



ST PAUL'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Teaching and Learning Policy

Our Mission Statement

"Do everything with love."

(St Paul's first letter to the Corinthians 16:14)

This means that we will...

- *Show our love for Jesus in everything we say and do*
- *Respect everyone by recognising that God made us all different but equally valued.*
- *Strive for excellence and find ways to share, develop and celebrate our talents.*
- *Promote a safe, happy and enjoyable environment.*
- *Actively support our school, parish and the wider community.*

Ratified on

Date _____

Signed _____

Review date _____

*"The question isn't how intelligent is the child.....but in what ways is the child intelligent?"
(Alaistair Smith)*

(To be read in conjunction with our policies on Assessment, Early Years Foundation Stage, Inclusion and Target Setting.)

1 Introduction

1.1 We believe in the concept of lifelong learning and regard the teaching and learning which takes place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

2.1 We believe that people differ in the ways in which they learn most effectively, and the conditions for optimum learning also differ in relation to the context in which the learning takes place. In some situations, we may prefer to learn by listening, in others we can only learn effectively by actively doing, and these preferences may differ for each individual. At our school, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 Through our teaching and our learning environment, we aim to:

- provide religious teaching and way of life rooted in the Catholic faith
- ensure that children develop a self-image of themselves as capable learners
- enable children to become respectful, self-motivated, inquisitive, resilient, active learners, team players, reflective, creative and independent learners, within a faith community
- nurture children's self-esteem, and help them to build positive relationships with other people
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and beyond into adulthood;
- promote British Values of :
 - Democracy
 - The Rule of Law
 - Individual Liberty
 - Mutual Respect
 - Tolerance of those of Different Faiths and Beliefs

3 How do we plan for effective learning

3.1 We plan to ensure coverage of the EYFS and NC requirements and to ensure continuity, pace and progression from Year R to Year 6 .

3.2 We plan in a number of stages:

Long term planning: Using the National Curriculum programmes of study and End of Year expectations for each year group to ensure coverage of the key objectives in each curriculum area in each year group

Medium term planning: detailed schemes of work that directly relate to the NC programmes of study planned in topic themes, with clear expectations and assessment criteria.

Short term planning: this is done weekly during PPA and daily in the form of a day plan – taken directly from medium term plans – includes clear differentiation for support and challenge, links to children’s learning targets in literacy and maths, learning objectives and stars to success, resources, adult support and role, opportunities for flexible groupings arrangements and assessment opportunities. Teachers plan and evaluate with their year group partner and as needed with the relevant subject co-ordinator.

3.3 **Tracking progress in learning against national expectations** is ongoing and children are assessed half-termly against the expectations for their year group in Reading, Writing and Maths. Children are assessed as being “below expectations” or “at expectations” and ‘above expectations.’ We use the Target Tracker Tool for this process.

The Foundation Stage Profile is used in Year R. Children are assessed against the Foundation Stage Learning Outcomes. Children are working towards the end of year learning goals which are shared with parents three times a year.

Pupil Progress Meetings with the Head teacher and Assessment Leader takes place at least 3 times a year identifying progress made by individual children and tracking ensures that individuals or groups who are not making the required progress are identified early and support strategies are put into place.

Feedback guidelines give clear expectations about the most effective ways to give children feedback and set the standard for marking diagnostically in order to further the children’s learning and identify their next steps. (see feedback marking policy)

3.4 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and feel that they will succeed, because the learning challenge will have been set at the right level. We want children to feel a sense of ‘ownership’ of their own learning.

4. How do we deliver effective lessons?

4.1- ‘We are learning to...’ are identified for each lesson for each group or task. These are shared with the children during the lesson.

- Stars to success are generated with children during the lesson wherever possible so that they understand what they need to do to show their learning has been successful.
- Learning activities are differentiated by task, support, resources, time or outcome in order to meet the needs of all children while still providing challenge and success.
- Teachers use the physical environment imaginatively and flexibly to provide the best opportunities for learning – e.g. small groups in the quiet area, use of outside space.
- Teachers have high expectations of children’s learning and seek to provide stimulating, enjoyable, well paced experiences to motivate and inspire children.
- Monitoring of teaching and learning is rigorous. The Head Teacher with the Senior Leadership team fortnightly monitoring of the core subjects. Subject co-ordinators also monitor (sometimes jointly) lessons in their subject. Work scrutiny happens every term. Feedback and points for development are always shared with individuals and then followed up in a specified time scale. General findings and areas for development are shared with all staff.

4.2 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- teaching should build on previous learning;
- children should be given the 'big picture' of the intended learning and understand how the lesson fits into this;
- the teacher should explain the ‘We are learning to...’, the stars to success and why the lesson is important;
- the lesson should incorporate opportunities for a range of learning styles to be accommodated;
- children should be given opportunities to reflect on and review what has been learnt;

- there should be planned opportunities for feedback to the children, celebrating success, reviewing learning strategies, and assessing learning;
- teachers should indicate what the next step in the learning will be.

4.3 We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- listening;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- using ICT to support learning;
- fieldwork and visits to places of educational interest;
- creative activities;
- play, including 'small world' play and role play;
- group discussions, debates and giving and listening to oral presentations;
- designing and making things;
- participation in athletic or physical activity.

4.4 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4.5 We help children to understand different types of learning. These include 'new learning' and 'deepening learning'. Teachers ensure that lessons are rich with the former, but that children have sufficient opportunities to ensure that previous new learning is securely embedded, through practice and improvement

5 Effective teaching

5.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

5.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in any Individual Education Plans (IEPs). Teachers modify teaching and learning activities as appropriate for children with disabilities. We value each child as a unique individual. Teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. All staff will strive to meet the needs of all children, and to ensure that all statutory requirements related to matters of inclusion are met.

5.3 We set academic targets for children in reading, writing and mathematics, and we share these targets with children and their parents/carers at parent meetings held throughout the year and through interim reports.

5.4 We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National Curriculum and our RE curriculum "God Matters". Our lesson plans contain information about these objectives, the planned learning activities, the resources needed, and the way in which we will assess the children's learning and key questions. We make changes to subsequent lessons, so that we can modify and improve the future learning.

- 5.5 All teachers makes a special effort to establish good working relationships with the children in the class. We treat children with kindness and respect. We recognise that they are all individuals with different needs. We treat them fairly and give them equal opportunity to take part in class activities. All of our teachers follow the Positive Behaviour policy with regard to discipline and classroom management. We set and agree with children the class rules, and we expect all children to comply with the rules. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children behave inappropriately, we follow the guidelines for sanctions as outlined in our policy.
- 5.6 We try to ensure that all tasks and activities that the children engage in are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

6 How do we use Teaching Assistants to support our children's learning?

- Teaching Assistants are seen as a valued and skilled part of the teaching team. They have good access to training and development opportunities
- They are well informed about the learning that goes on in class on a day to day basis because the teachers give them clear and detailed plans to follow.
- TAs work with all the children – they will be asked to support different groups or individuals as is appropriate to the lesson objective, they do support the SEN children but that is not their only role.
- We have two Learning Mentors whose role is to support the academic, social and emotional needs of the children
- ELSAs offer additional support alongside the Learning Mentors to meet the social and emotional needs of the children
- TAs are aware of the range of different abilities within the class and the expectations and targets that each group is working on.
- TAs have access to IEPs of SEN children within the class to help them achieve their IEP targets
- ALL adults within the school contribute to children's learning. These include midday meals supervisors, admin staff, the site manager, students and voluntary helpers.

7 The role of the Headteacher and other senior leaders

- 7.1 The head teacher and other members of the senior leadership team are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:
- the appraisal process, involving lesson observations
 - talking to children about their learning in lessons
 - scrutinising pupil's work in their books
 - overseeing pupil assessment records
 - planning and work scrutinies

8 The role of governors

- 8.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are used optimally to support teaching and learning;
 - check teaching methods in the light of health and safety regulations;
 - seek to ensure that our staff development and our appraisal process promote good and outstanding teaching;

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the head teacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

9 The role of parents and carers

- 9.1 “Working together” - in partnership with parents is a key part of St Paul’s ethos.
- We believe that to improve children’s life chances and develop the capacity for lifelong learning the school must work with and help parents and carers to be positive and confident about helping their children to learn.
 - Parents are welcomed into school and the school actively seeks to involve parents by holding coffee mornings, curriculum workshops, information meetings, open afternoons, meet the teacher sessions, class assemblies, exhibitions and videos of special events, encouraging parents to help in class or on school visits, special assemblies and performances.
 - At the first “pre school interview” before their child starts school the Year R teacher will spend time talking to each parent about the importance of their role in their child’s learning and will ask the parent to sign a “Home School Agreement”
 - explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work
 - Curriculum information newsletters for each year group are sent home at the start of each term.
 - Parents are given many opportunities to attend meetings and workshops in school to find out more about the curriculum. Every year parents are invited to: Year R reading information meeting, SATs information meeting, family learning workshops. Parents are encouraged to evaluate these sessions and are consulted on preferences for future sessions.
 - o Parents are able to look at their child’s work and are informed of their progress, levels and targets at Parent’s Evenings in November and March.
- 9.2 We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. Parents are requested:
- to ensure that their child has the best attendance record possible
 - to ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit
 - to do their best to keep their child healthy and fit to attend school
 - to inform school if there are matters outside school that are likely to affect a child's learning or behaviour
 - to promote a positive attitude towards school and learning in general
 - to fulfil the requirements set out in the home–school agreement

10 Monitoring and review

- 10.1 Senior leaders and the governing body monitor the school's Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.

Date: May 2016

Review date: May 2017