



Our Vision Statement

We are a vibrant Community where every person makes their unique contribution to making a better society.

At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well being.

We are a school where all can flourish and be all they can be.

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'Jesus said: I have come that they may have life, and have it to the full.' 1 John 10:10

Our school motto is: TEAM - Together Everyone Achieves More

'You are the body of Christ, and each one of you is part of it.' 1 Corinthians 12:27

Teaching and Learning

We aim to promote positive attitudes amongst children and to foster a life-long love of learning. Here at St John the Divine Primary School we believe that children learn best when:

- 1. There is provision of a safe, secure, rich, relevant and stimulating environment which is well organised and managed, promotes good relationships, encouraging self-control and self-esteem in all members of the school community.*
- 2. Clear boundaries and patterns of good behaviour are set, where Christian values and British values are taught and tolerance and respect are fundamental to the ethos of our school.*
- 3. There is a positive, true and effective partnership between school, home and the community; where cultures, values and beliefs are respected and reflected fully in school life. Where adults work alongside children, sharing and developing their experiences and skills, enabling them to reflect on their learning.*
- 4. What children can do is taken as a starting point and they are encouraged to make attempts which are valued in the context of high expectations, the provision of exciting learning opportunities and experiences that allow freedom to develop ideas that actively involve the learner in appropriately differentiated and challenging activities.*
- 5. They are interested, motivated and confident in their independent abilities, showing an enthusiasm and eagerness to progress, using a range of strategies to help them succeed.*

To ensure that our children are able to learn to the best of their ability we recognise the different roles and responsibilities within our school community. This document outlines the roles of different stakeholders for the principles listed above.

- 1. There is provision of a safe, secure, rich, relevant and stimulating environment which is well organised and managed, promotes good relationships, encouraging self-control and self-esteem in all members of the school community.***

Teaching staff will ensure that:

- There is an atmosphere of mutual respect between adults and children*
- Children feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability*
- Children have high self-esteem, with all children feeling valued and secure*
- The classroom environment is well prepared for the days learning activities and that a range of resources are easily accessible to aid learning*
- The environment reflects and values children's learning through high quality displays that include questions to further stimulate children's curiosity*

Children will ensure that they:

- Look after equipment in school, both in their classrooms and communal areas
- Produce work of a high standard in their books and for display – to share their learning with the wider school community
- Manage their behaviour, follow the school rules and apply the key principles everyday
- Move around the school in a safe and calm manner and report any concerns to a member of staff

As a whole school we will:

- Be robust in providing a safe and secure environment for our children
- Ensure displays demonstrate the high standards of work
- Maintain a stimulating environment where artefacts are used and questions posed to challenge children's understanding
- Hold workshops for parents to share ways in which they can help and support their child's learning at school and at home

2. Clear boundaries and patterns of good behaviour are set, where Christian values and British values are taught and tolerance and respect are fundamental to the ethos of our school.

Teaching staff will ensure that:

- They teach children how to behave well through establishing class rules and behaviour management systems
- Through the wider curriculum, their actions and interactions they demonstrate Christian and British values
- Good behaviour is modelled by themselves at all times in their actions and interactions with children and other adults
- Conflict is dealt with in a calm and fair manner – adults will not lose their temper
- Children are equipped to make the right choices and have a clear understanding of the consequences of their actions

Children will ensure that they:

- Treat each other as they would like to be treated
- Follow the school rules
- Report to a teacher or teaching assistant any issues where conflict has arisen
- Be good role models for each other

As a whole school we will:

- Have in place a clear behaviour policy, where all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- Hold high expectations of behaviour, including children's attendance and punctuality, are communicated to all children and parents
- Follow Safeguarding procedures as set out in our safeguarding policy and related documents

3. There is a positive, true and effective partnership between school, home and the community. Where cultures, values and beliefs are respected and reflected fully in school life. Where adults work alongside children, sharing and developing their experiences and skills, enabling them to reflect on their learning.

Teaching staff will ensure that:

- Useful feedback about children's learning is given regularly to parents, both informally, when appropriate, and formally through termly parent evenings
- They are approachable and available to parents – by appointment if necessary
- Information about the curriculum, trips, class and school events, and other relevant information is shared with parents in a timely manner
- Children's thinking skills are developed through a range of learning experiences to enable children to be reflective
- Homework will be set which reinforces skills taught in school and gives opportunities for children to further develop responsibility for their own learning

Children will ensure that:

- They take on board feedback from teachers and adults in school and use this to improve their learning
- They take risks in their learning - and always be willing to 'have-a-go'
- They complete homework set for them to the best of their ability

As a whole school we will:

- Celebrate learning and learning outcomes in public forums such as our weekly Awards Assembly, in our newsletters, on display and on the website
- Work collaboratively across the school on themes and projects at key points throughout the year to allow shared discussion and to foster a sense of belonging across the school.
- Work in partnership so that parents are informed about their child's progress and achievements
- Monitor homework set to ensure that it is completed
- Spend some time each week reading to their child/ discussing their book and work in general
- Ensure parents are kept informed about school events and relevant topics through weekly newsletters, letters, text messages, emails, notice boards and the school website
- Facilitate parental involvement through the provision of a dedicated space for formal and informal meetings and through the support of the PTFA

4. **What they can do is taken as a starting point and they are encouraged to make attempts which are valued in the context of high expectations, the provision of exciting learning opportunities and experiences that allow freedom to develop ideas that actively involve the learner in appropriately differentiated and challenging activities.**

Teaching staff will ensure that:

- They have high expectations for all children and plan resources and direct differentiated learning activities that give support and challenge for all
- Children are motivated to learn through differentiated learning activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when children work hard and try their very best
- Children with specific learning needs receive support at the time and level it is required to optimise their learning
- Clear, detailed feedback is given, both orally and in writing, to enable children to improve their learning
- The pace of learning is maximised as a result of teachers monitoring learning during lessons and in response to children's feedback
- Work is planned, both termly (MTPs) and weekly and electronic plans are filed each week for shared reference (on the system in T:\TEACHING AND LEARNING\Planning)
- Termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school knowledge of progression and skills maps and Curriculum Map
- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- Assessment records are kept, which are shared in regular pupil progress meetings, demonstrating progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviours, on Target Tracker)

Children will ensure that:

- They set high expectations for themselves
- Every effort possible will be made to meet the targets set for them
- They take note of, respond to and learn from the feedback given to them
- In class time, they participate and engage with the activities set for them
- They work in collaboration with each other - listening to and learning from their peers
- They take risks in their learning, and learn from their mistakes

As a whole school we will:

- Ensure there is a Curriculum Map in place that is broad and balanced
- Maintain subject specific curriculum policies
- Share subject expertise amongst staff by the way of in-school INSET led by curriculum co-ordinators and in team situations
- Monitor the effectiveness of teaching
- Ensure there is full inclusion to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary
- Establish and maintain a clear monitoring cycle to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks
- Ensure there is an assessment policy in place and an efficient system for tracking pupil progress – data is rigorously scrutinised and the outcomes used to deploy staff and resources to meet the needs across the school

5. They are interested, motivated and confident in their independent abilities, showing an enthusiasm and eagerness to progress, using a range of strategies to help them succeed.

Teachers will ensure that:

- When planning for lessons and activities, they consider the interests of all children and seek to construct motivating sessions where children can build on their prior learning
- They are enthusiastic in their approach and have sound subject knowledge, enabling children to make links between their learning within different curriculum areas
- Learning is built on a review of what the children already know and that new learning is introduced in small steps, to avoid overload, and children are given time to rehearse and master new concepts before moving on in their learning
- They provide models for the children to hook their learning on – modelled writing, working through maths problems and solutions, and ‘thinking out loud’ the step to learning
- Use questioning at different points in the learning to check children’s understanding and determine who has learned what, using this information to guide the tasks set and level of scaffolding required
- Teaching happens in whole class/ small group or individual situations as appropriate to the needs of the children and the learning outcomes planned for
- They provide a variety of learning opportunities ensuring that the children have ‘hands on’ experience in ‘real’ situations
- Children are given opportunities to independently apply their learning within and across subjects
- Children are encouraged in their learning and their efforts will be praised both in the classroom and assemblies

Children will ensure that they:

- Complete work to the best of their ability, meeting the high expectations set by the teacher
- Practice a ‘growth mindset’ approach to learning and demonstrate the five ‘R’s’ of learning
- Have ownership of their learning and assess their own achievements in partnership with their teachers
- Develop a desire to learn more and extend their knowledge and skills

As a whole school we will:

- Work together to meet the needs of our children
- Liaise with outside agencies to enrich the curriculum
- Use our resources to support schools within our cluster
- Ensure our children are prepared for transitions and ready to move to the next stage in their learning
- Recognise and use children’s starting points
- Seek out meaningful opportunities to engage parents in their children’s learning