



TEACHING AND LEARNING POLICY

This policy applies to the whole school, including the EYFS

Introduction

At St Piran's, all children will receive high quality and innovative teaching that supports and challenges them to achieve their best. They are taught the importance of perseverance to become lifelong learners.

We provide a safe and welcoming environment which enables children, parents, staff, governors and visitors from all backgrounds, faiths, cultures and beliefs to feel like they belong, are valued and are accepted.

We develop children's responsibility to be good citizens and their confidence to speak up and be agents of change.

Both staff and children have high expectations of themselves and ambition for their futures. They are equipped to be effective in whichever path they take in their education, work and relationships.

We strive to create thinking children and thinking classrooms in a thinking school.

Values

Our school curriculum is underpinned by Christian values, as well as fundamental British values.

Our school is in full agreement with the values and statements included in the introduction to the National Curriculum Handbooks for Primary teachers in England and the EYFS. There are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, think and learn in different ways and make progress at different rates. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth;
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community;
- We value the rights enjoyed by each person in our society. We respect each child in our school for whom they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school;
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims

The aims of our school curriculum are to support and promote children's:

- understanding of how they think and learn;
- development of their skills to the best of their ability;
- basic skills of literacy, speaking and listening, numeracy and information technology (IT);
- sense of achievement and commitment to learning through a positive culture that is evident across the whole setting;
- self-confidence, self-awareness and understanding of how to be a successful learner;
- creativity and to develop their own thinking skills;

- enjoyment of learning and the development of their independence and ability to explore their surroundings and use their imagination;
- social and emotional preparation for all year group transitions within the setting; including into other early years settings, and into maintained nursery provision and/or Reception class;
- emotional security, through emotional attachments with practitioners and carers, and their physical and emotional health;
- ability to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- understanding of the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- prompt and regular attendance;
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others;
- understanding of how to keep themselves safe from relevant risks, including when using the internet and social media;
- knowledge of how to keep themselves healthy, including through exercising and eating healthily;
- understanding of their developing world, including how their environment and society have changed over time;
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

MET

This stands for Motivation, Engagement and Thinking. These three learning and leadership habits underpin everything that we do at St Piran's; from learning, to reporting, to the hiring of new staff. They can be seen at the centre of our Leadership Habits Wheel in Appendix A.

Motivation – The heart

We want all pupils to show passion for school life and be keen to progress and meet goals and targets set for them

Engagement – The hand

We want all pupils to engage with school life and get involved, showing effort to participate and complete work and challenges set

Thinking – The head

We want all pupils to communicate their thoughts and feelings and actively think beyond the question, linking their work with other subjects and experiences

See Appendix B.

Links to PSHE

Teaching at St Piran's is informed by existing DfE guidance on **Relationships, Sex and Health Education** (Sept 2025), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2017), **Online Safety** (Teaching Online Safety in Schools, January 2023), **Radicalisation** (Prevent 2023), **Drug, Alcohol and Substance Abuse Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to multi-agency working to help, protect and promote the welfare of children, 2023 and KCSIE, 2025), **equality** (Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, revised May 2014), **healthy lifestyle education, economic awareness and citizenship**.

Children with special educational needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. For children with a special academic need, we meet this within our Special Educational Needs and Disabilities (SEND) Policy and if appropriate, our English as an Additional Language (EAL) Policy.

The Early Years Foundation Stage

Although we became exempt in June 2014 from the Teaching and Learning aspect for the EYFS, the curriculum that we teach in the Nursery and Reception classes currently still follows the 7 areas of learning. Our curriculum planning focuses on developing children's skills and experiences, as set out in our Curriculum Policy for the Early Years.

Our school fully supports the principle that young children learn through play and engage in well-planned structured activities. Teaching in the Reception classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of Nurseries and other pre-school providers in the area.

During a child's first term in their Reception class, the teacher undertakes a baseline assessment to record the skills of each individual on entry to the school. This assessment forms an important part of the future curriculum planning for each child. At the end of the Summer Term a further assessment is made so that progress can be monitored.

We are well aware that all the children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Effective Teaching

Effective learning only comes with effective teaching. When teaching, we focus on motivating the children and building upon skills, knowledge and understanding. We aim to convey the idea that learning is a 2-way process with the teachers not only being the facilitators but also a partner in the learning process. We plan our lessons with clear learning intentions which are shared with the children. Our lesson plans also contain information about the tasks, the resources needed, support/challenge for specific children or groups of children, e.g. SEND/more-able, and the way we will assess the children during the lesson/succession of lessons. We reflect on and evaluate our lessons so that we can modify and improve our teaching in the future. We hope to be flexible in our curriculum and consider children's own interests and ideas, thus providing a more diverse curriculum.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- understand what excellent teaching is;
- creatively plan and deliver lessons;
- understand what learning came before;
- motivate children effectively;
- enjoy and have a passion for teaching;
- continue to learn and enhance their skills through lesson study and regular ongoing CDP;
- hold high expectations for all children;
- understand how thinking and questioning develop learning;
- are reflective practitioners wanting to improve their knowledge and skills at all times;
- engage children of all abilities;
- seek out and accept constructive feedback from peers, children and parents;
- are given opportunities to lead;
- involve parents in their teaching;
- understand and implement effective behaviour management strategies, in line with our school Behaviour Policy.

Effective Learning

We realise that children learn in many different ways and when planning lessons, we consider these different forms ensuring, wherever possible, that there is a visual, auditory and kinaesthetic element to the lesson.

We feel that for effective learning to take place, children must:

- have first-hand experiences to bring their learning alive and give it real-life value (e.g. wow hooks to learning, trips, visitors, investigations, first hand observations, field studies, learning outside);
- have access to a variety of different learning styles;
- be able to practise and transfer newly acquired skills (e.g. through cross-curricular work: the skills acquired through a report writing unit in literacy can then be transferred into Geography, History, Science);
- be made aware that learning does not take place in isolation and should be explicitly taught so that skills can be transferred from one area of learning to another, rather than expecting them to just realise this themselves;
- be able to increasingly evaluate their own learning;
- be able to work within different groupings, e.g. as individuals, in pairs, small groups, mixed ability pairings/groups and be taught through direct modelling the usefulness of this e.g. Talking/Thinking partners, mixed ability groups to feed-back findings, etc;
- have access to relevant tools, equipment and learning aids which they can access and use independently or with partners/groups to facilitate more independent learning, e.g. well-resourced and labelled maths equipment which children know they can use when they want to support their own independent learning.

We feel that effective learning results in:

- knowing you have succeeded and knowing what the next steps are;
- feeling you can achieve your targets;
- being able to explain what you have learnt;
- applying learning to other situations (cross-curricular);
- teaching your learning to someone else;
- feeling positive about your learning/achievements;
- confidence in making mistakes and acknowledging that these are steps in our learning.

Monitoring Teaching and Learning

Teaching and learning are monitored every term by the SLT (Senior Leadership Team) who carry out a range of actions, including weekly Learning Walks, to ensure the following:

- The school ethos is at the heart of the school;
- All areas of the curriculum are taught weekly and the timetable reflects the entitlement;
- Any aspect of the school that needs development/improvement is identified and actions put into place ensure this happens;
- Teaching and learning empower children to want to learn and develop and they are fully engaged in learning;
- Children are provided with the tools to enable them to realise their full potential.

The cycle of monitoring & evaluation is as follows:

The Class teacher:

- ensures feedback is regularly given to all children,
- encourages high presentation levels across all subject areas in line with the Presentation, Marking and Handwriting Policy;
- uses formative assessments to inform planning and adapt teaching to ensure all children make good progress;

- identifies children who may need additional support and deploy staff to lead interventions;
- sets targets for all children;
- captures evidence of learning in children's books to show progress over time
- completes summative assessments at the end of each term in all core subjects
- completes summative assessments at the end of the year for all foundation subjects

The Head of Department:

- creates a subject action plan that helps inform the School Improvement Plan;
- reviews the subject and year group medium- and long-term plans;
- carries out learning walks to share good practice and value the commitment to the learning environment;
- informally observes lessons and looks through books to get an understanding of the teaching of their subject, to enable them to audit resources and identify training needs;
- carries out child interviews to get an understanding of how the children feel about certain subjects and provides feedback for staff;
- carries out book scrutinies to share good practice and identify areas where improvement is needed;
- is prepared to report to the Education Governors on their subject.

Assessment of Teaching and Learning

We base our teaching on our knowledge of the children's level of attainment which is guided by our formative assessments (carried out in each lesson) and summative assessments (carried out at the end of each term, in core subjects). Our aim is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with SEND, we use information and targets contained on the child's Pupil Passport. For more information on the way we assess, see the school's Assessment Policy.

Monitoring and review

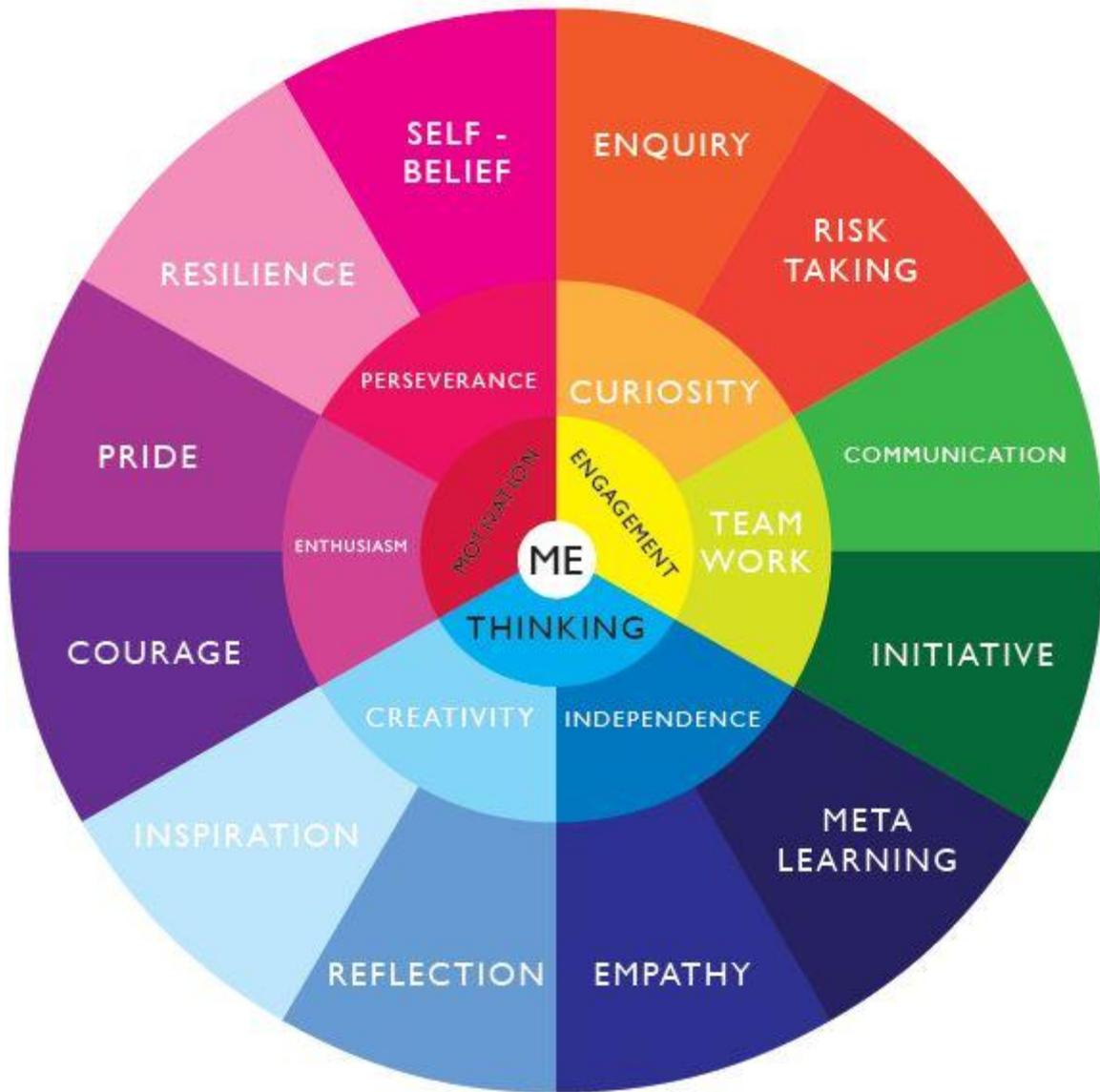
The Deputy Head Academic is responsible for overseeing the above policy and keeping it up to date.

Reviewed By: Deputy Head Academic

Date: March 2025

Next Review Date: March 2027

St Piran's Leadership Habits



Motivation



Engagement



Thinking

