

St. Mary's Catholic Primary School Teaching and Learning Policy

Person Responsible: Miss M. A. Jackson

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Approved by Governors:

Introduction

St. Mary's is an effective school. Everyone is improving and extending his/her learning skills. We recognise that the most important resource any pupil can have is their teacher. Our Teaching and Learning Policy seeks to influence and improve the craft of teaching.

This policy will aim to:

- a) ensure pupils receive a consistent and inclusive entitlement
- b) influence how the curriculum is taught.

Rationale

At St. Mary's, we are committed to sustaining effective teaching and learning. We regularly evaluate the quality of teaching and standard of learning. This policy outlines the good practice expected of all staff. It seeks to encourage frequent professional debate and discussion among staff and personal reflection by individuals. It aims to develop the learning styles of adults and pupils in our school.

Teaching and Learning Statements

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| <i>As teachers we will.....</i> |
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- Plan carefully to enable all children to access the curriculum at the appropriate level
- Deliver purposeful lessons linking them to real-life situations and problems
- Build on links with other subjects
- Check on what children already know and help them to learn more
- Deliver lessons with good pace and challenge
- Share the next steps for learning with the children

- Share with the children what they are going to learn and how they will know if they are successful
- Expect children to work hard and do their best
- Assess learning every day and use this to help children move on to the next stage
- Make sure that we use different methods to help children to learn
- Work closely with other adults to help children in their learning
- Try to make lessons interesting and exciting

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| <i>As learners we will.....</i> |
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- Participate in paired talk
- Stay on task
- Follow agreed classroom rules, rewards and sanctions
- Complete homework on time
- Read and take note of teachers' comments
- Take responsibility for our own work e.g. editing
- Make sure we do 'good sitting', 'good listening', 'good looking'
- Feel comfortable and confident in asking for help
- Help others if needed

Developing the Learning Environment

Improving the range, quality and number of learning opportunities

- Through linked units- including
 - ❖ relating work to real life
 - ❖ enhancing inter-subject understanding
 - ❖ providing stimulating and inspiring projects
 - ❖ acting as the 'expert' working on a dilemma
- At home with parents - including
 - ❖ setting and marking high quality homework
 - ❖ three parents' evenings during the year with information about targets and standards

- Through our displays - including
 - ❖ Literacy, numeracy, religion and science boards in each classroom
 - ❖ Interactive displays

- Through learning first hand (visits and visitors) - including
 - ❖ all year groups to aim for a termly visit or visitor related to a linked unit
 - ❖ emphasis on investigation and experiment
 - ❖ bringing in artefacts and examples from home

- Through planning and assessing for learning opportunities - including
 - ❖ learning opportunities and success criteria clearly identified on planning
 - ❖ evidence of continuous assessment taking place in lessons and informing planning: use of whiteboards, informal checks on learning, discussions with pupils
 - ❖ setting of individual targets – reviewed regularly
 - ❖ identification of ‘next steps’ for learning and discussion with children
 - ❖ marking for learning – comments indicating what children need to do next
 - ❖ time for reflection and discussion of learning strategies

- Through problem-solving and real-life examples - including
 - ❖ giving relevant real-life examples during unit introductions
 - ❖ explaining the purpose and reason for learning
 - ❖ problem-solving in lessons – using real-life examples where possible
 - ❖ children bringing their own examples

- Through creativity, drama and self-expression - including
 - ❖ role play and improvisation to stimulate discussion and empathise with individuals and circumstances
 - ❖ visual and expressive arts to represent events in different ways
 - ❖ using different mediums for representing, learning and valuing these

- Through extra-curricular opportunities - including
 - ❖ real life scenarios
 - ❖ those that enrich the curriculum
 - ❖ those that reflect the children’s interests
 - ❖ those that engage children in a range of healthy activities that will encourage a healthy lifestyle for the future
 - ❖ an emphasis on enjoyment

Developing the Teaching Environment

Improving the quality of and opportunities for teaching through:

- Providing support for teachers to meet their performance management objectives
 - ❖ INSET course
 - ❖ Resources
 - ❖ advice from colleagues
 - ❖ non-contact time

- Providing professional development opportunities
 - ❖ in-house
 - ❖ LA and externally provided

- Ensuring the necessary resources are readily available
 - ❖ to support subjects/topics/units
 - ❖ to support classroom management
 - ❖ to support independent learning
 - ❖ to support preparation and planning
 - ❖ to support assessment process

- Protecting the work-life balance for teachers
 - ❖ monitoring of number and duration of meetings
 - ❖ use of IT to reduce workload
 - ❖ creative use of INSET
 - ❖ monitoring of number of observations
 - ❖ careful timing of events across the year

- Ensuring that PPA time takes place
 - ❖ carefully considered plans in place to enable best value and quality
 - ❖ ensuring reliability
 - ❖ agreed methods of planning, recording and reporting

- Ensuring that there is a minimum number of interruptions to classes during the school day
 - ❖ agree less disruptive methods of passing on information
 - ❖ agree ground rules for when it is reasonable to interrupt and when it is not

- Providing an exciting and stimulating curriculum map
 - ❖ have established a considered approach to the curriculum which makes teaching interesting and fulfilling
 - ❖ develop the curriculum in consultation with staff to consider what is best for this particular content
 - ❖ have established ways of sharing expertise between staff and cutting down on overlap

- Requesting only necessary planning
 - ❖ have agreed approaches to sharing, planning, enabling those needing access to it, to see it without duplication
 - ❖ have opportunities established for sharing and co-operating in the production of planning
 - ❖ have advice available from subject leaders to support planning

- Ensuring that additional adult support is available when necessary
 - ❖ through the effective deployment of TAs
 - ❖ through the use of volunteers

We aim to improve pupils' learning by creating an environment in which:

- Confidence and self esteem are valued and promoted.
- There is mutual respect between adults and pupils
- School organisation encourages pupils' independence.
- Learning is enhanced by being inclusive, stimulating and well organised.

We aim to nurture an environment where positive attitudes to learning are encouraged by:

- Raising expectations of staff and pupils.
- Ensuring there is a variety of teaching strategies in place.
- Measuring the ability of pupils, recognising Cultural background and providing equal opportunities.
- Teachers planning clear learning objectives, with criteria shared and effective assessment procedures in place.
- Sharing constructive feedback and marking so pupils understand what is needed to improve their work.
- Setting challenging and worthwhile tasks.

Will aim to be effective teachers by:

- Ensuring every child in the class has appropriate work for their ability and age.
- Encouraging a high level of pupil/staff Interactive tasks.
- Valuing pupils' contribution
- Having a good knowledge of our subjects.
- Setting appropriate homework.
- Building up good relationships with parents and guardians.

The Headteacher as Leader of Learning aims to show support by:

- Ensuring there is a shared policy for delivering the curriculum, planning and assessment.
- Valuing all staff and sharing strengths/expertise within the school.
- Developing staff professionally and personally.
- Identifying priorities in the School Improvement Plan.
- Setting and monitoring whole school targets for raising the achievement of pupils.

Special Needs

We aim to provide access to the whole curriculum for pupils with Special Needs to promote equality of opportunity across the curriculum for all children. See Special Needs' Policy/Inclusion.

Equal Opportunities

In line with our Mission Statement, we aim to promote the positive images of boys and girls, ethnic minorities and disabled pupils. See policies for Equal Opportunities and Access to Curriculum.

The Curriculum

The Curriculum will be broad, balanced and differentiated.

English, Maths, Religion, PSHE, Science, Computing, PE and Music will be taught on a weekly basis.

Art/Craft, Design and Technology, History and Geography will be undertaken on a regular basis but may be taught in block sessions.

All KS2 classes will receive specialist support in French on a weekly basis.

French will be taught to EYFS/KS1 by the teacher with some support offered by the French specialist.

The Headteacher will elect a member of staff to be responsible for developing each subject throughout the school and passing on updated information to colleagues.

Cross curricular links will be developed.

ICT links will be planned for.