

St Peter's C of E Academy
Teaching and Learning Protocol

As a church school, we believe that '**Giving children the keys to unlock their future**' will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

"I have come that they may have life, and have it to the full." (John 10:10)

"I will give you the keys to the kingdom of heaven." (Matthew 16:19)

Principles

- We firmly believe in the development of the whole child within an exciting, creative and caring environment. We provide an excellent broad and balanced curriculum where children can thrive.
- We value the achievements of individual pupils, both in and out of school, and encourage further success by encouragement, praise and setting targets as appropriate.
- We see the school as creating and equipping children to be lifelong learners, supporting and developing their knowledge within the school community.
- We promote the inclusion of all members of the school community.

Our aims are to encourage:

- Personal respect, respect for others and their property.
- Self-motivation, responsibility, perseverance and collaborative learning.
- All learners to learn from mistakes and recognise that everyone's contribution is significant.
- Practical interactive learning wherever possible.
- Integration of subjects, knowledge and learning skills wherever possible.
- Confident, independent learners.
- Parental and community support for children's learning.
- Pride in all aspects of achievement.
- Celebration of talents and achievements in and out of school.

Teaching and Learning

- Teachers have high expectations of all learners.
- Learning experiences are well planned, purposeful and organised, whilst also allowing for spontaneity.
- Planned activities are matched to the skills levels of all pupils, ensuring that less able (Special Educational Needs and Disabilities - SEND) and more able (Able, Gifted and Talented - AGAT) children are supported and challenged appropriately. (Also see the SEND Policy).
- Care is taken to include a balance of different learning styles and pupils are given opportunities of first-hand experience wherever possible.
- Pupils are assessed and their progress monitored regularly. The children's attainment and progress are used to set targets, as well as being a basis for reporting to parents. Where individual pupils or groups are not making the expected progress, interventions and support for them are put into place.
- Pupil attainment and progress are regularly monitored by the headteacher and Senior Leadership Team.
- Achievement is highly valued and is celebrated through class reward systems.

Pupil Learning Environment

- Classroom and corridor displays are important resources and are used to stimulate interest, extend learning and add value to pupils' work. A variety of materials, experiences, equipment and resources are selected to enrich the learning environment and are easily accessible. This encourages each child to develop their skills and become increasingly independent.

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- Children have the opportunity to reflect and respond to a variety of stimuli and are given opportunities to work individually, in pairs and in small groups, carrying out a variety of investigative and constructive work. Pupils are encouraged to take risks within the safe, secure environment created, and to learn from their mistakes.
- Social and emotional aspects of learning are explicitly developed through delivery of PSHE materials. An emphasis is placed on a sense of belonging and self-worth.
- Learning outdoors is valued and recognised that it can stimulate learning and be beneficial for a pupil's mental health and wellbeing.
- Teaching assistants' skills and expertise are used effectively to support the need of individuals and small groups and encourage independent learning.
- 'Time to talk' is a counselling service offered to pupils in years 3-6 who feel they have an issue they want to discuss with a trained counsellor. Play therapy sessions are also available to younger pupils if they require this specialist support.

The Curriculum

- The curriculum is broad, balanced, creative and interactive, aiming to meet the needs of the individual child. It encourages positive self-esteem and a positive attitude to learning. It is based on the National Curriculum.
- Teachers plan collaboratively or individually, incorporating the requirements of the Early Years Foundation Stage Curriculum, the National Curriculum and the Wiltshire Agreed syllabus for RE. The curriculum is carefully planned as skills and topics are taught on a two-year cycle, within the National Curriculum, encouraging cross-curricular links. Weekly and daily planning is carried out based on pupils' prior learning and attainment.
- ICT is used to support and enrich teaching and learning across the curriculum.
- A variety of trips out of school are organised, including a Year 6 residential. Visitors and theme weeks are also used to enrich the curriculum. Local studies are carried out frequently and the outdoor environment is used as a teaching resource and to increase well-being.

The Whole School Community

- We recognise that learning is for life and value the contribution that the wider community makes to the learning. Contacts with parents and also community links (such as with St. Peter's Church, Chippenham Partnership of Schools, Chippenham Museum and other DBAT academies) are encouraged.
- Parents are the prime educators of their children and through a supportive partnership we aim to work together to try to ensure that individual learning needs are met. We provide information about learning and the curriculum through curriculum meetings, newsletters, information evenings and leaflets for guidance. We also provide guidance on the use of the internet and e-safety (see Online Safety Policy). Parents are also encouraged to be involved in their child's home learning activities which are planned to consolidate and extend learning. Our Parent Support Adviser (PSA) offers support to families who need help with both home and school issues. We encourage the development of positive relationships between all members of the school community.