



Teaching and Learning Principles

Date adopted	September 2021	Owner	ELT
Last reviewed	January 2025	Review cycle	Three Years

† Our Vision †

We believe every child is precious and welcome all in unconditional love. We serve our community with respect, so all may enjoy life's fullness. Together, we learn to strive, aspire and succeed: as unique individuals, as members of a global society and as stewards of the Earth gifted to us.

Strive † Aspire † Succeed

Our Values Jigsaw



Our School Values:

Our vision is underpinned by our Christian values. We preserve and develop our religious character in line with the principles of the Church of England. Through our Christian values of friendship, love, responsibility, courage, honesty and respect, we serve our community providing an education of the highest quality. The Teachers' Standards (TS) help to outline good practice and are referenced within this policy. The policy also takes into account recent educational research and publications around effective teaching and learning in the primary phase, notably the work of Rosenshine and his effective Principles of Instruction.

We believe that:

- Each child has the right to access the very best learning in a safe, secure and stimulating environment.
- We are responsible for providing the guidance, support and expertise necessary for the best learning to take place. We strive to enable our children to be active learners and to ensure, in partnership with parents, their emotional security.
- It is vital that staff have a consistent and shared understanding and approach to promoting learning. It is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.
- Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.
- We are on a learning journey, and have much to learn from parents, children, colleagues and other professionals; we also learn much from our mistakes.
- Teaching is sometimes difficult, and there are always barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our children.

Above all we seek to engage, motivate and inspire our learners in order to enable them to:

Strive † Aspire † Succeed
So that every child is a reader, communicator, mathematician, scientist
and is also active, creative, spiritual, happy and safe

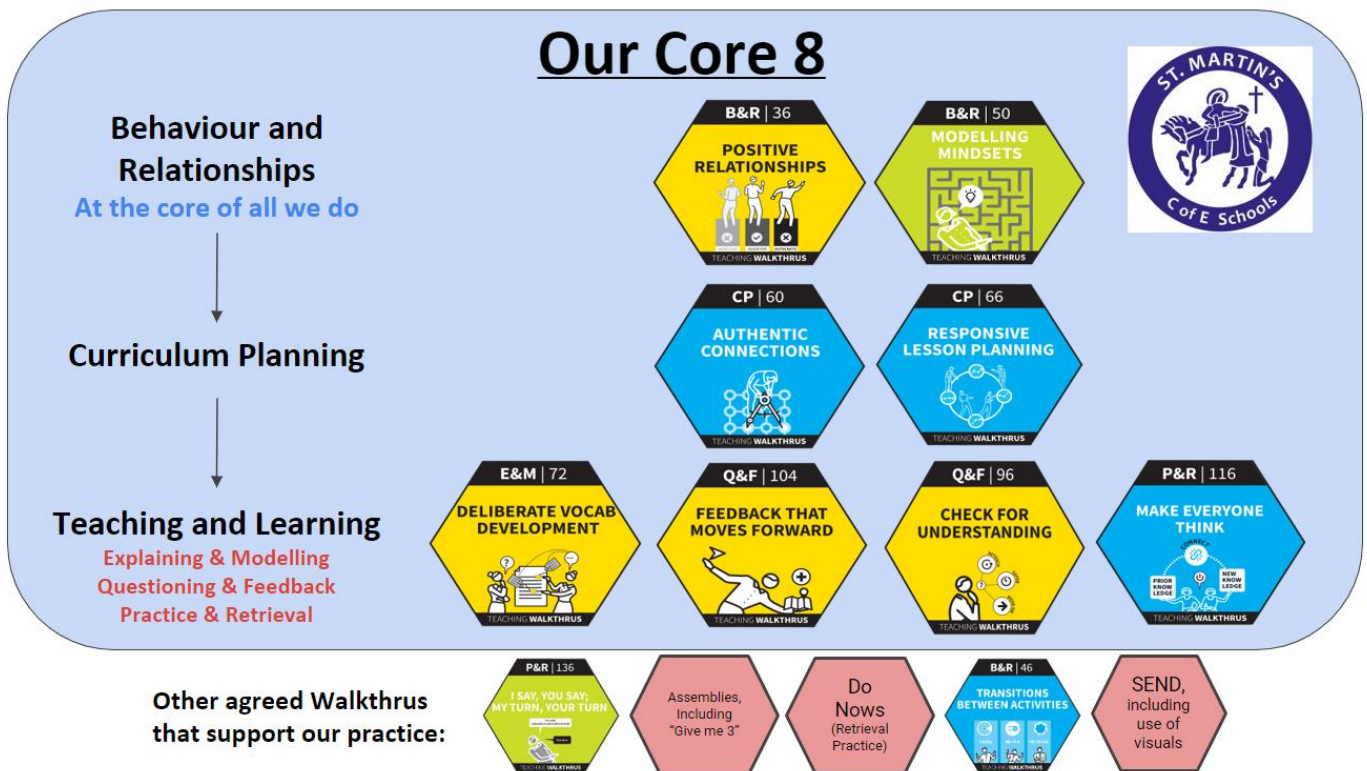
Our Schools' Vision for Inclusion



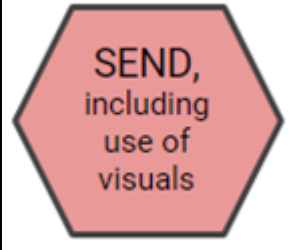
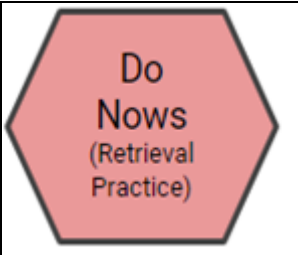
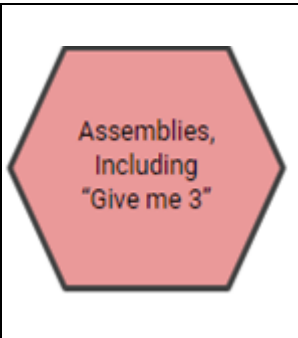
Our children feel safe, confident and happy at school and, as a result, are ready to learn. Every member of our school team plays an essential part in helping every child to flourish. We believe that every teacher is a teacher of every child, including those with SEND and other barriers to learning. Through high quality teaching, we ensure that children have access to our broad and balanced curriculum where the learning is appropriate to meeting the needs of every child so that they make progress and achieve well.

Our Schools' Core 8

Our Core 8 is a carefully curated collection, based on recent research, of Walkthrus that support teaching and learning at St. Martin's Schools. The Walkthrus were chosen based on our schools' fundamental principles that we believe underpin, drive forward and support excellent primary school practice.



Other agreed Walkthrus that support our practice:

	<p>Visuals are used to support learners. Throughout the school, we use Widgeit visuals where possible.</p>	<p>Visual reminders/prompts are articulated to learners, E.g. "Now we have done x, next we are doing x".</p>	<p>Carefully selected resources are readily available to support learners.</p>	<p>Barriers to learning are identified early and addressed through OAP and/or targeted interventions.</p>	<p>All adults consider their use of language to ensure effective communication with all learners.</p>
	<p>Do Nows will be on the board at the start of the day. This will enable class teachers to be 'present' with children.</p>	<p>Do Nows focus on review (retrieval practice) or preview of curriculum topics.</p>	<p>Do Nows should require very minimal input from the class teacher (differentiation for SEND).</p>	<p>Children usually record their response to the Do Nows set.</p>	<p>Do Nows should take approximately 5 minutes to do and then 2 minutes to review.</p>
	<p>Music usually used at the beginning and end of the session.</p>	<p>The assembly leader begins every assembly with "Good Morning Everyone", and the response is "Good Morning 'lead's name', Good morning, everyone".</p>	<p>'Give me 3' used to secure children's attention.</p>	<p>Our '5 Ps' used to structure assemblies where appropriate.</p>	<p>Children are invited to pray but alternatives are always offered for those who would prefer to 'Ponder'.</p>

Our ordinary Available Provision looks like...



