



Kirkstall St. Stephen's
Teaching and Learning
Policy

September 2022

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

The curriculum at Kirkstall St Stephen's is driven by our Christian Vision:-

We are Cherished, We are Challenged, We are Children of God

We are Cherished

At KSS we teach every child the importance of being welcoming, inclusive and considerate towards others. Everyone is valued as an individual and all cultures and backgrounds are celebrated.

We support our children to achieve this by:

- Tailoring the curriculum to meet the children's needs
- Developing strong relationships with our pupils and their families
- Teaching a comprehensive personal, social and emotional curriculum which is woven throughout school life
- Identifying pupil strengths, but also providing support to overcome barriers to learning
- Increasing children's 'cultural capital' through diverse, engaging and enriching experiences
- Involving children in curriculum and school decision making through pupil groups such as eco and global clubs.
- Cherishing children as the unique people they are and ensuring they feel loved and accepted.

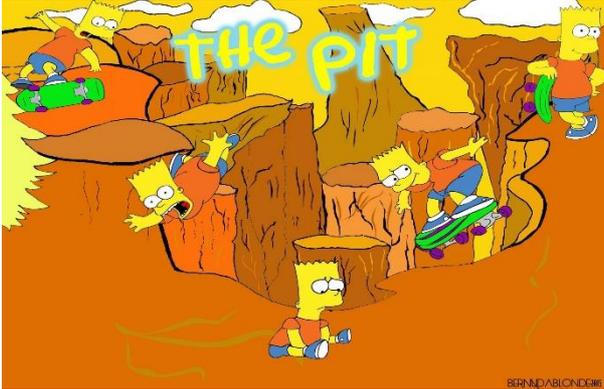
Our children feel loved and this gives them the foundations to flourish at KSS.

We are Challenged

At KSS we aim to challenge all pupils, no matter their ability, through a broad and balanced curriculum. We want children to feel confident and ready to tackle any new challenge that they face and that they leave us in Year 6 ready to take on the world! We ensure that knowledge is embedded in an interactive and visual way that makes learning engaging and exciting for children.

From Reception, children are taught about 'having a go' and the power of a growth mindset and how to apply this through their learning journey. Having a growth mindset that underpins our curriculum, allows our pupils to gain the confidence to engage in challenges. Throughout the school, children are reminded through visual aids and language modelled by staff to persevere and use their mistakes as a positive learning tool.

'The Pit' image below features in all our classrooms and is applied to all our lessons. This model represents the importance of resilience when faced with a challenge. Children will regularly identify where they are in 'The Pit' and are taught to use strategies to support themselves and each other in order to succeed.



We are Children of God

At KSS we want our children to recognize that they are Global Citizens with a collective responsibility for the world and fully understanding the impact of their actions. Eco, Global and School Council groups are drivers of change in school and our curriculum allows children to explore opportunities for 'Courageous Advocacy'.

We encourage and celebrate difference, ensuring that every child and their families are welcomed and supported as part of our community. Engagement and Relationships are at the heart of everything we do.

Our curriculum fosters a sense of awe and wonder amongst children and we are keen to bring 'real life' experiences to our children, such as educational visits using public transport and special Art, Science, Sport and Fair-Trade weeks throughout the year.

We cultivate each child's spirituality through reflective spaces in class and specific prayer spaces at key points throughout the year and we allow children to engage in big questions regarding themselves and the world around them.

3. Roles and responsibilities

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

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via newsletters, website, letters, open days/mornings including clearly communicating the purpose of home learning using Class DOJO
- Update parents/carers on pupils' progress informally (at drop-off/ pickup, via phone calls and messages on DOJO) and also formally during parent consultation sessions in the Autumn and Spring Term. Staff to produce an annual written report on their child's progress in the Summer Term.

3.2 Support staff

Support staff at our school will:

- › Know pupils well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Use agreed assessment for learning strategies
- › Use effective marking and feedback as required
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Identify and use resources to support learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners

3.3 Subject leaders

Subject leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject/phase
- › Encourage teachers to share ideas, resources and good practice

3.4 Senior leaders

Senior leaders at our school will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning

- › Provide support and guidance to other staff through coaching and mentoring
- › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly

3.5 Pupils

Pupils at our school will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › Be curious, ambitious, engaged and confident learners
- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required
- › Meet the expectations set out in the KSS behavior policy.

3.6 Parents and carers

We encourage parents and carers at our school to:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning

3.7 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Our expectations for Teaching and Learning

During the Summer Term 2022, staff worked collaboratively to create a list of our 'expectations' for four key areas of Teaching and Learning. We expect that these key aspects are consistent in each year group. These are:-

4.1 What are our expectations for our planning and delivery of any unit of lessons at KSS?

Planning formats can be different (e.g. Slides or A4 plans and in 2022/23 Knowledge Organisers)

Every Lesson

- Learning target/objective relating to these
- Prior learning (including vocabulary) identified with opportunities to recap
- An effective input or hook to engage children
- Frequent opportunities for collaborative talk and group work in lessons
- Key STEM questions identified and incorporated
- Modelling from teacher
- Resources identified to scaffold or extend learning further e.g manipulatives
- Identified use of support staff
- Effective lesson pace and ratio between teacher/pupil talk and learning tasks
- Identified groups requiring support or further challenge
- Plenary and assessment opportunities in lessons and consolidation activities throughout the unit to ensure fluency and memorization

Every Unit of lessons

- National Curriculum objectives recognized
- Progression of learning and skills evident in a unit
- Progression of key vocabulary evident in a unit
- Opportunity for experiences (e.g visits/visitors/practical/active lessons)- making learning relevant and not abstract
- Independent tasks
- Frequent opportunities for written work during the unit- often without worksheet scaffolding
- Identified opportunities for using ICT and technology (if applicable)
- Opportunities to be flexible with lesson structure (length, repetition, extension of activities) as long as National Curriculum objectives are met and unit coverage is ensured
- Pupils to have frequent opportunities to demonstrate Growth Mindset/ 'The Pit'

4.2 What are our expectations for methods of **formative assessment within a unit or lesson at KSS?**

- Assessment of prior learning- to a lesson or unit of lessons
- Discussions and targeted questions to gauge understanding
- Visual pupil feedback- e.g use of hands
- Mini-plenaries and opportunities for AFL during this
- Bus stop/drop off method- judged via AFL or confidence levels during the session
- Steps/Success Criteria with the end knowledge/skills goal in mind
- Frequent opportunities for self/peer marking and feedback
- Self-assessment using arrows in written work next to the LO
- Live 1:1 or group marking opportunities during/post lessons
- Direct same-day interventions based on AFL knowledge

4.3 What are our expectations for the **learning environments at KSS?**

- Separate Reading, Writing, Mathematics, RE, Foundation, Science and Collective Worship displays (if possible)
- Environment must be engaging and exciting as a learning tool- relevant and frequently changed
- Vocabulary rich environment- operational vocab and STEM sentences
- 'Less is more' and learning displays should be simple, accessible and visible around the classroom
- Learning journeys evident with ticks to show what has been accomplished. Writing process evident on respective display
- '3D displays'- use of topic tables, reading corners, clothes lines and interactive resources.
- Opportunities for teacher modelled handwriting on specific displays or writeable backing displays
- Opportunities for pupil work displayed as part of a learning journey and evidence of progression of skills/knowledge
- Positive behaviour reinforcement- DOJOs, reading/homework rewards

4.4 What are our expectations for **pupil written work, presentation and marking & feedback?**

- Progress evident from start to finish of pupil work
- High expectations of pupil pride in their work and presentation (e.g. joined handwriting effort, rulers to cross out, worksheets trimmed and stuck in rather than folded). Scores given by teachers after each piece
- Standardised books across all subjects- colours and sizes
- Date & learning target written by children in books
- Good variation of different work opportunities- e.g reasoning & problem solving in mathematics and unstructured (non-worksheet) writing
- Marking and Feedback guidance sheets attached to all books and adhered to- e.g self marking using specific pens, verbal feedback, teacher/intervention support, assessment arrows.
- Positive comments and rewards evident

5. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Class DOJO, with paper copies for pupils unable to access this.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report in the Summer Term.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders in collaboration with authority/diocesan advisors and governors will monitor and evaluate the impact of teaching on pupils' learning through:

This will be conducted via

- Learning walks with specific foci

- › Reviewing marking and feedback and pupil work via book looks
- › Termly pupil progress meetings
- › Gathering input from the school council and various other pupil voice activities

11. Review

This policy will be reviewed every two years by [the Headteacher and Curriculum leader]. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- › Behaviour policy
- › Early Years Foundation Stage (EYFS) policy
- › SEN/SEND policy and information report
- › Equality information and objectives