



St Peter's School



"Together we hold the keys to success"

Teaching for Learning Policy



A place with a zest for excitement, friendship and fun;

Where learning extends beyond the classroom walls.

A place where we all feel safe and secure;

Where integrity and honesty are highly valued.

A place where we appreciate and celebrate difference;

Where we support each other and learn from mistakes.

A place where we nurture a thirst for learning,

Aspire to brilliance and build resilience.

**Does this sound like the place where you want to be?
.... you've found it!**

September 2018

Introduction

At St Peter's we believe that learning should be a rewarding and enjoyable experience for everyone and enable children to make 'expected' or 'better than expected' progress. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.

Aims

St Peter's School aims to provide everyone with the opportunities to develop academically, emotionally and socially through:

- providing an ethos of care, mutual respect and support for all, where effort is valued, risks can be taken and success celebrated.
- providing engaging challenges that encourage collaboration and promote learning.
- laughing and having fun together.
- having high expectations of everybody and encouraging them to believe in themselves – "I can't do it - yet!"
- providing a broad and balanced curriculum that enables children to acquire the skills, knowledge and concepts relevant to their everyday life now and in the future.
- developing lively and enquiring minds through encouraging everyone to think critically, ask questions and discuss issues, in order to make informed decisions.
- promoting, facilitating and enabling the inclusion of people with disabilities and special educational needs.
- encouraging everyone to become confident, resourceful and independent learners who will grow into reliable and positive citizens.

In line with our Mission Statement we aim to provide all our children with a wide range of learning experiences and opportunities beyond the classroom walls, making use of the rich local environment and Jersey heritage.

We have compiled a list of the things that we feel all pupils should experience during their time at St Peter's School. (See Appendix 1) We strongly believe that these are the experiences that make learning relevant, accessible and engaging to all children.

Classes are expected to go out on trips and make use of our extensive outdoor environment, and we also regularly welcome visitors into our school to share their experiences and expertise.

Effective Learning and Teaching

At St Peter's School we believe **children learn best** when:

- they form positive relationships with their teacher, peers and other members of the school community;
- they are valued and believe that they can achieve (I can't do it – yet!) and are praised for all their efforts
- they are working in an environment which is safe, caring, supportive and stimulating;
- they are actively involved in their learning at an appropriate level to match their learning needs;
- they are encouraged to become increasingly autonomous learners;
- they are appropriately challenged with well-planned learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- their learning encompasses the school values of Respect, Community, Well-Being, and Learning.

At St Peter's School we believe **high quality teaching**:

- has high expectations (learning and social)
- requires positive relationships between staff, children and other members of the school community
- occurs in a safe learning environment
- is creative, fun and uses humour appropriately
- is dynamic, enthusiastic and inspiring
- inspires trust through good role modelling
- is well prepared and demonstrates secure subject & pedagogical knowledge with a sound understanding of progression through the curriculum objectives and skills
- uses effective questioning techniques
- encourages children to think, talk and reflect on and about their learning
- encourages and supports risk-taking through appropriate challenge
- is adaptable and responsive to individual and group needs
- uses a range of assessment tools
- makes good use of the range of resources available and the wider learning environment
- encourages core skills to be applied across different areas of learning

At St Peter's we believe **high quality lessons** should include the following elements:

- high expectation and challenge – there is optimism about, and high expectation of success (we can't do it yet!)
- an introduction to the lesson e.g. an engaging hook, stimulus, clear purpose, recap of prior learning
- learning and success criteria shared in a timely manner and appropriate way
- whole class teaching – modelling, questioning, demonstrating, using high-quality examples including the use of I.C.T e.g. online texts, pupils' work on visualiser
- time to allow children to think, discuss, question, practise, problem solve and reflect on their learning
- a balance of paired, group and independent activities
- a high level of pupil involvement
- pupil interaction – pupil's contributions are expected, encouraged, and extended
- appropriate pace
- pitstops within the lesson to clarify misconceptions, provide reminders and show
- good examples e.g. using iPads as visualisers
- feedback – in an appropriate and timely manner.
- ongoing formative assessment and evaluation (before, during and after the lesson) to maintain the learning cycle and ensure the needs of all learners are met.

Curriculum / Planning

Our curriculum is broad and balanced focusing on depth of learning and mastery of skills and content. We teach through a topic-based approach to encourage the children to make links and develop and apply skills across different curriculum areas.

We use a range of resources to support our curriculum including:

- The Jersey Curriculum 2014
- The Early Years Foundation Stage Framework
- White Rose maths scheme of work
- The Jersey Curriculum for R.E.
- St Peter's Curriculum Map (detailing skills for each group)
- SEAL programme (P.S.H.E)

Please see Appendix 2 that shows the agreed planning expectations for St Peter's School.

Long Term planning

Long term planning enables us to ensure balance and progression across the school and to identify cross-curricular links and opportunities for educational visits. At St Peter's School all staff are encouraged to deliver the curriculum in a creative manner and to respond to the needs of the children in their class.

Our whole school curriculum map shows the content that is expected to be covered from Year 1 to Year 6 for each individual year group and each curriculum area. Nursery and Reception work from the EYFS curriculum on a more flexible basis to allow the needs and interests of the children to be followed and developed.

Class teachers are responsible for completing and sharing a long-term curriculum map, on a yearly basis, for their particular year group. This is shared on Google Drive and will be available on the school website.

Medium term planning

Each class teacher is responsible for creating and sharing a medium-term plan, detailing the learning intentions for the curriculum areas to be covered during each term. There is a curriculum map for each year group that identifies the skills to be developed within each curriculum area and these skills should be added to the medium-term plan.

The medium term plan is shared on Google drive and communicated to parents through a termly curriculum newsletter which is also available on the website.

Maths will be delivered through the 'White Rose Maths' scheme of work and the relevant documents can be found in the curriculum map or in the year group planning folders on Google Drive.

Short term planning

Short term planning should be based on recent assessments and observations. Each class teacher is responsible for creating a weekly timetable that shows a clear learning intention for each lesson, use of support staff and interventions for any specific groups (JP, HAT's, LAT's, RONS). This is shared on Google Drive and copies made available for any support staff working with the class. Time is allocated on a Monday morning for class teachers to discuss the plans with any key workers and teaching assistants working with them.

Learning environment

We understand the importance of safe, welcoming and comfortable learning spaces that promote a sense of well-being and pride. Our classrooms are well organised and used flexibly to support a range of different interactive teaching and learning approaches. The learning environment should promote independent use of resources and encourage high-quality learning experiences where children can explore, experiment, plan and make decisions for themselves.

Classroom displays reflect the current and prior learning and are designed to provide support and scaffolding for the children in terms of key vocabulary and reflections on their learning.

See Appendix 3 for agreed Classroom Consistencies.

Roles and responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

The Headteacher determines, supports, monitors and reviews the school policies on teaching and learning. In particular he/she:

- supports the use of appropriate teaching strategies by allocating resources effectively;
- ensures that the school buildings and premises are best used to support successful teaching and learning;
- monitors teaching strategies in the light of health and safety regulations;
- monitors how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensures that staff development and performance management policies promote high quality teaching;
- monitors the effectiveness of the school's teaching and learning policies through the school self-review processes.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to need, prior attainment and attitude to learning
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with current research and educational issues;
- provide clear information on pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's attitude, progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's well-being, progress and behaviour;
- supporting with and giving due importance to any homework;
- allowing their child to become increasingly independent as they progress throughout the school;

Pupils are encouraged to support the school's aims by:

- attending school regularly and punctually and being appropriately dressed;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- following the school's golden rules
- caring for and supporting others
- taking increased responsibility for their own learning.
- reflecting on their learning including identifying what helped them or what made it difficult for them to learn.

Monitoring and Review

We are aware of the need to review the school teaching for learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This policy will be reviewed and updated in 2019.



Appendix 1

Places we will endeavour to ensure all children have visited during their time with us at St Peter's School

- Visit all 12 parishes – including those in the East!
- Go bug hunting
- Eat fish and chips / ice-cream on a beach
- Explore a wood
- Visit our castles and forts (St Aubin's Fort, Elizabeth Castle, Mont Orgueil, Grosnez)
- Jersey War Tunnels
- Museums (Maritime, La Hougue Bie, Merchant's House, Hamptonne)
- De Quetivel Mill
- Crabbe / Scout Centre
- Library (Town / branch / mobile)
- Go rock pooling
- Green Island / Corbiere
- Millbrook Park
- Walk the Railway Walk
- Visit a farm
- Jersey Zoo
- France
- Walk along the North Coast

We will also endeavour to ensure that all children at St Peter's School will have experienced:

- Laugh – lots!
- Cooking
- Playing a musical instrument
- Singing in a choir
- Growing something
- Finger knitting / knitting
- Learn to ride a bike
- Play in the rain
- Climb trees and build dens
- Skim a stone
- Get messy
- Perform in a concert
- Swim in the sea / pool
- Meet an artist / author / poet / sculptor / musician
- Sit next to and work with everyone in their class
- Play conkers
- Sew...
- Tug of War
- Take risks
- Fail at something
- Dance
- Surf / Boogie-board
- Go shopping – Apprentice list style!
- Post a letter / write a postcard
- Have a campfire and toast marshmallows
- Play in a team
- Catch a bus
- Raise money for a charity
- Be an 'entrepreneur'



Appendix 2



Planning Expectations

Each year group will have a red planning file kept in an obvious location near the teacher's work area.

Planning is based on the Jersey Curriculum 2014 document or the EYFS curriculum. Where possible, English and maths skills are practised through other curriculum areas, with links made to real-life applications. Our curriculum map details the curriculum objectives and skills for each year group.

The following documents must be completed by class teachers. These will be saved in the shared planning folder on Google Drive and printed for the class planning file, by dates agreed at the start of each term.

- Year group long term plan for the whole academic year with single words/phrases or topic titles
- Medium term planning grid for each term detailing the skills and curriculum objectives to be covered
- Basic timetable for the class indicating regular timetabled sessions e.g. PPA, PE, Music etc
- Weekly short-term planning

Short Term Planning

Short term planning is primarily for the teacher's personal use, but also for communicating with any support staff.

Short term planning does not need to be too extensive – we believe teachers' time can be better spent preparing lesson resources that meet the needs of all the pupils in their class, rather than completing a paper exercise.

Some teachers may prefer to produce more detailed planning, but the minimum expectation is a timetable/overview of the week that includes for each lesson:

- Learning intention – this is the knowledge and/or skill that the pupils will develop during a lesson or series of lessons. These are taken from the Jersey Curriculum document.
- Context of lesson/activity (i.e. LI might be "To write a diary", context might be e.g. "Diary of Ann Frank" or "Diary of a Roman Soldier")
- Support/differentiation for SEN / EAL / JP children identified (by initials only) – HATs, MATs, LATs.
- TA role in lessons

In the Foundation Stage the planning is expected to change, 'in the moment,' according to the children's needs and interests. Both Nursery and Reception are required to have:

- A white board for all staff to record children's needs and interests so that the continuous provision can be changed.
- An overview of the week that indicates the role of all the adults in the room including students eg lead learner, outside etc
- A plan of the specific adult-led experiences and new skills that are planned for the week. These experiences and skills may change. This plan should include a list of the specific intervention groups.

Short term planning must be uploaded to the Google drive shared planning folder **no later than Monday morning at 9.00am**, so that it can be accessed by support staff and used as the focus of the Teacher/TA planning meeting at 9.55am on Monday morning.

A working copy of the short-term planning should be kept in the classroom. This can be used as a communication tool between the teacher and TA by the means of annotations. Annotated planning should be filed in the planning folder at the end of the week. Please note, teachers are not expected to annotate plans unnecessarily for SLT.

The plan for each day should be shared with the pupils at the start of each day by means of a visual timetable clearly displayed in the classroom.

Guidance for Teacher and TA Meeting Time

The teacher and TA meeting time will take place on a Monday during assembly. This time is essential in order to ensure effective communication takes place that supports high quality teaching and learning.

In order to maximise the impact of this meeting time, teachers should:

- Ensure they have their weeks planning uploaded by 9.00am so that they can discuss it fully with their TA.
- Display the planning in the classroom clearly indicating the role of the TA in lessons.
- Discuss the different roles with their TA and which groups they will be working with throughout the week (these should not be the same group every time).
- Discuss how they would like feedback from the TAs eg post-its, annotations on the planning, use of whole class feedback books etc.
- If a TA is working on a structured intervention the teacher should give the TA a copy of the child's targets and discuss their needs.

Monitoring

Medium term planning will be monitored by the senior leadership team and subject leaders on a termly basis to ensure continuity and progression in all subject areas.

Short term planning will be monitored regularly by phase leaders and periodically checked against medium term plans by the SLT. Developmental feedback will be given in the format of WWW/EBI (what's going well/even better if).

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Appendix 3

Classroom Expectations

Classroom Environment

- Classroom door to be labelled with teacher's name and the year group and a welcoming message.
- Teachers to decide most appropriate layout of the classroom for the needs of the class - flexible layout suggested that facilitates individual/paired and group activity.
- Carpet area as appropriate to the age of pupils.
- Reading area to encourage independent reading.
- When an adult enters the room, please make sure they are welcomed, but without disrupting learning.
- Classrooms to be left tidy and tables left clear at the end of each day. Pupil responsibility for maintaining classroom environment to be encouraged through teacher modelling and rotas.

Resources

- All resources to be neatly stored and readily accessible to the children.
- Resources to be clearly and consistently labelled within the classroom.
- Trays to be in sets of uniform colours.
- Pupil trays to be labelled clearly with pupil names.
- Pupils to be taught to look after resources and to have shared responsibility.
- Policy for pupil bags and pencil cases to be agreed in key stages and shared with parents.
- Clear desk policy is encouraged in line with good security and GDPR recommendations.

Cloakrooms

- Pegs to be labelled with pupils' names.
- Cloakroom monitors to be appointed to keep area tidy. Please check this daily / as you pass.
- Large bags to be discouraged unless necessary.
- Prompts to encourage independence and organisation.

Displays

- Keys for Success & Golden Rules poster (to be provided by SLT).
- Togetherness display including photos of all pupils.
- Successful learning / class contract / prompts for social behaviours.
- Celebration of work.
- Displays that support learning in English, maths and topic that are changed regularly.
- Visual timetable – to map out the day.
- Pupil responsibility rotas.
- Photos of school council reps.

Books

- Consistent, clear labels as agreed in key stages.
- Plastic covers on books used regularly.
- Books stored neatly and readily accessible to pupils.