

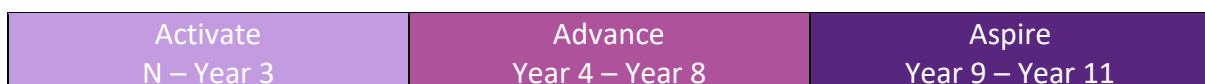
Name	Policy for Teaching and Learning
Statutory Policy	no
Members of Staff Responsible	Headteacher /SLT.
Date of Review of current document , term / year	Spring 2019
Review Cycle	2 Years
Website	Yes
Approval body.	Local Governing Body
Legislation/ dfe guidance doc.	National Curriculum
Trust policy	No
Stakeholders; staff / students / parents / community	staff / students / parents / community
Other policy to be taken account of	Curriculum Plan, Homework Policy and CID projects

Teaching and Learning Policy – St Martins School

The Philosophy for our Curriculum

As an all-through Academy, St Martins School strives to provide a progressive, developmental and creative curriculum for all students from Nursery to Year 11. The curriculum can be individually tailored because of our small size and unique position within the community. We value, foster and ensure academic progress and social development. We create an inclusive environment where children of all abilities and backgrounds make a positive contribution to school life and the wider community. Our children are individuals, respected for their differences and celebrated for their strengths.

Our school is organised in three phases.



Core Teams

Core teams work together to ensure that our pupils have access to a high quality curriculum which is enriched with trips, opportunities such as D of E and after school activities. Where possible, we look to include aspects of our local area to enhance curriculum experiences.

EYFS

Our youngest pupils form our Early Years Foundation Stage where they are provided with opportunities to develop the core values that are built upon throughout their time with us.

Community

We have strong links with our feeder primary schools and provide exciting Cross Phase Curriculum Projects for pupils in Years 5 and 6 throughout the year. These projects enable pupils to find out more about our school our vision and ethos.

We have also developed a highly effective partnership with Moreton Hall School. This partnership enables our pupils to access additional high quality teaching in state of the art facilities. Some of our pupils gain scholarships to attend Moreton Hall Sixth Form.

Our joint CCF with Morton Hall will begin in September. This will involve 30 students and 4 staff. We will be linked to the medical core and this will give our students opportunities to learn leadership skills, work as a team and develop life skills in organisation and logistics.

Preparation for the future

At St Martins School our curriculum is designed to prepare our pupils for the future. It is exciting, forward thinking and is designed for the needs of our pupils.

Our curriculum is divided into six key areas:

- Core Curriculum
- Knowledge and understanding of the world including British Values
- Physical health and well-being including outdoor learning
- Community curriculum
- Life skills, safety and careers
- Creative Arts Curriculum

Our core values run throughout our curriculum:

aspiration, positivity, motivation, resilience, communication, understanding, acceptance, safety, self-belief, self-discipline, respect. These values form part of our assembly themes and are displayed throughout the school.



Our main aim is to maximise every learning opportunity and empower pupils to be able to improve by taking charge of their learning.

This Policy sets out our expectations of best practice so that we demonstrate daily:

- Deep knowledge and understanding of the subjects we teach and use questioning highly effectively
- We plan lessons effectively, making maximum use of lesson time and co-ordinating lesson resources well
- We identify pupils' common misconceptions and act to ensure they are corrected
- We manage pupils' behaviour highly effectively with clear rules that are consistently enforced
- During pupil progress meetings, we identify and support any pupil who is not making expected progress
- Using our clear assessment expectations, we check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support
- We provide pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills
- We set homework, in line with the school's policy that enthuses and motivates pupils, consolidates learning, deepens understanding and prepares pupils very well for work to come
- As a school we have a clear understanding that reading, writing and communication and mathematics are taught exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, our phonics teaching is highly effective in enabling them to tackle unfamiliar words
- We build a culture in our classes, so that pupils are eager to know how to improve their learning and they capitalise on opportunities to use feedback, written or oral, to improve
- We provide parents with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected.

We believe that pupils learn best when:

- They have stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable learning experiences
- It is built on experience.
- It is based on our good knowledge of the children so that it engages them, so information gained from assessment is used to set tasks that are perfectly matched to pupils' prior attainment. Teachers plan with a clear understanding of how learning happens.
- It has high expectations of learning outcomes and is purposeful and relevant – with tasks that are set at a level suitable for individual pupils and achievable if they work hard and try their best.
- Every pupil owns their learning. They should have a role in the planning, be given clear success criteria, a choice of resources, feedback and agree next steps. They know their own strengths; they are aware of their learning ahead and receive thorough feedback through discussion and marking to ensure they know how their work can be improved upon.
- We create the best conditions for learning, using resources highly effectively to promote rapid learning regardless of aptitudes and needs. There are a variety of approaches to learning, independent learning, guided and modelled support and peer/pair work.
- There are clear routines, rules, structures and boundaries which are agreed and adhered to.

Lessons should always include the following:

- Reference to the whole coverage, the bigger picture and the relevance of the learning to the real world - why is important to learn, relevant to my world and my future?
- Clear success criteria- explained at the beginning of each learning experience clearly what the outcome should look like, referred to constantly to reinforce and for the pupils to be given an opportunity to assess themselves.
- Good thought provoking questions to start the learning process/to assess, challenge and support.
- Higher order questioning
- An effective use of time – so pupils can work independently, with groups and in guided situations - ensuring learning time is utilised.
- Work, which is projected/shared and assessed as a class- unpicking the learning and securing this.
- Teacher modelling – to show how to improve work, how to approach learning etc
- Peer assessing – partners assess work together (against relevant success criteria).
- A summarising of learning clearly, and then providing time for improvements and then finally the sharing of next steps.

We recognise that our school is part of the wider world. As a result, we make use of the community to support our learning and also give back to the community when the opportunity arises.

Pupil Voice

Feedback from pupils to support the improvement of practices within school is a vital part of teaching and learning. Focussed Pupil Voice sessions form part of our rigorous termly monitoring cycle. Pupil feedback is also gauged from the Student Leadership group and School Council members.

Parents

Parents are essential in helping to support their children's learning.

We encourage parents to:

- Attend parent information/workshop/open day sessions.
- Have an open dialogue with the teacher, teaching assistant and Inclusion Manager.
- To support the school policies (e.g. homework).
- Provide opportunities for pupils to practise and extend their learning at home.
- Encourage and support pupils in bringing learning from home back into the classroom.

Reference should also be made to the following policies and documents:

- Marking and Feedback Policy
- Assessment Policy
- Presentation Pledge and Policy
- Subject specific Policies
- Homework policy
- Calculation policy
- Monitoring Cycle
- Performance Management Policy

Appendix 1 - Teaching time – DFE and QCA Guidance

KS1 21 hours

KS2 23 1/2 hours

Exclusive of registration, assemblies, breaks and lunch

QCA produced some guidance for KS1 – allow 3 hours 20 for registration and assemblies

Subject	Hours per week	St Martins School if different
English	5 – 7.5	7.5
Maths	3.75	5
Science	1.5	
ICT	50	
DT	50	
History	50	
Geography	50	
Art	50	
PE	1.25	
RE	1	0.5
Music	50	
		Total of 21 hours

KS2 - allow 3 hours 20 minutes for registration and assemblies

Subject	Hours per week	St Martins School if different
English	5 – 7.5	7.5
Maths	4.5 - 5	6.0
Science	2	
ICT	55	
DT	55	
History	55	
Geography	55	
Art	55	
PE	1.25	
RE	1.25	0.75
Music	55	
		Total of 23 hours

Appendix 2 - KS3 and 4 Curriculum 2019-20

Year 7 - 93

English	Maths	Science	Art	Drama	Music	Tech	Hums	PE	French / Literacy	Spanish	Comp
4	3	3	1	1	1	2	3	2	2	2	1
4 groups	4 groups	4 groups	4 groups	4 groups	4 groups	4 groups	4 groups	4 groups	4 groups	4 groups	4 groups

Year 8 - 91

Eng	Maths	Science	Art	Drama	Music	Tech	Hist	Geog	RE	PSE	PE	MFL	Comp
4	3	3	1	1	1	2	1	1	1	1	2	3	1
4 groups												4 groups Spanish French Spanish Lit / maths	4 groups

Year 9 - 85

Eng	Maths	PE	Science	PSE / RE	Hist	Geog	Tech	Arts	MFL
4	4	2	4	2	1	1	2	2	3
4 groups								art drama music dance I Media	Spanish French Spanish Lit/maths

Year 10 - 54

Eng	Maths	PE	Science	Hums	Arts	MFL	Opt 1
4	4	2	5	2	2	4	2
3 groups	3 groups	M/F	3 groups	3 groups Hist 2 public services	Art GCSE Drama Music Dance ICT GCSE	Spanish French Lit/maths	PE GCSE Geog Food

Year 11 - 62

English	Maths	Science	T and T/ life skills	Core PE	Arts	Opt 1	Short fat 11
4	4	5	2	2	2	4	4
3 groups	3 groups	3 groups	3 groups	M/F	Art GCSE Drama Music Dance I media	PE GCSE Hist Geog Food	Geog Hist Media 3D design