

St Mary's Catholic Primary School

Teaching & Learning Policy



Loving, Laughing and Learning in the Light of the Lord

This policy has been agreed by staff and governors following research into, and evaluation of, different policy documents.

We believe children learn best when:

1. They are happy safe and secure
2. They are stimulated, motivated, challenged and engaged in their learning
3. They achieve success which is recognised and celebrated
4. Tasks match their potential
5. Activities are clearly understood and match the learning challenges
6. They understand the boundaries of acceptable behaviour
7. They are in a learning environment where mistakes are used as opportunities for growth
8. They receive support and encouragement from home
9. All adults involved in the learning process recognise the significance of their role in this Catholic school.

In order to achieve this for our children we have agreed the following:

1. **To help children be happy, safe and secure we will:-**
 - ✓ Encourage positive relationships between all members of our community
 - ✓ Value everyone's opinion by listening
 - ✓ Ensure there are clear routines and expectations
 - ✓ Follow set policies and make sure they are adhered to
2. **To help children to be stimulated, motivated, challenged and engaged in their learning we will:-**
 - ✓ Ensure all learning environments are stimulating and well organised
 - ✓ Ensure there is appropriate pace, challenge, support and rigour
 - ✓ Acknowledge everyone learns in different ways and we recognize the need to develop strategies that allow all pupils to learn in ways that best suit them.
 - ✓ Encourage children to give us feedback about our teaching
 - ✓ Encourage children to question.
3. **To help children to achieve success which is recognised and celebrated we will:-**
 - ✓ Encourage children to take responsibility for their own learning
 - ✓ Give rewards to all children but for different reasons
 - ✓ Recognise that children learn in different ways and try to teach accordingly
 - ✓ Celebrate successes in class and whole school
 - ✓ Encourage children to recognise their own peers successes and achievements.
4. **To help children to undertake tasks which match their potential we will:-**
 - ✓ Plan learning that meets the needs of the individual learner
 - ✓ Set appropriate targets that are realistic but challenging
 - ✓ Set curriculum for personalised learning
 - ✓ Use children's experiences as a starting point
 - ✓ Scaffold learning to move them on and make learning secure
 - ✓ Ensure assessment for learning is embedded in classroom practice and planning
5. **To help children undertake activities which are clearly understood and match the learning objective we will:-**
 - ✓ Display and/or explain the main learning objective at the start of each lesson

- ✓ Explain what outcomes are expected
 - ✓ Use sessions to review and assess and evaluate what has been learned – look to future objectives.
 - ✓ Share objectives, 'Can you' statements, steps to success, outcomes are shared with the children at the beginning of each lesson and throughout
- 6. To help children to understand the boundaries of acceptable behaviour we will:-**
- ✓ Follow behaviour policy consistently
 - ✓ Empower children to take responsibility for their own behaviour
 - ✓ (class rules, school rules)
 - ✓ Promote and model good behaviour
 - ✓ Discuss the impact of poor behaviour
- 7. To help children to understand they are in a learning environment where mistakes are used as opportunities for growth we will:-**
- ✓ Praise learning behaviour not just the child
 - ✓ Acknowledge the importance of our humanity – all of us make mistakes
 - ✓ Apply schools marking policy
 - ✓ Encourage self marking techniques
 - ✓ Tolerance in a teaching and learning situation
- 8. To help children receive support and encouragement from home we will:-**
- ✓ Promote home-school agreement
 - ✓ Encourage parents to participate in the life of the school
 - ✓ Welcome parents/carers into school
 - ✓ Affirm parents in their role as parents/carers and chief educators
 - ✓ Celebrate good attendance
 - ✓ Encourage all parents to show an active interest in their child
- 9. To ensure that all adults involved in the learning process recognise the significance of their role in this Catholic school we will:-**
- ✓ Make regular use of reflection and prayer on staff development days
 - ✓ Begin all staff meetings with prayerful reflection
 - ✓ Emphasise the distinctive nature of our school by attending appropriate training

Evaluating the quality of teaching and learning

Regular monitoring of teaching and learning will inform the school development plan. Up to date Ofsted guidance and local authority support will be used to help key staff make secure judgements. Feedback will be shared with staff and key points identified. An open and positive ethos will encourage professional development in order to raise standards in teaching and learning.

Effective Teaching

Planning and preparation

Teaching styles

Ethos

Learning environment

Assessment for learning

Professional learning

Planning and preparation

We believe pupils learn effectively when the teacher provides:

- ✓ Planning that shows short term learning objectives/can you targets that are differentiated.
- ✓ Planning that allows for individual, group and whole class activities and opportunities
- ✓ Planning that informs the teacher what the child's 'next steps' should be based on previous 'informal' assessments.
- ✓ Planning that shows assessment opportunities
- ✓ Planning that allows for a flexible, broad and balanced curriculum based on the needs of the pupil or group of pupils.
- ✓ Planning that is a working document that allows for changes when/where change needs to be made in order for the child to achieve.
- ✓ Planning that allows children active participation and ownership of the learning programme
- ✓ Planning that incorporates a focus on whole school, year group and individual curricular targets.
- ✓ Long term planning compiled through teachers planning and consulting together. (Topic based planning).

Teaching styles

Pupils learn more effectively when:

- ✓ Teachers engage pupils
- ✓ Make learning fun, practical and meet the learning needs of all children
- ✓ Teachers challenge and reward
- ✓ Teachers recognise the different learning styles and prepare for all (Visual, Auditory and Kinaesthetic)
- ✓ Lessons are well paced, time for thinking skills and reflection

Ethos

The mission of St. Mary's Catholic Primary School is to grow as a community through our faith in God giving love and respect to all. This can be achieved by:

- ✓ knowledge of the children/effective differentiation
- ✓ Type of language and approach
- ✓ Sympathetic
- ✓ Consistency in standards of behaviour and quality of teaching
- ✓ Respect
- ✓ Openness/honesty
- ✓ Recognition as unique individuals
- ✓ High expectations

- ✓ Create desire to succeed.
- ✓ Tolerance
- ✓ Safe, secure, lively and stimulating environment
- ✓ Rewarding success/achievements both in/out of school
- ✓ Children are prepared for life long learning
- ✓ Children are taught skills for adulthood.
- ✓

Learning environment

- ✓ Active engagement of the learner
- ✓ To develop pride in achievement and desire to succeed
- ✓ Every Child Matters – safe, secure environment
- ✓ Inclusiveness in the classroom/school
- ✓ Promote positive behaviour/citizenship
- ✓ To set high expectations for all to raise aspirations
- ✓ Inspirational, challenging and exciting
- ✓ Appropriate equipment and resources e.g. seating in class/computer suite. Sports equipment e.g. ball with bell for partially-sighted child
- ✓ Empowerment/ownership – children can create and design the learning environment
- ✓ Display targets, reinforcing direction in learning
- ✓ Aspirational, demand, challenge, high expectations
- ✓ High quality resources including support staff
- ✓ Shared objectives/aims/success criteria/steps to success
- ✓ Learning walls that provide support and targets to achieve

Assessment for learning

- ✓ Formative assessment
- ✓ Assessments used to track children's progress across the year
- ✓ Assessments used to group children in order to teach at correct level and identify children with special needs and provide appropriate resources
- ✓ Assessments used to inform planning to ensure it is relevant for the children
- ✓ Baseline assessments at beginning of the year/topic to identify children's previous learning and plan next steps
- ✓ Assessments inform teacher as to whether learning has taken place and therefore whether or not the teacher move on.
- ✓ Assessments inform the teacher of any common misconceptions that need to be addressed in order for children to have a good understanding of what is taught
- ✓ Opportunities for children to assess theirs/others work and know how to improve
- ✓ Opportunities for children to improve their work based on teacher's marking
- ✓ Marking policy that tells the children what they have done well and what their next steps need to be.

Professional learning

We believe that teaching is more effective when:-

- ✓ Teachers and other teaching staff have opportunities for excellent Curriculum Professional Development (CPD)
- ✓ Teaching staff have time to research, develop and are given opportunities to carry out different approaches in teaching and learning and provide feedback to other staff
- ✓ Teachers are allowed to develop their potential as excellent classroom practitioners
- ✓ Teachers/teaching staff can work in a non-threatening environment through peer observation, team teaching etc. to improve theirs and others' practice.
- ✓ Teachers are observers, mentors and develop management and leadership skills
- ✓ Effective links are strengthened with Local Authority, Diocese and NCSL
- ✓ The staff appraisal program is an integral part of staff growth and professional expertise/development
- ✓ Equality of provision and opportunity.

We aim, as good practitioners, to reflect on our practice and will consider the following points when evaluating Learning & Teaching:

What does GOOD learning look like?

- Children on task
- Progression evident
- Enjoyment & Engagement
- Aware of own strengths and weaknesses
- Aware of their next steps
- Understand what they are learning
- Challenge themselves
- Proud of their work
- Know what is expected of them
- Good learning matches the intention and moves children on
- Aware of own targets
- Know what learning style is suited to them (VAK)
- Good behaviour

What does GOOD teaching look like?

- Clear learning intentions
- Differentiated tasks and expectations
- Preparation- variety of activities, resources, ICT , planning
- Good use of appropriate resources
- Enthusiastic
- Facilitator
- Clear and high expectations
- Challenging for all learners
- Understanding children's needs
- Good subject knowledge

- Consistency-praise, rewards
- Pace
- Behaviour management
- Motivational
- Takes account of previous learning
- Caters for different learning styles

Lesson observations will also be based on our Teaching and Learning Policy and current Ofsted guidance.

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Review date: May 2019