



Teaching and Learning Policy

“Educating the mind without educating the heart is no education at all.”

Aristotle

Rationale

When we learn and teach at St Stephen’s Church Primary School we do so within the spirit of our vision, underpinned by our Core Values of Love, Courage, Creativity and Joy each of which is vital to the learning process. Our vision is that, by the time they leave us, our year 6 children will be...

- Excited about learning, with a positive self-story
- Responsible and respectful
- Emotionally, physically and spiritually aware
- An open-minded and creative thinker and learner, who can take risks and learn from their experiences.
- A literate and numerate person who is ready for secondary school and the wider world.
- Someone who thrives with change, who can plan for the future and who is ready for the unknown.
- Someone who takes opportunities to be all they can be.

We are committed to ensuring that every pupil leaves us with the skills and self-confidence required to thrive in *their* future, whilst ensuring they are nurtured, challenged and inspired within a high-quality Primary School environment. That way, we can help every child to become the best that they can be.

When devising our curriculum and the opportunities within it, we use the Bath and Wells Multi-Academy Trust’s *Curriculum Themes and Key Principles* document.

Joy in Our Curriculum

Our curriculum includes the breadth of opportunities beyond the classroom and is designed to engage and excite every child and adult involved. It is rooted in the needs of our children, both academically and emotionally. It provides the skills, knowledge and inspiration for them to imagine their future, and also to find their place in the wider world.

Courageous and Creative Teaching

- As classroom practitioners, our individual skills, passions and talents are valuable and within our agreed frameworks we each have the freedom and creative space to pursue excellence for the children.
- As classroom practitioners, we actively reflect upon our approaches to ensure we are continually learning and developing our craft.



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- All children are individuals, the implications of which are understood and carefully planned for. Members of staff work with the Inclusion Leader and outside agencies to plan specialist provision for those children who need it.
- As classroom practitioners, we are relentless in our belief that every child will succeed and the pace and purpose of lessons reflects this.
- The relationships we foster with one another are vital and the children in our care need to feel safe, loved and valued so that they can respond to challenge with resilience.

Courageous and Creative Learning

- Our '4D' learning cycle enables children to experience new skills and knowledge (Discover), internalise them (Develop), apply them (Demonstrate) and then develop the confidence to reframe and manipulate them (Deepen).
- Learning can be a frustrating, untidy and uncomfortable experience. It is essential that we create the right emotional environment to nurture the resilience, courage and creativity to positively embrace challenge and to enable them to thrive.
- Children receive feedback on their learning which encourages them to take ownership of the process, expecting them to Mend (correct mistakes) and to Grow (move learning forward). We call this MAGIC marking, which stands for Mend And Grow In Class.
- Children's learning will be rooted in an understanding of who they are and how they can thrive in the wider world.

Love in Learning

Learning is a precious gift that we as humans have and share and the opportunity to ignite it in others is our privilege. We each learn from the minute we are born. We must love and treasure this process and in so doing love and treasure the individual minds and hearts.

Ratified: 4 Feb 2019 @FGB.

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