

# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Registered in England and Wales  
Company number 07939655

## Teaching and Learning Policy

*St Peter's C of E school promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.*

St Peter's CE Primary School is part of the Eynsham Partnership Academy.

### Learning Ethos

At St Peter's we aim to provide a personalised education which brings out the best in every child, builds on their strengths and enables them to develop a life-long love of learning. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

### St Peter's Values

St Peter's promotes Christian values which underpin our work in school. Our core values, creativity, spirituality and respect are evident in the positive relationships throughout the school, the curriculum and celebration of achievement. They are directly taught through assembly, PSHE and circle time.



### Aims and objectives

We endeavour to create a positive context for learning by providing good role models through the way we interact with all adults and children, at all times, and in all places. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

We aim to:

- ◆ Create an environment in which all learners can achieve their full potential
- ◆ Provide each child with a broad and balanced education within a Christian ethos
- ◆ Encourage a zest for learning, positive attitude and sense of achievement
- ◆ Promote a sense of wonder and awe

- ◆ Encourage self-esteem, self reliance, independence and confidence
- ◆ Promote self-awareness and so develop children's self-discipline and responsibility for their actions
- ◆ Develop awareness of other people and respect for religious, spiritual, cultural and social differences
- ◆ Develop sensitivity and the ability to empathise and express emotions
- ◆ Foster links with parents, the extended family and the community
- ◆ Provide opportunities for personal reflection

### **Effective Learning**

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them and what makes it difficult for them to learn.

Effective learning results in:

- ◆ Knowing you have succeeded
- ◆ Feeling you can do more
- ◆ Being able to explain what you have learned
- ◆ Being able to apply your learning in other situations
- ◆ Being able to teach it to someone else
- ◆ Feeling good about yourself

### **The Learning Environment**

We aim to provide a rich and varied learning environment that allows children to develop their skills and abilities, working towards achieving their full potential. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways.

These include:

- ◆ Investigation and problem solving
- ◆ Research and finding out
- ◆ Group work
- ◆ Working in pairs
- ◆ Independent work
- ◆ Whole-class work
- ◆ Asking and answering questions
- ◆ Use of ICT
- ◆ Fieldwork and visits to places of educational interest
- ◆ Creative activities
- ◆ Media such as videos, DVDs, CDs
- ◆ Debates, role-plays and oral presentations
- ◆ Designing and making things
- ◆ Physical activity

Learning takes place in an environment that is:

- ◆ Appropriately challenging
- ◆ One where children feel valued, respected and safe
- ◆ Happy and organised
- ◆ Makes learning accessible
- ◆ Encouraging and appreciative
- ◆ Welcoming

- ◆ Provides equal opportunities
- ◆ Provides a working atmosphere

### **Effective teaching**

We focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We base our teaching on our knowledge of the children's prior attainment and our prime focus is to develop further their skills and knowledge. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of every child, and we believe that their work (including its presentation) should be of the highest possible standard.

We believe that our lessons should have:

- ◆ A clear learning objective shared with the children, visually and orally
- ◆ A clear link to previous and future learning
- ◆ A clear outcome to be achieved at the end of the lesson
- ◆ A review of the learning at the end of the lesson
- ◆ A purposeful well prepared plan based on an assessment of prior learning
- ◆ A child led assessment of the learning that has taken place (Assessment for Learning)
- ◆ Appropriate challenge for all children

### **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- ◆ holding parent evenings to explain our school strategies
- ◆ providing curriculum overviews to parents from each class at the start of Terms 1, 3 and 5, in which we outline the topics that the children will be studying during that term at school
- ◆ sending termly reports to parents based upon current assessment in which we explain the progress made by each child and indicate how the child can improve further

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ◆ ensure that their child has the best attendance record possible
- ◆ ensure that their child is equipped for school with the correct uniform and PE kit
- ◆ inform school if there are matters inside or outside of school that are likely to affect a child's performance or behaviour at school
- ◆ promote a positive attitude towards school and learning in general
- ◆ fulfil the requirements set out in the home/school agreement
- ◆ ensure that their child is supported with homework activities

### **The role of governors**

The school governors determine, support, monitor and review the school's policy on teaching and learning. In particular they:

- ◆ Support teaching and learning strategies by allocating resources effectively
- ◆ Ensure that the school buildings and premises are best used to support successful teaching and learning
- ◆ Monitor how effective teaching and learning strategies are in terms of raising pupil achievement

- ◆ Ensure that staff development and performance management policies promote high quality teaching and learning
- ◆ Monitor the effectiveness of the school's teaching and learning policies through the school self-review process
- ◆ Review this policy every three years

Signed ..... (on behalf of the Governors)

Signed ..... (Headteacher)

Date .....

Date for review .....