



MISSION STATEMENT

St Stephen's CofE Primary School is a caring community whose values are built on a Christian ethos of respect for all and mutual trust. Every member of our school feels valued and respected and each person is treated fairly according to their needs, and are given the widest possible opportunities to develop their talents, skills and personalities to the full. The School aims to encourage pupils in their aspirations and work closely with parents to help pupils reach their potential.

Our AIMS for TEACHING and LEARNING are:

1. Learning activities are well planned, ensuring progress in the short, medium and long term. Assessment informs activities that are pitched to challenge all learners.
2. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, from their starting points.
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe.
5. There are strong links between home and school, and the importance of parental involvement in their child's learning is recognised, valued and developed.

AIM

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

EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Focussed learning activities with clear learning objectives and outcomes.
- A clear understanding by the children of the purpose of activities in which they engage
- Progress in the children's learning (in their books, on displays, in conversation, in learning behaviour)
- Appropriate challenge in activities and learning in books for all groups of learners.

TEACHERS WILL ENSURE THAT:

- Work is planned, both yearly (curriculum maps, medium term (termly) and weekly, plans are filed for shared reference (on IT system in shared drive), annotated plans are kept in the teachers in the teachers planning file (classroom) or electronic file (shared drive).

- Termly and weekly plans adhere to the progression of skills and knowledge with reference to the curriculum maps and national curriculum
- Planning includes appropriate challenge for all children
- Planning recognises connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

IMPLICATIONS FOR WHOLE SCHOOL:

- There is a broad and balanced curriculum map in place that ensures continuity and progression
- Subject specific policies 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 scrutiny

AIM

Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Creative teaching and creative learning
- Learning being accessible and motivating for all children
- Learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- Pace of learning that is optimised for progress and high quality outcomes
- Children's home learning being valued
- Children learning independently
- Children collaborating on projects
- Children enjoying their learning.

TEACHERS WILL MAKE SURE THAT:

- Well judged and effective teaching strategies successfully engage pupils in their learning – a hook, a learning journey and a high quality outcome will be in evidence in units of learning (sequence of lessons).
- They use expertise, including subject knowledge to develop pupils' knowledge, skills and understanding, across a range of subjects and areas of learning.
- Well framed questions and use of discussions, promotes deep learning
- They ensure an appropriate ratio of exposition to learning activities in their teaching
- Appropriate home learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

IMPLICATIONS FOR WHOLE SCHOOL WILL BE:

- Learning outcomes are celebrated regularly, such as Achievement assemblies, displays around the school, termly class assemblies and Twitter.
- Whole school themes provide points of shared discussion and motivate learners across the school.

AIM

Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, from their starting points.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF;

- Children using frequent assessment feedback from teachers, both oral and written, to improve their learning
- Children who are motivated to learn through activities that build on prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their best.
- Children with specific needs receiving support at the time and level required to optimise their learning
- Pupils supporting one another where appropriate
- Independent learning, where children use assessment information to
- direct their own learning

TEACHERS WILL MAKE SURE THAT:

- Pace and depth of learning is maximised as a result of monitoring of learning during lessons
- Assessment informs the pitch of activity to challenge all learners
- Marking is frequent and regular (see marking policy for detail)
- Teachers have high expectations for all children, and plan and resource activities that support and challenge all
- They keep assessment records (reading records, phonics assessments, School, Pupil Tracker Online data) to enable pupil tracking

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- We adhere to St Stephen's Marking Policy to ensure consistency of practice
- There is an efficient system of Pupil Data Tracking in place: data is scrutinised rigorously in Pupil Progress Meetings
- The Inclusion team supports staff, children and parents, providing advice and intervention where necessary

AIM

To ensure that the learning environment is ordered, the atmosphere is purposeful and children feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- An atmosphere of mutual respect between adults and children
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational needs, sex, race, religion and belief and disability.
- Children's high self-esteem, with all children feeling valued and secure
- Children taking risks in their learning, and learning from mistakes
- Children's learning displayed around the class and school for others to appreciate and admire.
- Organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE:

- They teach children how to behave well
- They employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these
- strategies are underpinned by the clear range of rewards and sanctions set out in the school's behaviour policy
- Good behaviour is modelled at all times in their interaction with children and other adults with conflict dealt with in a fair and calm manner- they will not shout or lose temper.
- Children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies

IMPLICATIONS FOR THE WHOLE SCHOOL;

- All adults working in school have a clear understanding of the content of the behaviour policy and it is applied consistently across the school
- High expectations of behaviour, including children's attendance and punctuality at school are communicated to parents
- Safeguarding procedures are in place and are adhered to

AIM

There are strong links between home and school, and the importance of parental involvement in their child's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children's home learning is valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHERS WILL MAKE SURE

- Useful feedback about their child's learning is given regularly to parents, both informally and formally through parent teacher meetings and an annual written report
- A curriculum topic web is sent to parents every term
- Parents know how to support their child's learning at home
- They are approachable and available to parents (by appointment if necessary)
- Information about class trips, class and school events are communicated to parents via letter, website or email
- Children are set home learning activities to develop children's understanding of learning covered in class.

WHOLE SCHOOL:

- Ensure parents are informed about school events and relevant topics through monthly newsletters, text messages, notice boards, Twitter and the school website.
- Provide meeting on topics of interest to parents to support understanding of how children learn, the curriculum and parenting skills
- Facilitate parental involvement through the provision of space for meeting and support for the PTA.

Autumn 2016

Agreed by Governors
(Chair Signature):

Policy Due for Review: *July 2018*
