



St Saviour's School

Teaching and Learning Policy



Updated February 2024



We are a Right's Respecting school and as such, the articles from the UNCRC underpin all that we do.

Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children

Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them

Article 23 – A child with a disability has the right to live a full and decent life, and governments must do all they can to support them

Article 28 – Every child has the right to an education

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Our Core Values and Golden Rules underpin all we do.

St Saviour's School Core Values:



St Saviour's School Golden Rules:

- 1. We are Polite and Respectful**
- 2. We are Safe and Caring**
- 3. We are Honest**

KEY PRINCIPLES

Teaching at St Saviour's School is 'Pupil Focussed', meaning that each element of whole school and classroom practice is designed with an understanding of how pupils learn best at its heart. Inclusion...

At St Saviour's School we believe pupils learn best when:

- 1. learning activities are well planned, ensuring progress in the short, medium and long term**
- 2. teaching and learning activities enthuse, engage and motivate them to learn, when they demonstrate the St Saviour learner traits**
- 3. assessment informs teaching so that there is provision for support, consolidation and extension of learning for each pupil**
- 4. the learning environment is ordered, the atmosphere is purposeful and pupils feel safe and they are supported to be ready to learn**
- 5. there are strong links between home and school, and the importance of parental involvement in their child's learning and development is recognised, valued and nurtured.**



Key Principle 1 :

Pupils learn best when learning activities are well planned, ensuring progress in the short, medium and long term

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective delivery and focussed learning activities with clear objectives and outcomes
- a clear understanding by the pupils of the purpose of activities in which they engage
- progress in the pupil's learning (in their books, on the walls, in floor books, in conversation, in their learning behaviour)
- Learning in the moment and continuous provision in EYFS

TEACHERS WILL ENSURE THAT:

- work is planned, annually (broadly), termly and weekly and electronic plans are accessible each week for shared reference or available on planning boards (EYFS)

- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school subject Progression Pathways and Subject on a Page
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the pupil's spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is a Progression Pathway in place for all subjects, which is broad and balanced and ensures continuity and progression in KS1 and KS2
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- oracy learning sequences are planned for in a range of subject areas
- up to date subject specific curriculum policies and consistencies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks, pupil interviews and subject audits

Key Principle 2:

Pupils learn best when teaching and learning activities enthuse, engage and motivate them to learn; when they demonstrate the St Saviour learner traits

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- confidence, curiosity, resilience, independence, participation, fluency, retention, communication (in EYFS these will be aligned to the Characteristics of Effective Learning)
- high levels of wellbeing and involvement (particularly EYFS)
- teaching that is creative and is closely matched to the needs of pupils where learning is accessible and motivating
- a pace of learning that is optimised for progress and high-quality outcomes
- pupil's home-learning being valued
- pupil collaboration
- pupils enjoying their learning



TEACHERS WILL MAKE SURE THAT:

- effective teaching strategies successfully engage pupils in their learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of challenge and discussion which promote deeper learning
- Challenge is provided for all learners
- appropriate home-learning is set to develop and consolidate pupils understanding

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Community Assemblies, newsletters, notice boards and social media (linked to the school website)



Key Principle 3

Pupils learn best when assessment informs teaching so that there is provision for support, consolidation and extension of learning for each child

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- pupils using frequent, detailed and accurate feedback from teachers, which may be verbal or written, to improve their learning – eg.re-drafting writing in collaboration with the teacher
- Learning in the Moment and focus pupils in EYFS
- pupils who are motivated to learn through adaptive teaching and learning activities that build on their prior attainment and provide challenge that is pitched at a level that is achievable
- pupils identified as making less than expected progress will be supported to close the gap
- Where possible opportunities for pre-teaching and addressing misconceptions are planned for pupils collaborating
- pupils working towards targets that may be identified during conferencing/target time sessions

TEACHERS WILL MAKE SURE THAT:

- marking and feedback is specific and purposeful, providing pupils with clear guidance on how their learning can be improved
- they have high expectations for all pupils and plan and resource adapted learning
- activities that give support and provide challenge for all
- they keep agreed assessment records and share data in termly Pupil Progress meetings

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place that ensures consistency of practice
- monitoring class data during Pupil Progress Meetings termly. This data is used to inform the deployment of resources and staff.

Key Principle 4:

Pupils learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between all pupils who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender identity or disability
- pupils high self-esteem, with all pupils feeling valued and secure (high levels of wellbeing)
- pupils taking risks in their learning, and learning from their mistakes
- learning walls that support current learning
- pupils' learning may be published/presented for appreciation and celebration
- classroom routines and resources organised to support learning and encourage independence
- The school Golden Rules and Core Values

TEACHERS WILL MAKE SURE THAT:

- they teach pupils what the expectations for behaviour are and how to meet these, this will be done through following the Zones of Regulation and Decider Skills programmes
- they employ positive strategies for supporting pupil's behaviour and these are applied fairly and consistently
- good behaviour and respect is modelled by them at all times in their interaction with pupils and other adults with any conflict dealt with in a calm and fair manner. Restorative practice is used by all staff
- pupils will be encouraged in their learning and their demonstration of the learner traits (Characteristics of Effective Learning) will be acknowledged and praised

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear Positive Behaviour Policy is in place and all adults working in the school have a clear understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including pupil's attendance and punctuality at school and these are shared regularly with all stakeholders
- safeguarding procedures are in place and are adhered to



Key Principle 5:

Pupils learn best when there are strong links between home and school, and the importance of parental involvement in their child's learning and development is recognised, valued and nurtured.

TEACHER'S WILL MAKE SURE THAT:

- useful feedback about pupil's learning is given regularly to parents, both informally, when appropriate, and formally, through parent- teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated effectively to parents via letter or email
- parents are welcomed to observe their child's learning in school at key events during the year
- they set appropriate home-learning activities to develop pupil's understanding and consolidation of current learning

IMPLICATIONS FOR THE WHOLE SCHOOL:

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, notice boards, the school website and social media pages
- whole school parent engagement events are offered and run where appropriate i.e. bullying presentation, Triple P, toileting workshops etc
- a range of parent sharing opportunities are planned throughout the year for parents to attend and support learning sessions at school with their child
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through working in collaboration with The Friends of St Saviour's School group
- Parents and school staff work in collaboration with other agencies where appropriate

Supporting Documents with further detail:

- St Saviour's School Overarching Document
- Intent, Implementation and Impact Documentation
- Curriculum Policies
- Progression Pathways
- School Consistencies
- Equality Policy
- School newsletters

Policy to be reviewed and updated by February 2027

