St James' CE Primary School is committed to the safeguarding of our pupils and staff.

St. James CE Primary School

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Teaching & Learning Policy



Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:
Within our community we strive to develop deep roots, strong growth and freedom to flourish as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – '… but the seed falling on good soil refers to someone who hears the word and understands it. …….produces a crop, yielding a hundred, sixty or thirty times what was sown."







Values

We decided at St James CE Primary School that Kindness and Respect are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

Teaching and Learning Policy

Our School Vision:

Within our community we strive to develop deep roots, strong growth and freedom to flourish as a unique and whole child of God.

Our Teaching and Learning Policy aims to:

- Ensure that children learn effectively through consistent, high-quality teaching and provision
- Support staff to implement strategies which help pupils to remember what they have learnt;
- Equip our children to flourish and become confident citizens of the world;
- Ensure that children are ready to embark on the next stage of their educational journey, as well as being prepared to make a positive contribution to society;
- Provide a clear description of the principles and practice at St James' CE Primary School, conveying the vision, values and ethos of our Church School;
- Promote our Christian Vision and Values to underpin teaching and learning;
- Outline the agreed intentions of the school and ensure that parents, carers, governors, other stakeholders and interested parties understand these;
- Ensure children are challenged academically whilst ensuring their spiritual, moral, social and cultural growth;
- Develop a consistency of approach;
- Support new staff and remind existing staff of the strategies used to support effective teaching and learning here at St James';
- Give a clear message about high expectations in all areas of school life;
- Help identify good and outstanding practice;
- Be a living document, reflecting the best of current educational philosophy;
- Provide a focus for continual school improvement;
- Fully embrace our school motto: "Growing, Learning & Flourishing Together."

Curriculum Statement

St James' CE Primary School our broad and balanced curriculum is rooted in our vision, enabling all to grow, learn and flourish together. It has been developed to both incorporate the statutory requirements of the National Curriculum, as well as being designed to reflect the unique needs of the pupils within our school. We have high expectations of all members of our community, and remain resolute in our drive to nurture all of our children within the context of a caring and supportive Christian environment.

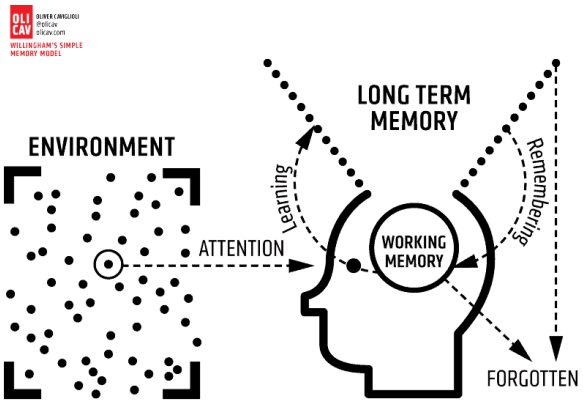
We highly value reading, which is a fundamental skill allowing pupils to confidently access all areas of learning. Therefore, this is a school-wide priority alongside other core skills and experiences. The wider curriculum includes opportunities to answer big questions, in order that children are able to deepen their understanding, developing into independent thinkers and learners. We work tirelessly to ensure all pupils make good or better progress, as well as retaining the knowledge and skills they gain as they move through the school. This is achieved through providing learning opportunities which are both memorable and develop a passion for learning.

We are proud that we offer a range of opportunities which develop and support pupils' understanding of the world, opening their eyes to what is possible and inspiring them to have high aspirations. Our curriculum is tailored to meet individual needs and strives to challenge and engage pupils, in a way that is relevant, equipping them for the next stage of their education, as well as life beyond school.

Continuity and progression in the curriculum is built around essential knowledge, understanding and key skills within each subject. These are broken into year group expectations and provide additional challenges.

Strategies for Effective Teaching

Through recent continued professional development all teachers have knowledge of how children learn, and make active use of cognitive theories to help them plan and deliver the curriculum most effectively to their pupils. They recognise that, in order for anyone to learn new things, they need to transfer information from their working memory to their long-term memory (as below), and that there are strategies that can be used to maximise opportunities for this to happen. All our teachers, therefore, plan use these many strategies as appropriate within their own class context.



All teachers plan memorable experiences that are accessible to all, taking into account the diversity and individual needs of children within our school community. Teachers and support staff maintain high expectations and adapt all learning to ensure that our children are able to 'Grow, Learn & Flourish.' Learning environments and resources are carefully considered to ensure a safe and inclusive classroom where all children, regardless of ability or need feel supported and can flourish.
Children receive high quality feedback in a variety of ways (including verbal) which enables them to apply N/S (Next Steps) to continually progress in their learning (see our Assessment Policy for further information).

Continued professional learning opportunities are integral in ensuring that the highest quality teaching and support is provided to our pupils; therefore, opportunities for this are provided regularly to all staff. This is in order that there is both consistency of approach and standards across the school, as well as knowledge of current pedagogy, research and good practice. Curriculum leaders actively seek out opportunities to stay abreast of new initiatives and regularly feedback to staff in relation to these. In addition, staff regularly evaluate their own teaching and reflect upon this. As a school, we are outward looking and always seek to be open to new strategies and practice which will benefit our pupils.

Strategies for Effective Learning

At St James' CE Primary School, we foster a range of strategies to promote effective teaching and learning such as 'Rosenshines, Principles of Learning'. We also support children in building a love of learning, providing a wealth of opportunities to both engage and challenge, through the development of our core and foundation curriculum, we ensure that it is relevant and reflects our school community. We promote children's natural curiosity and aim for them to be proactive in seeking out

new learning experiences, both inside and outside of school, for example, through homework, trips, and extracurricular activities. Children experience a language-rich curriculum, which ensures that they develop strong communication skills and have opportunities to increase cultural capital.

In addition, we have high expectations of all our pupils and encourage them to adhere to these expectations for themselves, so that they are able to " grow, learn and flourish together.' We encourage them to welcome and respond to feedback and engage in dialogue regarding their next steps, as well as reflect on their own learning.

How We Support Pupils to Remember More

As above, we recognise that real learning takes place when children are able to commit knowledge and skills to their long-term memory. We also know that it is easier for children to learn new things when they are able to link these to existing concepts within their brains. With this in mind, we use a range of strategies to help children remember what they have learnt, and use this to help them build new knowledge.

Within each year group, teachers use varying strategies based on the age and stage of development of the children, as well as the needs of the cohort, to support them to remember their learning. These include:

- ✓ Visuals – pictures, diagrams and prompts for key vocabulary, concepts and instructions
- ✓ Signs, gestures or actions for key vocabulary and concepts
- ✓ Vocabulary lists, within books or displayed on working walls
- ✓ Review of previous learning at the beginning of each lesson, as well as a review of current learning at the end
- ✓ Recaps of learning from previous year groups, with specific links to new learning made clear
- ✓ Mini quizzes (verbal or written) at the beginning/end of lessons to help pupils recall key facts
- ✓ Subject-specific strategies or themes, for example, the use of monarchs as a golden thread in History supports pupils to remember what they learn as they move through the school
- ✓ Use of floor books/exercise books to support children in looking back on their previous learning

Monitoring of Teaching and Learning

High quality teaching and learning is central to both pupil progress and outcomes. With this in mind, a rigorous but supportive monitoring cycle is in place throughout the year. This takes the form of: learning walks, book looks, use of pupil voice, observations and pupil progress meetings. This is in order to gain a deep understanding of teaching and learning across the school, identify training needs, required intervention / further challenge, and capture the experience of every child.
As a school, we know that clear communication with parents and carers, as well as the wider school community, is crucial. This is done in a range of ways, from detailed information published on the school website, to discussions with parents both informally and formally through parent meetings and annual written reports.

Assessment

The school has an annual cycle of Summative Assessment (Assessment **of** Learning) which includes assessment at the end of a unit of work, half term, term, year or Key Stage. These include pre and post assessments in a range of subjects such as writing, maths and PSHE etc, as well as Statutory National Tests. They are used to make judgements about both pupils' progress and attainment and as discussed above the effectiveness of current teaching and learning practices.

Assessment **for** Learning (AfL) is a continuous process in every class. It involves all adults who impact on the children's learning. It is based on clear learning objectives and success criteria, with everyone contributing to a process of reflection and evaluation, enabling the learner to make further progress. ***(Please refer to the Assessment and Feedback and Marking Policies for more information)***.

This policy should also be read in conjunction with all other School, LDBS and Local Authority documents.

Reviewed: December 2025

Next review due: December 2027