


## **St Lawrence C of E (Aided) Junior School**

### **Learning and Teaching Policy**

	<b>Reviewed</b>	<b>March 2025</b>
	<b>Next Review</b>	<b>March 2028</b>

#### **Introduction**

At St Lawrence we believe that children learn best when they are in a happy, safe and secure environment. We aim to create an environment in which they can enjoy their learning and take risks.

We believe that learning is for life and that it is important to foster a thirst for knowledge from an early age. By providing the children with a stimulating and exciting learning environment, we hope that they will see learning as a continuing process and not just as a part of growing up. All children are treated equally regardless of race, creed, ability or disability. They are all valued as individuals in keeping with the Christian ethos of the school.

#### **Aims**

At St Lawrence we aim to:

- Create a purposeful and stimulating learning environment and have a consistent approach to the expected standards of behaviour, appearance and work.
- Acknowledge effort and achievement
- Adapt learning so that each child can move forward at their own pace.
- Flexibly group children according to need
- Involve children in the target-setting process and in the evaluation of their own work.

#### **The role of teachers and support staff**

In order to meet the above aims, teachers and support staff will:

- Model good standards of behaviour and appearance and promote a climate of mutual respect and tolerance.
- Use explicit praise with the children
- Reward good behaviour, achievement and effort as well as thoughtfulness and consideration for others.
- Display and celebrate children's work

- Use Quality First Teaching blue-print (Appendix 1), such as a range of questioning, checking for understanding, thinking time and teacher modelling using the I do, We do, You do structure
- Plan lessons with clear objectives and success criteria which are shared with the children
- Make links and connections across and within the curriculum subjects to aid memory
- Plan lessons which meet the needs of all children and adapt lessons accordingly
- Use assessment to inform planning
- Review individual targets with children
- Keep records of progress
- Display informative material for interaction and learning
- Organise and label classroom resources
- Ensure all children understand and follow the behaviour policy
- Inform parents of their child's progress via regular consultation evenings and an annual written report

### **The role of pupils**

Pupils are expected to:

- Aim to do their best at all times
- Produce work of the highest quality they possibly can
- Celebrate their own and other's achievements
- Follow the behaviour policy
- Be active learners
- Respect and tolerate other children and adults
- Listen to the views of others
- Take up responsibilities given to them
- Represent the school as requested
- Use equipment safely with due regard to others
- Develop independence
- Become life-long learners
- Enjoy their learning

### **The role of the school governors**

In order to ensure our aims are being met, our governors will:

- Continue to monitor the curriculum of the school through curriculum committee meetings and classroom observations undertaken by that committee.
- Allocate resources which will enhance the learning and teaching within the school
- Ensure that the school buildings and premises are used effectively to support the learning
- Check the health and safety standards of the buildings and premises through the regular inspections of the health and safety committee

- Monitor standards by looking at results and assessing the targets set by the school with the school consultant
- Monitor the effectiveness of the learning and teaching strategies within the school
- Review the curriculum co-ordinators' evaluations at the end of each year regarding the standards achieved and the effective use of resources purchased from the school budget
- Ensure that staff development and performance management policies promote good quality teaching and develop the expertise of the staff, providing opportunities for promotion either within this school or others.

## **The role of parents**

We believe that all our parents and carers have a crucial role to play in helping children to learn. It is only through an effective partnership between the pupils, parents/carers and staff that children will learn effectively and achieve their potential to become good citizens of the future. Through this effective partnership, children will know that they are supported and encouraged to give of their best at all times and that their efforts and achievements will be acknowledged, celebrated and rewarded.

We would like parents to:

- Sign the home/school agreement to indicate their support
- Ensure that their child comes to school each day having had an adequate amount of rest and food in order to work as well as possible in school
- Ensure that their child is equipped with the correct uniform, PE kit and the equipment necessary for work in the classroom, as well as a bottle to hold drinking water and fruit, if wished, for a break-time snack.
- Ensure that their child has the best possible attendance at school
- Inform the school if there are any events outside school which may affect the learning performance and behaviour of their child
- Support the school in all it sets out to achieve
- Ensure that their child completes the homework set

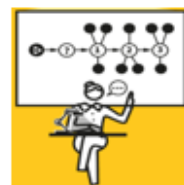
## Appendix 1: Quality First Teaching Blue-print



**Discuss LI**  
**MT/YT vocab**  
**Sentence stems**  
**Reference LW**



**I do. We do. You do.**  
**Think Alouds**  
**Clear Explanations**



**Think, Pair, Share**  
**Thinking Time**



**Cold Call**  
**No opt Out**  
**Say It Again Better**  
**Probing Questions**



**3,2,1, Chin It**  
**Now do something with it!**  
**Compare**  
**Slow down**  
**Move on**



**Resources**  
**Visuals**  
**Word banks**  
**Scaffolds**  
**SEND support**

## Quality First Teaching

**Quality First Behaviour underpins all of this.**  
**Ensure consistent, slick routines in place.**