

St George's Learning and Teaching Policy



St George's Primary School

At St George's we believe that learning occurs when children are taught with high aspirations through an inspiring and creative curriculum that also builds resilience and an understanding of what makes a good learner.

This policy was written by the staff of St George's Primary in September 2017 and reviewed in 2018 and 2019 by staff team..

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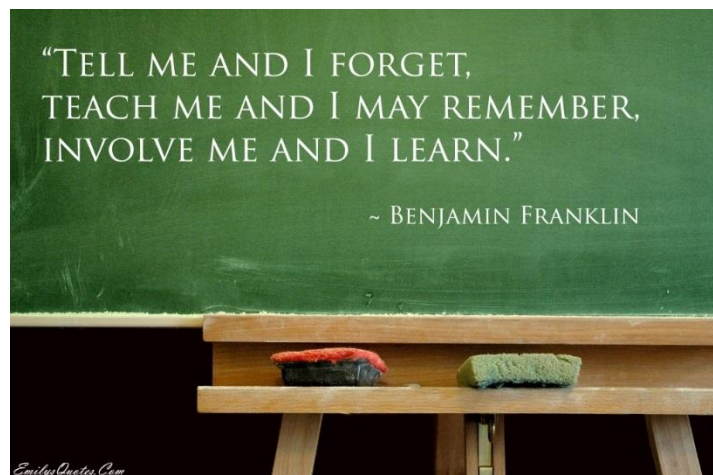
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Our Vision for Learning

At St George's Primary school, we are explicit about our responsibility to develop outstanding learning. Our learning and teaching policy is designed to ensure that our children receive an excellent education with effective feedback, engagement and challenge at the heart of it.

We are committed to ensuring that our children develop high quality basic skills in;

1. Phonics and spelling
2. Oracy (spoken language)
3. Reading
4. Writing
5. Understanding of number and mathematics
6. Using Information, Communication Technology
7. Science



UNICEF (United Nations Children's Fund) has exemplified a list of skills that it believes 21st Century Learners will need. These include;

- Communication and Interpersonal Skills (Ability to work with others)
- Intrapersonal Skills (ability to work with others)
- Negotiation
- Empathy
- Co-operation
- Advocacy
- Decision Making
- Information Gathering
- Evaluation
- Analysis
- Innovation (Alternative solutions)
- Self-management (esteem, assessment, awareness)

There is a great deal of challenge to integrate these into an effective school curriculum. That is a challenge that we fully embrace at St George's Primary School.

At St George's Primary School, we have developed 7 principles of learning and living together (using the RESPECT model) that run throughout our curriculum planning and delivery to ensure that we are fully developing our children's attitudes towards learning.

They are;

Resilience – determined; self-controlled; persistent; courageous; diligent; perseveres

Empathy – fair; compassionate; kind; courteous; unselfish

Self-Aware – self-confident; self-disciplined; honest; humorous; humility; adaptability

Positivity – gratitude; motivated; positive attitude; inspires; willpower

Excellence – creative; curious; inspires; pride; critical thinking

Communication – listens; influences; feedback; reflective; evaluative; presence

Teamwork – cooperates; responsible; cares; decision maker; helpful; unity; patient

Children who demonstrate Resilience	<ul style="list-style-type: none"> • Like their learning to be challenging. They get absorbed in learning. • Have a 'don't give up' attitude. • Never give up on their learning, even when tasks are difficult. • Persevere with their learning even when they may find things difficult or be bored. Have a 'stickability' quality. • See mistakes in their learning as a positive learning process. • Have the courage to share their ideas. They know you don't have to get everything right (especially first time!). • Manage the distractions around them so that they can focus when they learn. • Know how to make positive choices when they are challenged or under stress.
Children who demonstrate Empathy	<ul style="list-style-type: none"> • Care about how others feel. • Understand that it is important to listen to others. • Work well with other people. Understand that everybody needs to be given a chance to participate. • Value fairness and justice. They learn to stand up for what they believe is right. • Listen to others. They learn to negotiate and compromise. • Try and listen to other people's point of view and perspective before they make their own mind up. • Show understanding of others; especially if they have difficulties. • Value human qualities such as respect, compassion and tolerance.
Children who demonstrate Self-Awareness	<ul style="list-style-type: none"> • Try and explain how they are feeling. • Understand that they have choices and choices affect our behaviour. • Value truthfulness, honesty and accept that making mistakes is part of growing up. • Try and be the best they can be. Don't compare themselves to others. • Accept responsibility. Value discipline as making good choices and trying hard to be the best they can be. • Work hard to develop bravery and determination. • Know their own strengths. • Want to be a role model for RESPECT at St George's.
Children who demonstrate Positivity	<ul style="list-style-type: none"> • Know that effort (trying hard) is the most important step to success. • Are polite, friendly and respectful. • Are keen to try new things. Like to ask questions. • Look forward to learning and are curious about learning. • Are good at complimenting others and saying positive things. • Enjoy working with others. • Stay motivated even if they have had setbacks or disappointments. • Enjoy leadership. Like helping others do well. • Motivated by being part of a team, class and school. Have pride in their role at St George's.
Children who demonstrate Excellence	<ul style="list-style-type: none"> • Are proud of their achievements. They are really pleased when they achieve something new. • Can explain what they have done well and (more importantly) how they have been successful. • Like working out how they can improve. They value targets and steps to success. • Learn to plan well and work things out on their own. • Can work independently (when needed) and reflect on their work. • Like to set their own goals.
Children who demonstrate Communication and Teamwork	<ul style="list-style-type: none"> • Talk well with others, including adults at school. • Understands that rules are important when you work together. • Are good at listening to others. • Enjoy supporting others. • Enjoy asking questions as part of their learning. They are inquisitive and curious. • Value the opinions of others. Feedback and advice is important. • Like challenges and finding solutions as part of a team. • Is willing to try other people's ideas. • Like to debate things and understand that there are different opinions. • Can say on task as part of a team challenge. • Like to influence others and working together. • Can help a team identify their strengths and weaknesses.

St George's Primary Vision and Values

Our Vision

Our children deserve the best possible education. They will receive an education that promotes;

- Positive attitudes to learning that are the foundation of their future.
- Independent learners. At St George's Primary School, we will develop 'smart' learners who understand that hard work, progress and resilience are the essential ingredients for a successful future.
- A passion and love for learning. Our children should access a curriculum that challenges, inspires and motivates them. Learning will be a process of exploration and wonder that develops interest and understanding in all areas of learning.
- Effective learning behaviours. At St. George's, children are reflective learners who understand the purpose and benefits of effective feedback.
- Children who are; Happy! Safe! Confident!
- A respectful community. We should have a community where children and staff have respect of others
- Community values and respect of the environment. We want our children to view themselves as part of a community. We will help our children find their voice and allow them to understand to contribute to our local and global community as positive citizens.

Values

St George's Primary School is a 'learning community'. How we work and grow together is more important than what we do. We believe that it is the 'how' we do things that characterises the most successful schools. We must be a highly successful school.

At St George's Primary School, we ensure that:

1. Everybody receives high quality provision; all of the time.
 - As a professional community, we have an obligation to ensure that our work is as good as it can be, every day. We do not accept underperformance and aim to support each other as we develop.
 - We ensure that our school community follows our school's vision and values
2. Children learn with the support that they need to thrive and without discrimination at all times.
 - As a professional community we meet the needs of all our children as well as we can. We will ensure that we do not allow any child to be discriminated against or experience discrimination without a direct intervention.
 - As a learning community all our children will learn without discrimination. This must be respected by staff, pupils and parents.
3. Our school is committed to continually improving as a learning organisation.
 - As a professional community, all members have an obligation to develop. This is evident in how we engage as professional learners and our commitment to support improvements in school policy. At St George's Primary we do not accept 'second best'.
 - As a learning community we involve pupils, parents and other members of our school community. We recognise that their input and support is vital. We celebrate and value the importance of these partnerships.

These values are at the heart of our planning and delivery. They guide our school daily as we seek to improve.

Applying this Policy at St George's Primary

In 2017, we rewrote our learning and teaching aspirations (reviewed again in 2018 and 2019). These reflect how we have improved as a staff team. Our aspirations in this policy are what we expect in each area:

- Curriculum Model
- Pedagogy (How we teach)
- Positive Behaviour and Relationships
- Learning Environment
- Professional Practice (commitment to improvement, communication, planning, collaboration).

We know that areas all interconnect. Effective learning is promoted in our school by ensuring that these areas are connected to ensure excellence.

This policy will be used by senior leaders to evaluate our provision, induct new staff and plan appropriate continual professional development for colleagues.

This policy will inform all other curriculum focused policies including assessment and subject guidance.

Ways that We Live our Learning and Teaching Policy at St George's Primary

- We recognise that meaningful change starts with personal engagement. We choose to work with children and accept the responsibility to reflect, evaluate and always seek to improve.
- We are a professional learning community. We support and encourage each other day to day to be as effective as we can be.
- We all engage and participate in regular school self-evaluation exercises (pupil interviews, lesson observations, enquiry walks, evaluations of learning) to inform our practice.
- We all engage and participate in meaningful professional development through enquiry, training, mentoring, peer support and coaching.
- We evaluate and audit our practice against the requirements of our learning and teaching policy.

"Teachers and staff who choose learning leadership become owners and investors in their schools, rather than mere tenants"

Roland Bart
Improving Schools for Within

"Do you believe your job is to teach children or help them to learn? Do you believe your school is – or should be – a teaching school or a learning school?"

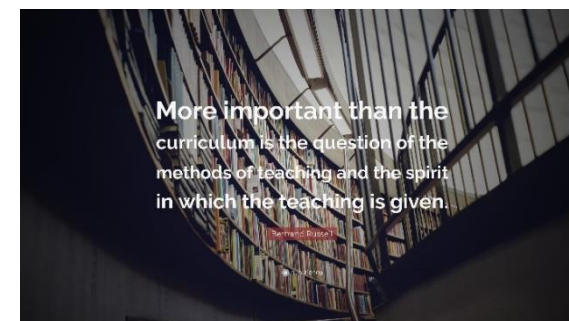
Ian Gilbert
Why do I need a Teacher When I've Got Google?

Our Curriculum Model

(what we teach and how we organise our learning)

"The purpose of the curriculum is not to cover but to uncover." Anon

- ✓ **An inclusive curriculum that engages children.** We want them to love learning and develop understanding through purposeful, real-life examples that enrich learning and develop social and cultural understanding.
- ✓ **A curriculum that develops curiosity, enquiry and critical thinking.** We want our children to be immersed in their learning. There should be opportunities for:
 - Children to initiate their own learning
 - Enquire and ask questions.
- ✓ **A curriculum that promotes reflection and improvement.** We want our children to develop peer- and self-reflection skills for high quality feedback so that they can understand the strengths and gaps to progress even further.
- ✓ **Mastery across the curriculum.** At St George's Primary we are developing clear curriculum aims for each subject area. We want our children to have a depth to their learning. Learning opportunities should enable them to be able to adapt and apply their learning.
- ✓ **Curriculum for growth and knowledge.** Each subject should have clear progression to develop children's interest, knowledge and skills.
- ✓ **A curriculum that develops a love of literature.** We will teach English through well-chosen texts and ensure children have opportunities to access reading across the curriculum and at home. Children will be able to make their own choices about texts, share ideas and engage with authors.
- ✓ **A curriculum that promotes oracy and language.** This will be through drama, discussion, debate and performance.
- ✓ **A mathematics curriculum that develops mastery, understanding and fluency.** We want our children to be able to explain their understanding and demonstrate their reasoning.
- ✓ **A curriculum that reinforces basic skills.** Across the school we must have a consistent approach to ensuring basic skills are valued and practised. This includes talk, Read, Write, Inc approaches, CPA in maths etc.
- ✓ **A curriculum that uses ICT to promote high quality learning and exploration.** Children should have access to high quality, reliable ICT that allows them to safely explore and communicate their learning.
- ✓ **A curriculum that focuses on personal development** and children's spiritual, moral, social and cultural development as well as their academic progress and achievement.
- ✓ **A curriculum that challenges learners to reach beyond what they think they can do.** Through our RESPECT work, the children at St George's are developing resilience and believe that is great to be stuck and make mistakes. Learning should be limitless in our children's minds.
- ✓ **A curriculum that promotes diversity and equality.** Our children need to learn about a range of different beliefs, cultures, histories and lifestyles. We must always develop understanding and appreciation. We must also robustly challenge prejudice and stereotyping. This will be evident in our choice of texts, breadth of curriculum etc.
- ✓ **A curriculum that promotes British values and rights of all children.** We will ensure that our work promotes equality, global awareness and an understanding of fundamental rights such as democracy and liberty.
- ✓ **A curriculum that extends to home learning and wider interests.** Homework should be relevant. Children will be encouraged to enquire, practise key skills and be creative in their home learning. Home learning must support families through parent workshops, school's website etc.
- ✓ **A curriculum that provides outstanding transition.** Our curriculum will provide strong links to our partners in secondary schools. Transition projects are well planned with explicit programs for vulnerable learners who require additional support.
- ✓ **A curriculum based on expertise.** We need strengths in our curriculum. As well as specialisms within our teaching team we will also make best use of expertise with coaches, peripatetic teachers, artists, musicians and specialist secondary colleagues.



Our Pedagogy

(how we teach and develop learning)

"Any school or teacher with the motto, 'Do your best' should immediately change it to 'Face your challenges' or 'Strive to the highest'. This is because 'Do your best' goals are easily attained – in one sense, anything you can do can be defined as your best. Instead, teachers and learners should be setting challenging goals." John Hattie

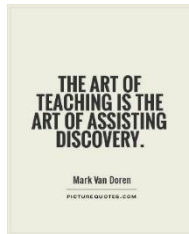
✓ **Our teaching is driven by high expectations for all children.**

Children should apply themselves in their learning. We are committed to promoting rapid progress and closing learning gaps. Lessons (including sets) will show differentiation, challenge and support.

✓ **Our teaching should develop depth and mastery.** We will ensure that children have high quality, in depth learning opportunities. Our teaching will be based on developing meta cognition and a retention of learning.

✓ **Our teaching must follow our RESPECT principles.** Children will be provided clear guidance and role models to promote:

- Resilience
- Empathy
- Self-Aware
- Positivity
- Excellence
- Communication
- Teamwork



✓ **Teaching is promoted through a commitment to engage our children.** We need to consider how we engage them; celebrate their achievements and listen to their views on learning. We will develop a range of strategies to ensure all lessons are fun and engaging for all learners.

✓ **Teaching and learning opportunities must be based on children's prior learning and designed to ensure rapid progress.** We are a Dylan 'assessment' Learning Community. Teachers will achieve this through the use of assessment for learning tools including questioning, accurate data and pre-learning tasks.

✓ **Children and teachers must receive high quality feedback that allows them to develop as reflective learners.** Feedback must be:

- Purposeful and timely. It should be as immediate as possible and ensure that children are clear about how to improve.
- Well communicated (written or verbal)
- Part of the classroom routine.

- Varied to develop self-assessment, peer review and class teacher feedback.
- Modelled and embedded so that children become effective reflectors.
- Used to adapt learning.
- Two ways. Teachers should seek purposeful feedback from children and should provide purposeful feedback to support progress.

✓ **Children must work in an environment that develops their resourcefulness and independence.** Our children should have opportunities and learning strategies to solve problems and think creatively. **Children must work in an environment that develops their resourcefulness and independence.**

- Their classrooms must ensure that they have access to high quality learning resources and support to allow them to work independently in English, mathematics, science and across curriculum subjects.
- Classrooms and learning walls should be used effectively to ensure that all children have an understanding of their learning journey and are clear about their learning focus.
- Questioning must allow opportunities that develop; oracy, depth of thinking and time to respond in detail. We are a Dylan Learning Community and avoid options such as 'hands up'

Children must know how to improve their work. Lessons must be based on success criteria (steps to success) using prior knowledge, responding to feedback and a smart approach to target setting. Targets should be challenging, identify gaps in learning, personalised and discussed regularly with children (no target should last more than four weeks).

✓ **Teaching and learning must be inclusive.** Teaching will be adapted for individual and group needs.

✓ **Teaching must develop curiosity.** Our children must have opportunities to seek, question and enquire to ensure that they are highly motivated and engaged in their learning. Resources should be appropriate and accessible to promote high quality learning.

Positive Behaviour and Relationships

"Whatever you are teaching make it clear. Make it as firm as stone and as bright as sunlight" - Gilbert Hughes, the Art of Teaching

- ✓ **Promote children's rights.** All children at our school have the right to:
 - Be safe at all times
 - Feel happy
 - Be able to learn well
 - Be respected at all times.
- ✓ **Promoting the behaviours that children need to thrive.** The majority of our efforts must be focused on directing and encouraging the behaviours that children need to thrive, such as our RESPECT characteristics.
- ✓ **Developing effective behaviours for learning at different ages and stages.** Our RESPECT progression grids for learning exemplify the behaviours that we want to develop at each stage of our children's education. We will ensure that children are taught about rights and responsibilities through our PSHE scheme of work.
- ✓ **Ensuring outstanding relationships.** We fully accept that relationships are key to great classrooms. Staff must be welcoming, responsive and friendly. We demonstrate this in our daily interactions, body language, willingness to listen, tone of voice etc. We also apply structured routines such as meet and greet, register greetings, success boards etc. We have a simple approach of MEET – GREET and SMILE to start our day at St George's.
- ✓ **Celebrating success.** We aim to spend a minimum 95% of our behaviour management time focusing on success and positive reinforcement. We do this through focusing on what behaviours we want, daily praise, RESPECT awards, feedback, praise postcards, stickers and other class routines.
- ✓ **Involving children, parents and carers.** Parents and families should be involved and informed when things are going well. They should also be involved when concerns arise. We keep detailed records of our behaviour management on SIMs. This will be shared regularly with parents.
- ✓ **Structuring high quality outdoor play.** Outdoor play should be well resourced, fun and structured to encourage positive behaviours for learning.
- ✓ **Clear expectations and routines that structure behaviour.** Children must be absolutely clear about class and playground expectations. We do

this through our class charters, class routines zones, lunchtime charters etc.

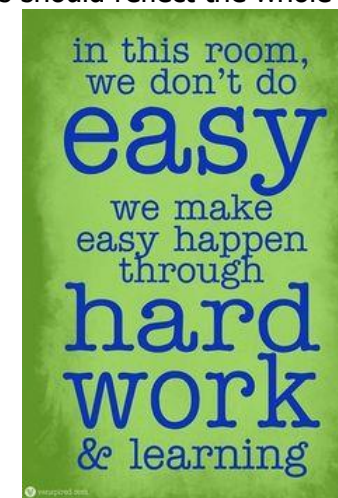
- ✓ **Looking after our environment.** We must model expectations to maintain and look after our classrooms and play areas so we take ownership and pride in our school.
- ✓ **Ensuring that our sanctions improve behaviour.** All sanctions must focus on ensuring that behaviours improve. Children must reflect on expected behaviours and how to improve as part of any sanction.
- ✓ **No tolerance of bullying, racism, homophobic behaviours, transgender discrimination or any other type of prejudice.** This is part of our rights respecting agenda. This is never tolerated by children, staff or parents. This includes radicalisation and the school's Prevent Duty.
- ✓ **Have A Strong Anti—Bullying stance.** We need a strong culture of anti-bullying to reinforce children's right to safety. This will include anti-bullying working group, clear reporting procedures, circle time, 'worry boxes' etc.
- ✓ **Developing strong guidance on digital safety.** We ensure that children and families have high quality support for digital safety in and out of school.
- ✓ **Clear messages on PSHE and RSE** to support personal development and allow children to manage risks and make informed choices.
- ✓ **Developing pride in our school community.** Our children have positions of responsibility and ambassadorial roles throughout the school. This includes class monitor roles, school council, reading champions, mini police, peer mediators etc.
- ✓ **Develop Pupil Voice.** Must ensure that our charters, play leaders and peer mediators promote positive social relationships.
- ✓ **Developing communities** (local, national and global). We aim to give our children opportunities to connect with our communities through community work, partnerships, SMSC calendar etc.
- ✓ **Supporting vulnerable children.** Our children have different needs and starting points. We will provide high quality support for children with social and emotional needs. This includes buddy support, nurture base support, mentoring, social skills, Cherish, etc.

Our Learning Environments

"The classroom should be an entrance into the world, not an escape from it." – John Ciardi

"The idea is to create an environment where all students feel connected at school, the adults know the students they have. The priority is making all students succeed." – Tedra Holland

- ✓ **Our learning environments should inspire and enable children to learn.** They must be places where children will want to learn. Our environments should provide children with rich and multi-sensory experiences.
- ✓ **Need organised and clearly defined learning spaces.** We must have a consistent high standard of organisation. They must be clutter free, well organised and safe.
- ✓ **Our environment must be safe, secure, warm and welcoming.** We must model RESPECT and belonging in our school environment. We want St George's to be a place where mutual respect, politeness and courtesy is an expectation for children, staff and visitors.
- ✓ **Our environment must communicate clear messages regarding expected behaviours for learning.** Classrooms should be designed to ensure that children are developed as responsible learners who have ownership and responsibility for their learning environment. They should communicate clear messages through their class charter, RESPECT areas and celebrate positive behaviours for learning.
- ✓ **All must promote independence in learning.** We expect up to date learning walls with clear messages regarding learning, well organised help desks for English and Mathematics and access to resources that support learning across the curriculum.
- ✓ **Learning Walls must up to date, relevant and useful for learning.** The purpose of learning walls is to scaffold learning and structure independent learning. They should include the learning journey, steps to success, examples of children's work, WAGOLs and examples of effective reflection.
- ✓ **Our learning environments should develop ownership and responsibility in children.** They should reflect their work and experiences. They should be structured so children are responsible for contributing to their environments and looking after them.
- ✓ **Reading and library areas should encourage a love of reading and promote different books.** These areas must have a breadth of high quality texts, be inviting and well organised. Should contain a range of books including recommended reads.
- ✓ **Provide high quality outdoor learning opportunities.** Our nature garden, outdoor classroom, infant learning areas, performance stage, planting areas etc, should provide high quality opportunities for learning across the curriculum.
- ✓ **Keep Stocked Up.** Ensure all outdoor learning resources are well used and replenished.
- ✓ **Displays must convey clear messages regarding learning and creativity.** It is our responsibility to ensure all displays are well presented and focused on children's learning. They must communicate high expectations for all abilities. Work on display should be to a high standard, model steps to success (process) and promote mistakes for learning (mistake masterpieces etc). Displays should reflect the whole curriculum.
- ✓ **Learning environments must be inclusive and address children's needs.** All learning environments should ensure that they address children's barriers to achievement through accessibility arrangements, access to resources, use of visual timetables, providing EAL resources etc.
- ✓ **Our Learning environments must celebrate diversity and equality.** This will be evident in displays, artefacts, chosen texts etc.



Our Professional Practice

St George's Primary School - 'Promoting Respect, Resilience and Results'

"Good colleagues inspire and encourage each other...good colleagues compliment each other. They keep themselves and they keep each other alive and in love with their daily work."- Johnathan Smith – The Learning Game.

- ✓ **Live our vision and values.** All staff have to ensure that their professional conduct promotes the school's aims and RESPECT values ensuring that we work as a positive and consistent team.
It is vital that all staff have a positive attitude to their work and create a strong working environment.
- ✓ **Recognise that we have to be positive role models.** Our conduct and professionalism must support the school's vision and values. We must be aware of how we speak, our body language, professional appearance (how we present ourselves) and behave towards each other.
- ✓ **Staff must be engaged and committed.** Our individual roles are all important. To thrive as an organisation, we will only work effectively if we have commitment from every member of staff. All staff must be committed to working to the best of their ability. CPD should be led by the school but also driven by individual responsibility.
- ✓ **Work with consistency and purpose.** We think carefully about school policies and systems. Staff must follow these diligently and responsibly to ensure that we get our core practice right (for example in planning, feedback and developing behaviours for learning), so we can enthuse children and help to achieve their potential.
- ✓ **Develop excellent communication.** We have a responsibility to be positive about our work and support the school's well developed communication channels including attending team meetings, contributing to the school bulletin, school website, handover meetings etc.
- ✓ **Be child centred.** Our core purpose is to improve children's lives. We will listen to pupil voice and respond in a way that enables our children to thrive and achieve.
- ✓ **Foster Collaboration and live as a learning community.** We are learning every day. Our job challenges us with new approaches and curriculum changes. We have a professional responsibility to be open to change, new ideas, and to learn and adapt to professional challenges. We must make time for discussion, reflection and celebration.
- ✓ **Expect Support.** Governors and senior leaders fully accept that staff must be supported and encouraged to thrive in their roles. Our school community will provide a supporting, working environment to ensure all staff (especially

new staff and staff at the beginning of their career) are well supported so they can work successfully.

- ✓ **Work Smartly.** Our staff team work very hard. To make this sustainable we must always review effectiveness and workload.
- ✓ **Collaborate to share and be inspired.** We must be open to sharing our practice with colleagues, other schools and partners. Peer support is vital to how we grow and develop as a staff team. We must make time to share, support, mentor and coach. This enables and inspires everybody involved.
- ✓ **Ensuring a Culture of Safeguarding.** Our professional practice must ensure that safeguarding is at the heart of our daily practice.
- ✓ **Celebrate.** We must focus on what we do well alongside our development work. We aim to nurture positive praise, feedback and celebration of staff through team meetings, Employee of the Month etc.
- ✓ **Lead Learning.** We have a team with wide experience and expertise. We must all contribute to school life, provide leadership, question and innovate.
- ✓ **Understand Our Roles.** Clear roles and responsibilities will help us understand our roles and allow us to work effectively.
- ✓ **Embrace the opportunities and challenges of rigorous self-evaluation.** To thrive as a school, we need to build on our strengths and embrace the challenge for improvement.
- ✓ **Be reflective practitioners.** We should reflect daily on our practice and how we can improve and support each other to thrive as a professional learning community.
- ✓ **Show emotional intelligence.** Whether we are working with children, colleagues or parents we must always manage our feelings and communicate professionally and appropriately.
- ✓ **Support Mental Health and Well Being.** We provide a range of well-being services but also know that the most important aspect as colleagues is how we support each other and manage professional relationships
- ✓ **Support the school community.** Staff must engage with the wider life of the school. If we share this responsibility we can support our wider curriculum, cluster work, school events and community partnerships in a sustainable way.

A Professional Path to Success

All learning requires a process of thinking and support. Professional learning is exactly the same. This policy highlights the explicit expectation of our staff team. The diagram below highlights our school's commitments to professional learning and the process by which change to learning can be managed. We see this as a three step journey;

Professional Understanding \Rightarrow professional Desire \Rightarrow professional Aspirations. We can achieve this by;

