

St Joseph's Catholic Primary School

"Walking hand in hand with Jesus"



TEACHING AND LEARNING POLICY

Learning looks like this in our classrooms

What we do	How and when
Creating a safe setting for the learners	Clear routines, rules, structures and boundaries are agreed and adhered to. Positive start to lessons and their day
Stimulating their imaginations and thought processes	A range of resources, questions, use of working walls and displays, children's ideas and artefacts, furniture arranged for purpose, tidy classroom and engaging activities planned for
Relate to previous learning	Lessons should be put into context with previous lesson to connect the new learning. The starter to engage the learner
Next steps in their learning	The learners should all be able to demonstrate what they have to learn within a lesson
Agree the Learning Outcomes/ Agree pupil success criteria	At the start of lessons and reviewed throughout the lesson when appropriate (at least once in every lesson)
Stimulating the Learner	We should remember that learners are engaged when things are different, novel or a surprise
Developing and promoting an open mindset	We actively encourage learners to challenge a fixed mind set. We develop thinking skills and encouraging learners to ask questions in each lesson
Develop feedback and explanation	Learners to peer and self assess and give explanation of thinking in each lesson. The learners have the opportunity to apply what they have learnt and demonstrate their understanding
Providing accessible learning	Dedicated EAL and SEN timetabling and well managed organised support is provided with differentiated learning outcomes within each lesson and where appropriate interventions applied outside of the class

Rationale

We believe that children are made in the image and likeness of Christ and deserve to have the opportunity and learning environment in which they can achieve their full potential.

Purposes

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. It was written as a result of developments in our practice and is owned by all the staff as we are all educators of children. It is based on our current theories of learning and understanding of recent research, working alongside consultants to develop this policy. All staff are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

Aims: The school vision and aims are at the heart of all our teaching and learning activities.

- Raise the quality of learning and as a result improve standards.
- Provide clear guidance for teaching and learning ensuring consistency across the school.
- Enable teachers to identify aspects of practice as part of their commitment to continual improvement.
- Provide a tool for monitoring, evaluation, school improvement and accountability.
- Set out our expectations of best practice.

Principles

The principles that we have agreed are fundamental to children's learning and underpin the work we do. We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need to evaluate and have opportunity to reflect and improve on their learning. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. We aspire to create life-long learners who are resilient and who continually make new links. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful.

Definition of Learning

Learning can be defined as: A memorable experience which leads children to be able to practise new skills and commit knowledge to memory. It can be described by the following equation: Acquiring and practising skills + application of existing knowledge = new learning (New knowledge is created) It should enable children to use their existing skills and knowledge and apply them to other contexts. We want to maximise every learning opportunity to enable children to be the best they can be at that moment in time through explicit teaching that their intelligence is not fixed.

We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective and interactive. It should build on experience and have built in success for all. It should be based on our good knowledge of the children so that it engages them.
- Relevant and purposeful with high expectations of learning outcomes.
- Owned by the children. They should have a role in the planning, feedback and agreeing next steps.

To enable learning to be at its best we also recognise that we should create the conditions for learning. We have been developing our understanding of effective learning. As a result, we believe certain elements to a lesson will secure good learning. Lessons should include the following:

- Referring to the whole coverage and relevance of the learning to the real world (why is it important to learn, how is it useful and relevant to my world and my future?).
- Asking open ended and higher order questions to provoke deeper thought.
- Comparing more than one example (to agree success criteria, clarify the how they did this, set the expectation).
- Providing time for pupils to reflect on their own work and respond to marking (self checking against learning objectives in daily lesson and personalised success criteria in Big Write sessions).
- Modelling how to improve a piece of work (shared writing/work).
- Peer assessing – assess one piece together as a class and then the next piece together in pairs.
- Summarising of learning, and then providing a short time for improvements.
- An opportunity for children to generate their own questions and hypotheses.
- An opportunity for independent learners to be developed.
- Adjustment of teaching within lessons according to assessment.

In addition, learning should include the following:

- Differentiation – supporting children to achieve the same expectations
- Challenge
- The community

Differentiation

We believe that children's work should be made appropriate to their specific needs. Support should be provided to aid children to successfully achieve their learning objective/WALT which have been made achievable and possible to experience success.

Challenge

Children are encouraged to be challenged and to be involved in the decision making process of what level of work is appropriate at that moment in time. As the children get older we help them to make decisions about the level of task that they choose in some lessons rather than having a ceiling put on their learning due to ability groupings.

Community

We also recognise that our school is part of the wider world. As a result we make use of the community to support our learning and also give back to the community when the opportunity arises.

Children

Pupils as learners are encouraged to:

- Be willing to 'have a go'.
- Try to see that mistakes are good because they can help all of us get even better.
- Try to be resilient, persistent, reflective and resourceful.
- Be supportive of others they are learning with.

- Be willing to share their learning with others.

Responsibility of learning

Parents

Parents are expected to:

- Attend parent information/workshop/open day sessions.
- Have an open dialogue with the class teacher.
- Support the school policies (e.g. homework).
- Provide opportunities for children to practise and extend their learning at home.
- Encourage and support children in bringing learning from home back into the classroom.
- Support the school and work in partnership with additional support for learning (e.g. Individual Education Plans (IEPs), One to One Tuition, Booster classes,
- Intervention programmes, Team Around the Child meetings, etc.).

Teachers

Teachers are expected to:

- Secure good learning outcomes for pupils. Pupils to make good demonstrable progress and attainment.
- Secure a positive belief in the children that they can achieve.
- Support pupils in applying their learning to secure new learning (i.e. learning how to learn across contexts).
- Support each other in our own professional development.
- Take into account children's own interests.
- Communicate effectively with children, parents and other professionals regarding children's learning and welfare.

SLT

SLT are expected to:

- Be positive role models within their subject.
- Support all staff where appropriate and give constructive feedback
- Team Teach, coaching and mentoring strategies to support the development of learning in the classroom.
- Hold staff to account on pupil progress and behaviour
- Monitor and evaluate the impact of learning within their roles.

Governors will monitor and review this policy and more importantly its impact on practice through reports from the headteacher and members of staff.

Professional development

As members of the teaching profession, we recognise that we are learners and that we value our own professional learning. We act as role models for life-long learning by seeking to improve our own learning.

We:

- Direct ourselves as learners.
- Extend and enhance our professional skills.
- Develop our own awareness and self-esteem.
- Contribute fully to the learning and success of the school and its children.

This can take many forms including:

- Coaching
- Action research
- Collective and collaborative project work/observations/planning etc.
- Performance Management
- Staff meetings/INSET
- Off site courses
- Academic reading

This policy will improve learning because:

- Everyone is committed to achieving a consistent approach to learning.
- Expectations are clear for all.
- Children have a voice in their own learning and development.