers to plan lessons which reflect our 'Skills for Life approach', including British Values; planning opportunities to develop and consolidate these
- All staff to impart knowledge accurately and with enthusiasm, generating high levels of commitment from pupils
- Pupils' behaviour to be managed highly effectively, following our school behaviour policy
- Staff to plan appropriately for all groups of children and access high quality resources
- Teachers to provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely, introduce subject content progressively and constantly demand more of pupils.
- Every lesson to have a clear Learning Objective (communicated as a WALT – We Are Learning To), which is explained to the class and remains on display throughout the lesson
- Steps to success (process success criteria) to support children to meet the learning objective
- Questioning which promotes higher order thinking skills, such as 'how'? or 'why?' questioning
- Activities to be varied and differentiated using mild, spicy and hot tasks to ensure that children's needs are catered for and challenge for all
- Children to be encouraged to choose their level of challenge in order to provide ownership of learning and independent thinking skills
- Any gaps in previous year group objectives to be addressed to ensure children catch up and gaps do not become bigger – appropriate intervention must take place where required, following our Special Educational Needs and Disabilities policy
- All children to be exposed to mastery activities in order to reach age related expectations
- Greater depth activities to be provided for children who require challenge
- Staff to cater for a range of differing learning styles and cultural diversity; thus ensuring pupil participation and understanding
- Opportunities for pupil talk, using a variety of strategies such as talk partners or group work
- A balance between mixed ability work and focus group work so that targeted teaching can take

place but pupils also have opportunities to work with a range of other children

- Teachers and teaching assistants to check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Pupils to be taught to self and peer assess, using 'The Dip' to self-assess against the learning objective in every lesson
- Teachers to provide pupils with incisive feedback, in line with the school's assessment and marking policies, about what pupils can do to improve their knowledge, understanding and skills. We expect pupils to use this feedback effectively
- Teachers to set targets for reading, writing and maths and to share these with pupils, explaining what they need to do to achieve these and informing pupils when they have achieved their target
- Staff to have high expectations of presentation, quality and quantity of work
- All adults to be fully involved and active in lessons
- All staff to challenge stereotypes and the use of derogatory language in lessons and around the school
- Resources and teaching strategies to reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience
- Teachers to embed reading, writing, communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress
- Teachers to set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come (refer to homework policy)
- Teachers to provide parents with clear and timely information on how well their child is progressing, how well their child is doing in relation to the standards expected and give guidance about how to support their child to improve.

## **Expectations of Learning**

### **We enable pupils:**

- To demonstrate high levels of engagement, commitment and cooperation within learning time
- To respond well to staff and lessons to proceed without interruption
- To love the challenge of learning and be resilient to failure
- To be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- To thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities
- To be eager to know how to improve their learning. To capitalise on opportunities to use feedback, written or oral, to improve.

- To be confident and alert to raise questions and to persevere with their work when answers are not readily available.
- To have the skills to evaluate their own work (and that of others) and do this every lesson using 'The Dip'
- To make rapid and sustained progress in lessons
- To apply their skills to life outside of the classroom

## **Curriculum**

Our curriculum is topic based, broad and balanced, focusing on depth of learning and mastery of content. This enables teachers to remain with a topic for longer; ensuring pupils have mastered the content before accelerating into new material.

We use a range of resources to support our curriculum including government recommended curriculum documents and curriculum schemes for some subjects.

### **We are a 'Skills for Life' School**

We are passionate about our 'Skills for Life' approach. It underpins everything we do and supports our Vision Statement and School Values. Our 'Skills for Life' approach is evident in every classroom, in the playground and in all aspects of school life, preparing children for life beyond Stone school. It is a foundation for our curriculum and provides pupils with the skills they will need to be lifelong learners. There is a long term plan for coverage of skills across the school year. These skills are introduced in assemblies and teachers are expected to plan opportunities to develop these in individual lessons.

We focus on one school value per half term and also expect to see these and the British Values embedded in daily planning.

### **Our exciting curriculum is packed with inspirational, meaningful learning opportunities.**

Our Topic based curriculum organises units of work around a theme. This enables children to see 'the big picture' of their learning and make connections through and across different subjects. Children talk about a theme from multiple perspectives and get excited about their learning. Our curriculum encourages collaborative and practical learning both inside and outside of the classroom. Children can be seen using role play and learning from each other. Each class attends Forest School to enhance their outdoor learning.

### **Subject Progression**

- Progression grids have been created in order to ensure effective progression in each subject across the primary phase

### **Long Term Planning**

- There is a long term plan for each year group, which outlines coverage for each subject across the year
- This enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits

### **Medium Term Planning**

- Teachers produce a medium term plan each half term, which outlines the objectives covered in each subject, as well as cross-curricular links
- Topic overviews are sent home half termly, informing parents of the objectives covered, as well as skills which are a focus for that half term

## **Short Term Planning**

- Individual lessons plans are produced for each subject in order to plan suitable activities to meet the learning objectives.

**Progression grids for each subject, long term plans and topic overviews can be viewed on our website.**

## **Monitoring**

Our curriculum, teaching and learning are monitored regularly by members of the SLT. All subject leaders are responsible for monitoring coverage and progression within their individual subject area and follow a half termly monitoring schedule to ensure consistency across subjects.