

**Headteacher:**

**Mrs M. Constantinou BEd**

Littlegrove, East Barnet, Herts EN4 8SR

t: 020 8449 5856

e: [office@stmarysen4.barnetmail.net](mailto:office@stmarysen4.barnetmail.net)

[www.stmarysen4-barnet.co.uk](http://www.stmarysen4-barnet.co.uk)



# St Mary's

## Church of England

### Primary School

#### TEACHING AND LEARNING POLICY 2022:

##### **VISION [what we want to see]**

At St Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring for all of God's creation.

##### **VISION IN CHILD SPEAK [what I will be able to do]**

I am excited about my learning, proud of my achievements, determined to be the best I can be, caring for all of God's creation, and inspired by Christian values.

##### **MISSION [what we will do]**

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21<sup>st</sup> Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

#### **1.LEARNING AND TEACHING**

St Mary's Vision and Mission statement encapsulates our intention for every individual child who attends the school, whoever they are, whatever their background, ability, disability, religion, culture or gender. We believe that the vision can be achieved through the dedication and commitment of all staff working together with each other, with children and with their families. The Learning and teaching policy indicates how this is achieved.

This policy is underpinned by the following educational pedagogical research:

-Vygotsky's Zone of proximal development

-Visible Learning (John Hattie)

-Metacognition and Self-Regulated Learning (EEF)

-Talk for Learning

-Maximising the Impact of Teaching Assistants (EEF) As reference, we have shaped our own 'TA Deployment Guidelines'.

## **2. PROTOCOLS FOR EFFECTIVE LEARNING AND TEACHING**

To facilitate the most effective learning, the following protocols are to be followed by teachers and teaching assistants:

### **2.1 PRACTICE AND PEDAGOGY**

#### **Learning Environment**

The learning environment is an inspirational place to learn. It is to be created to be used as a resource to enhance learning, build collaboration and promote the school's values.

#### **Expectations Across Curriculum**

The highest expectations for all curriculum areas must be set to enable all pupil groups to make the best possible progress. Pupils should be involved in making choices about their learning which is personalised to meet specific needs. Pupils should increasingly co-construct learning experiences and use the curriculum to make a positive impact beyond school. Language development permeates all aspects of the curriculum and children will be taught new and ambitious vocabulary.

#### **Feedback, Marking, Assessment for learning**

Pupils must benefit from consistently high quality assessment and constructive feedback leading to excellent progress in lessons. Checking for understanding must be an embedded feature of learning. Pupils should be fully involved in evaluating their own and each other's learning and using a common language for assessment for learning to excellent effect. There will be an emphasis on the importance of high quality verbal feedback. See Marking and Feedback policy.

#### **Adult Modelling**

Modelling should precisely meet the needs of learners and bridge the gap between what already know and can do with support. Modelling should be co-constructed with pupils to enable rich dialogue about learning and metacognition. Pupil modelling and modelling by other adults should be a common feature of lesson structure. Modelling should include explicitly teaching metacognition and self-regulated approaches, e.g. teacher thinking out loud; articulating their thinking and making connections to prior learning.

### **Questioning for Understanding**

Questioning should be embedded and be a core feature of teaching sequences. Pupils and adults should use questioning to co-construct learning which promotes high quality experiences. Pupil books and the learning environment will provide excellent evidence of questioning enabling accelerated progress. Questioning strategies should be used equally well amongst all pupil groups and learning needs.

### **Collaborative Learning**

Planning must identify opportunities for collaboration in learning, evidenced in the use of talk partners and group discussion in lessons. Evidence in books for all pupils will provide evidence that planning is ambitious and deeply connected over time and across subjects. Pupils have multiple opportunities to apply skills in new and exciting ways.

### **Problem Solving**

Pupils must have regular opportunities for problem solving, enabling them to become skilled in solving problems as a result of which they will independently seek opportunities to link problem solving to real life. Curriculum opportunities must be provided to use a range of skills in new contexts.

### **Challenge in Lessons**

Expectations must be consistently high for all pupils. In each class there must be a shared culture and expectation that learning is engaging and challenging. Pupils should respond positively to high quality teaching which leads to children exploring concepts in depth and applying their knowledge and skills confidently.

### **Support and Intervention**

Within the classroom, there must be a shared responsibility that all pupils will make excellent progress. Relationships amongst adults, team teaching, delivery of specialist interventions and planned support is organised to lead to all pupils making excellent progress.

## **2.2 IMPACT ON LEARNING**

The impact of learning is evaluated in a number of ways including through monitoring activities (see section 7 about monitoring).

## **2.3 BEHAVIOUR FOR LEARNING**

### **Developing Attitudes to Learning**

The school's vision statement drives attitudes to learning.

All pupils should participate enthusiastically in all learning tasks and contribute well to the design and construction of learning tasks. Pupils should be confident at directing their own learning and are skilled at organising themselves and groups. They should be comfortable in taking on different roles within learning tasks and understand how collaboration enhances learning experiences. Pupil books must be well cared for and respected across subjects and ability ranges, demonstrating good standards of handwriting and presentation, modelled well by any teacher comments. All handwriting, adult and child must be in accordance with the school scheme.

## **Leadership of Learning**

All adults working with a class, group or individual, are leading learning. Pupils from a wide range of groups should also be actively encouraged to lead. They should develop leadership skills, valued by both class and school. Pupils should develop a strong voice in decisions relating to their learning and well being

## **Communication with Parents**

Excellent communication with parents is essential to learning and well-being. Parents are themselves partners in learning. Parents should be involved in problem solving and finding solutions with staff that lead to quality relationships across all groups. This is particularly significant for pupils with special educational needs and disabilities, whose parents are encouraged to contribute specifically to decisions about support and provision with specific outcomes for pupils in mind (SEND Code of Practice 2014).

## **Promotion of Values**

Pupils must be able to talk confidently about the school's moral purpose and core, gospel values which are deeply embedded in every day relationships, actions and learning, forming a framework for decision making. The whole class and school community should be committed to these values. Pupil books should be exemplary in demonstrating these values.

## **Building Resilience**

Pupils should develop an understanding of metacognition, evident in the ways in which they learn collaboratively, challenge each other and respond positively to critical feedback. Pupils should take pride in organising their own learning and sustain concentration and focus until excellence is achieved. They should self-organise learning when re-drafting and will draw on experiences outside school to support learning.

## **Behaviour Leadership**

Teaching, involving teachers and teaching assistants, must communicate the highest expectations of pupils in everything we do. Pupils should take pride in learning and have a strong voice in promoting positive relationships and excellent behaviour for learning. All pupils should listen well and treat each other with respect. Disruptions to learning must be rare.

## **3. CURRICULUM**

The curriculum is built on the statutory requirements of the National Curriculum 2014, the Agreed Syllabus for RE [ London Borough Barnet] and the RE and Collective worship guidance from the Diocese of St Albans. In the development of our curriculum, we have carefully considered the context and needs of school community. Where appropriate, we make rich links between subjects so that children can make connections between learning across curriculum areas.

A range of resources are provided to support planning including:

- **Values education** which underpins the ethos and culture of the school, and informs collective worship, SMSC and learning across the curriculum.
- **Maths:** Primary Stars/ White Rose KS1; Abacus and White Rose Hub supplement KS2
- **English:** Reading and Writing Objectives and School's English Framework including quality texts
- **Phonics:** ELS (begun implementing in Autumn 2 2021)
- **Handwriting:** Pen Pals (currently under review)
- **Science:** Collins Snap Science (online resource)

- **History:** Plan Bee, Twinkl resources and KS2 History, The Historical Association
- **Geography:** Oddizzi
- **Computing:** Purple Mash
- **Design and Technology:** School Devised Framework, The DT Association
- **Art:** School Devised Framework
- **Music:** Charranga
- **PSHE:** Jigsaw
- **R.E.:** Discovery RE, Understanding Christianity
- **P.E.:** All for Sports Scheme (provided by our Coach)
- **French:** Lessons (Yr-Y6) taught by our French teacher

Front cover pages are created by class teachers for Science, History, Geography, DT, Art, PSHE and R.E. These include key vocabulary and objectives linked to the unit. These are stuck in the children's books and they are encouraged to refer to these throughout the unit.

### **3.1 SUBJECT ENRICHMENT**

Learning should be further supported by a wide range of enrichment experiences (see appendix One).

## **4. PLANNING FOR LEARNING**

### **4.1 MEDIUM TERM PLANNING**

- Each half term teachers prepare medium term plans across the curriculum using schemes and subject executive summaries. This allow teachers to carefully consider and plan the progression of learning across a half term.
- Every half term a Curriculum and Planning meeting is given over to planning to enable teachers to work together and draw on the expertise of curriculum leaders.
- Medium term plans are shared with the senior leadership team on the first day of each half term along with a curriculum letter for the parents of each class.
- Teachers then create weekly subject plans from these. Planning is shared with teaching assistants ahead of the lesson.
- Learning tasks: MUST be devised to allow the children to progress to the learning objective.

### **4.2 WEEKLY AND INDIVIDUAL LESSON PLANNING**

- Guided by their medium term planning and schemes of work, teachers devise individual lessons that have clear and relevant learning objectives. Teachers ensure that the structure and content of individual lessons is reflective of the practice and pedagogy outlined in this policy.
- A timetable for the week, including a brief note of the learning objective, should be written to steer learning for the week. A copy should be shared with the senior leadership team before school each Monday.
- When planning lessons, the following will need to be considered by teachers: learning objectives, key questions, adaptations to ensure accessibility and challenge for all learners, roles of teaching assistants, practical resources.

## **5. ASSESSMENT FOR LEARNING**

**Formative assessment** [ongoing day to day assessment.]

Teachers and teaching assistants assess learning throughout lessons, talking to children, listening, extending thinking and looking at work. All staff should be circulating throughout lessons to scan the class, keep children focussed and extend learning, teaching throughout the session. The exception may be for a child who is unable to access learning without considerable support in which case a member of staff may be with them for a longer period. However, it is important to move away from the child to develop independence appropriate to their needs.

Formative assessment during lessons must be used to inform planning for the next lesson. Where there are misconceptions, either in the lesson or in work it is essential that these are addressed before moving on to the next stage of learning.

### **5.1 PROGRESS**

**Summative assessments** of learning, at the end of a module of learning or half-termly are carried out to assess progress over time against national expectations.

The assessment focus is against key concepts for each year group, which will measure both attainment and progress, as well as informing day to day planning for learning. The key concepts are represented in the National Curriculum subjects and schemes of work. Finely graded learning steps are on the excel spreadsheets for English and maths and on online shared drives for other subjects.

Summative progress in maths and English is measured and reported half termly, through Pupil Progress meetings, to the SLT. Outcomes from this include support and challenge strategies for children as necessary.

Progress is reported to parents in consultations in November, March and June, with a full written report in March, including targets of how to progress to the end of year expectations. EYFS reports go home in the Summer term instead of March.

## **6. DEVELOPING TEACHING AND LEARNING.**

Teachers and teaching assistants are supported to develop excellent practice through:

- Performance management
- Self-assessment [against teaching, learning, teaching and leadership rubrics]
- Peer to peer review
- SLT and middle leader monitoring of learning in lessons, looking at books and talking with children
- Tailored whole school CPD
- Individual CPD through external training courses
- Working with staff in partner schools e.g. moderation

## **7. MONITORING LEARNING**

Monitoring refers to all activities undertaken with the purpose of gathering information or evidence about learning and teaching standards, and the factors affecting them, in school.

Effective monitoring leads to informed evaluation of the school's strengths and its areas for future development. The key purpose of monitoring is therefore to inform strategic school decision making at all levels to secure school improvement.

## 7.1 Monitoring Activities

Monitoring at St. Mary's School takes place in some of the following ways:

- through looking at teachers' planning
- through main observations about learning environments in classrooms;
- through observation learning in classrooms;
- through scrutiny of children's recorded learning in books;
- through discussions with learners;
- through discussions with staff;
- through parental and pupil surveys and questionnaires.

These activities may take place discretely or some may be combined together in the form of 'Learning Walks'.

Monitoring can be undertaken by:

- Headteacher and Deputy Headteacher
- Curriculum Subject leaders
- Governors
- Visitors to school, such as inspectors, representatives from the Local Authority/Diocese, visiting headteachers etc.

## 7.2 Principles for Effective Monitoring

1. Shared Understanding: In order to be effective, the format of any monitoring activities must be mutually agreed and understood between all those involved. The format will, of course, vary according to the purpose and focus of the monitoring activity.
2. Clarity: All monitoring activities should have a clear agreed focus.  
Some examples of foci are: -
  - learning standards in individual subjects across the school;
  - elements of a subject across the school, e.g. scientific enquiry;
  - elements of teaching e.g. adaptation, questioning, promoting thinking skills;
  - elements of learning e.g. co-operation and collaboration in groups, perseverance, independence, problem solving etc.;
3. Breadth: Over time, monitoring should embrace wide ranging aspects of school life both within and beyond the classroom.
4. Focus: The priorities set out within the School Development Plan are key whole school monitoring priorities. Other aspects may be monitored by curriculum leaders as and when necessary in order to help build a whole school picture of learning and standards.

## 7.3 Levels of Monitoring

### Whole School Level

This is led by the Senior Leadership Team, but will also involve other staff members as and when necessary. Whole school monitoring evaluates the impact of key initiatives or foci within the School Development Plan. Classroom observations at this level will also inform Performance Management. All staff are made aware when this is the case.

### Curriculum Level

As part of their curriculum leadership role, subject leaders monitor their subject area to glean the fullest possible picture of standards and achievement across the school. Subject leaders also need to consider continuity and progression of learning, curricular breadth and balance and use of resources across the school. Curriculum leaders create their own subject development plans aligned to whole school development priorities where possible.

### Headteacher Level

As well as playing a part in whole school strategic monitoring, the headteacher may also carry out additional monitoring activities as and when necessary in response to the changing needs and circumstances of the school. All of the above principles still apply.

### Governor Level

Governor monitoring enables the governing body or individual governors to glean a clear and up to date understanding of learning and teaching approaches across the school. *Governor monitoring does not require, or allow for, governors to make judgements about the quality of individual teachers' work.*

### External Monitoring

This refers to all monitoring activities involving visitors to school, and includes:

- visits from teachers in other schools to share practice;
- visits by external moderators to judge assessment standards;
- visits by our Local Authority School Improvement Partner (SIP);
- visits by Local Authority, Diocese, Ofsted or HMI or SIAMS inspectors.

### LINKED POLICIES:

- Marking and Feedback Policy
- TA Deployment Guidelines
- Special Educational Needs and Inclusion Policy
- Behaviour Policy



## **Appendix One: Enrichment Activities at St Mary's 2021 -2022**

Many of the enrichment activities take place each year. In the current Academic year some of these were adapted due to our COVID 19 control measures

### **Autumn Term**

#### **Annual Events**

Inspirational People Week (This year we focussed on Claudia Jones, Mary Seacole...)

Harvest Worship- Collecting for a local food bank

EYFS and Key Stage One Christmas Production

Key Stage Two Christmas Production

Pantomime

Christingle Service – which includes Year Six making Christingles for themselves and their buddies

Christmas Lunch

KS2 Annual Focus on a Shakespeare Play. This includes having a Shakespeare class text in English; Shakespeare workshops in school for each KS2 class; visit to the Wylllyotts Theatre to watch the play.

#### **Class Specific Experiences**

Year Four School Journey to Lincolnsfields

Year Five and Year Six World War Two Experience Days

Year Three visit to St Alban's Cathedral – Workshop linked to Romans and mosaic tile Making

Reception Visit to St Alban's Cathedral – Christmas Workshop

Year One and Reception Freshwater Theatre Workshop 'A carnival of stories'

Year One and Year Two walk around the local area to support Geography topic

Year Five creating Christmas Cards for people on their own at Christmas

Year Five and Year Six have visits from 'Growing Against Violence' (GAV) charity in order to educate, prevent and protect against peer-on-peer abuse. The workshops are 'So Social Media' and 'Friends vs Friendly'. They also lead a session for parents.

### **Spring Term**

#### **Whole School Experiences**

Easter Worship

Three Trees Worship the classes all performed songs and Year Five recited the story

Whole School Keep Fit Fundraising for the Ukraine

Creative writing Workshop at East Barnet for Higher attaining children in Year Six

Planting Activities

World Book Day

Science Week, including parent visits about their science-related job; sowing seeds in class gardens; 'Silly Science' workshops; dressing up related to a theme

#### **Class Specific Experiences**

Year One visit to St Alban's Cathedral (Easter Story Trail and Clay craft activity)

On line Safety Workshops for Year Five and Year Six, led by Barnet Local Authority's Prevent Education Officer. He also led a session for parents about online safety.

## Summer Term

### Whole School Experiences

May Day

Leavers Service (Specific to Year Six but whole attends – with the exception of during the COVID pandemic)

Sports Day

End of Year Fun Day

First Aid Workshops

### Class Specific Experiences

Year One Trip to Kew Gardens (workshop linked to the parts of a plant)

Year Two Trip to Kew Gardens (finding out about animals that live in different climates)

Year Three Trip to Kew Gardens ('Plant Scientists' workshop linked to Science unit)

Year Three Road Safety Workshop

Year Four Trip to Kew Gardens ('People and Scientists' workshop linked to 'Human Impact' Science unit.

Year Six School Journey to Bude

Year Five School Journey to Lincolnsfields

Year Six end of year Production

Year Two Sports Festival with local secondary school

Transport for London workshops in Year Five and Six

Live Caterpillars in Reception – metamorphosis to butterflies

### Experiences throughout the Year

School Council Year One to Year Six

Prayer Writing - Children are able to write prayers during break time. There is a table where they can do this.

These can be shared in worship if the child wishes

Year Six and Reception Buddy system

Fortnightly Worship in church for each key stage (this may change to a weekly church worship)

Lending Library: children are able to visit our school library and borrow books to take home

Children are able to have instrumental lessons in school where parents make this arrangement

Queen's Jubilee Celebrations June 2022

## Appendix Two: Online Learning in the event of school closure

### **Online Curriculum [in the event of school closure]:**

In the event of a school closure (due to government or health/safety emergence), we will provide an online curriculum for the children.

This will include the following:

- the class teacher will send the class a message with an overview of their learning for the day. This will include words of encouragement and will be phrased in a friendly and supportive way;
- each day, a Maths, English and additional Foundation Subject activities will be set and learning will be expected to be submitted by the children;
- feedback will be provided on submitted pieces of work, often including suggestions for improvement or prompts to self-reflect;
- the teacher will have high expectations of learning (as in school) and will ask the child to edit and resubmit learning if it has clearly not met expectation;
- metacognition strategies, such as activation of prior learning (e.g. KWL grids), teacher modelling; encouraging the children to self-reflect on their own learning, will be used;
- teacher audio narration or screen shares will be included on some PowerPoints, in order to support children with explanations and new concepts and ensure learning is accessible to all;
- whole class feedback as audio files may be used where this is most efficient way to address common areas of misunderstanding or misconception
- differentiated PowerPoints/tasks/resources (e.g. word banks/sentence starters) so that learning is accessible for all (as it would be in class)
- Worship (pre-recorded) will be provided every day by the Head teachers, via Google Classroom
- opportunities for groups of children to meet up on 'Google Meets' in order to see each other and take part in a fun activity;

#### ➤ Role of the Teaching Assistant (TA) for online learning in the event of school closure:

- support the class teacher with the management of home learning on Google Classroom. This may involve the TA providing comments on home learning; the teacher will submit these comments so that they have the opportunity to see the child's learning too;
- support the class teacher with preparation of resources and differentiated tasks;
- attend any Google Meets sessions