

Teaching and Learning Policy

St Peter's RC Primary School

At St Peter's RC Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences within our Catholic ethos, contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles

To foster a sense of awe, wonder, excitement and curiosity together about God's world and our place within it.

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others

Learning Culture

- Feel safe – respect, value and support for each other as learners
- Taking risks and encouraging perseverance, critical thinking and a motivation to learn.
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These should include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work

- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in physical activity
- Setting challenges for themselves
- Use of outdoor learning environment within school grounds.

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Assessment will be used effectively to ascertain starting points and then continually feed into the planning and teaching cycle.

- **Learning Objectives**
 - clear and focused based on learning rather than task
 - displayed
 - discussed and explained to the children
 - based on prior attainment, knowledge and understanding
- **Success Criteria**
 - break down the learning taking place
 - include the steps or 'ingredients' the children need to be successful in their learning
 - are identified by the teacher during the planning process
 - are often generated with the children during the lesson
 - are written up and referred to during the lesson
- **Plenary**
 - To take place with individuals, groups and whole class as and when appropriate to the learning.
 - Reviews progress towards learning objective and success criteria
 - Allows adults, and children, to address misconceptions, make improvements and add further challenge
 - Learning may be applied to different contexts
 - Time to reflect on the 'how' of learning in addition to 'what' has been learnt
- **Outcome**
 - what will be achieved by the children by the end of the lesson
 - the learning activity/evidence of learning
 - sufficient time given to enable children to achieve meaningful learning
 - differentiated according to the levels at which the children are working
- **Differentiation**
 - Takes place throughout the lesson

- Is matched to children's levels and next steps learning
- When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- May occur through adult support; range and level of resources; time; task; different outcomes
- **Adult Input**
 - Engages children in the learning
 - Is active and interactive
 - Has appropriate pace to ensure maximum learning takes place
 - Responds to, and is adapted to, ongoing assessment during the lesson
 - Clearly models successful learning/the learning activity
 - Generates success criteria
 - Is flexible according to the learning taking place eg.
 - Different inputs for different groups
 - Different start times for different groups
 - Guided groups
- **Questioning**
 - questions will be asked to assess learning, challenge and deepen thinking and understanding
 - The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
 - Will be differentiated
 - Opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking**
 - Regular feedback will be given to the children at an age appropriate level.
 - Feedback in the EYFS will be predominantly verbal.
 - Identifies success and areas for improvement/next steps learning
 - Refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar
 - Opportunities are planned for children to regularly respond to feedback and marking and sufficient time will be allowed to ensure this is a high quality interaction between children and teachers.
- **Self & Peer Assessment**
 - Children are trained to self and peer assess from Year 2 onwards.
 - Guidelines are discussed, agreed and developed with the children
 - Is used regularly to enable children to address misconceptions and make improvements to their work
- **Targets**
 - children are involved in setting and reviewing their targets from Year 1 onwards.
 - easily accessible and referred to regularly
 - are related to children's levels of attainment and next steps learning
 - are set for writing, reading and maths
- **Active Learning**
 - Children are given opportunities to be involved in the learning throughout the lesson
 - A range of strategies are used
 - There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum. High quality literacy and mathematics skills are applied to other subjects and the expectations are the same.

Learning Environment

- A stimulating environment sets the climate for learning,
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
 - Celebrate success - achievement, Star/Learner of the Day/Week
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote Independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, presentation examples, interactive & challenging
 - Displays are changed regularly and reflect the current topic/themes/ learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. The teacher ensures effective deployment of all TAs both in and out of the classroom. They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence
- Helping children, particularly those with SEN, access the curriculum at their level through adapting/rephrasing/restructuring activities.

Volunteer helpers and students are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Curriculum Leaders

- Audit provision, monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

A clear partnership is established with parents as soon as their children enter the EYFS, this commences with a home visit in September. Parents are actively encouraged to share information which is then used to contribute to the teaching and learning that occurs in the classroom each day.

Role of Governors

Governors support, monitor and review the effectiveness and impact of certain school policies on teaching and learning. In particular they:

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment; with a particular focus on the progress and attainment of groups especially those children who are eligible for pupil premium funding.
- ensure that staff development and appraisal policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of CPD and its impact.
- support the use of appropriate teaching strategies by allocating resources effectively;
- monitor the use of the school budget to ensure it supports and addresses school improvement priorities.
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- visit classrooms, look at work, talk to staff and work alongside children in their roles as nominated governors.

Monitoring & Evaluation

This policy will be used to support the regular monitoring, reviewing and evaluating of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was written in February 2014 with all teaching staff, reviewed in September 2017 and will next be reviewed when there are any significant changes.