

ST THOMAS MORE CATHOLIC PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Within national requirements, the school develops its teaching and learning approaches to promote consistent and effective practice.

Towards developing a teaching and learning policy:

Teaching and learning is a co-operative process involving all staff, governors, student teachers, parents and others in the community. We will jointly work towards the school aims by:

- Providing a safe, secure and stimulating environment in which everyone is aware of behavioural expectations
- Valuing each child as an individual and respecting their individual rights values and beliefs
- Careful planning and assessment in order to maintain high standards
- Fostering good relationships and a sense of belonging to the school community
- Working as a team supporting and encouraging one another
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Working in partnership with CCCU to mentor new teachers to the high expectations of the school.

Key characteristics of teaching and learning

Learning environment

The management of classroom resources are the responsibility of the classroom teachers who ensure that:

- All pupils have full access to EYFS, Key Stages 1 and 2 of the New National Curriculum 2014 and our RE Schemes Come and See, The Way the Truth the Light and A Journey in Love
- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- All children know where resources are kept and their rules about access and use
- All children know what they must not touch for reasons of safety and privacy

- Children are encouraged to act independently in choosing collecting and returning resources where appropriate
- Children and teachers act together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources
- Children should be able to use information and communication technology (ICT) effectively as a tool for learning

The pupils

Pupils work towards the school's aim by:

- Attending school regularly and punctually
- Being punctual throughout the day and ready to begin lessons on time
- Being organised, bringing necessary kit, taking letters home promptly, returning homework and books regularly and promptly
- Conducting themselves in an orderly manner in line with the code of behaviour known throughout the school
- Working co-operatively in pairs or groups
- Taking a growing responsibility for their own learning

The teacher

Teachers work towards the school's aims by:

- Ensuring learning objectives are clear
- Providing a challenging and stimulating programme of work/study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Having the highest expectations of self and children
- Ensuring that learning is progressive and continuous
- Maintaining an up-to-date knowledge of the National Curriculum and our RE schemes of work
- Having a positive attitude to change and the development of their own expertise

- Being good role models – punctual, well prepared and organised
- Ensuring support assistants are well deployed
- Working collaboratively with a shared philosophy and commonality of practice
- Monitoring, reviewing and evaluating practice

Parents

Parents work towards the school's aims by:

- Ensuring that children attend school in good health, regularly and punctually and support the Catholic ethos
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainment
- Ensuring early contact with school to discuss matters which affect a child's progress and behaviour
- Giving due importance to homework, hearing reading and assisting in the learning of tables and spelling
- Allowing their children to take increasing responsibility as they progress through the school.

Evaluation and review

Planning is a process in which teachers are involved, whereby:

- The school development plan is reviewed and agreed annually by staff and governors
- Whole school planning is undertaken and topic plans are carefully balanced to ensure full coverage of the National Curriculum and the RE curriculum
- Termly work plans are drawn up by individual teachers, matched to individual needs of the class, the National Curriculum and the school's agreed policies
- Detailed daily/weekly lesson plans are prepared by each teacher and monitored by the head teacher
- Work is linked to schemes, policies or individual pupil provision forms where appropriate

- Regular staff meetings are used to discuss various aspects of the curriculum, to share good practice and ensure consistency of approach and standards
- Pupils are given feedback on their work and progress through discussion with the class teacher and by the marking of their work
- Positive and constructive comments are used to assist the child to attain the next target

Teacher's assess pupils' progress throughout the year by:

- Small group discussions around a practical task
- Short oral or written tests
- Specific assignments for individual pupils
- Individual discussions with children when they are encouraged to appraise their own work and progress

The effective teacher

- Is sympathetic to the needs of all pupils
- Has high expectations of all pupils
- Urges and supports every pupil to fulfill their individual potential
- Is able to engage and inspire pupils with their own enthusiasm
- Makes learning enjoyable and recognises the value of humour and fun
- Likes and respects young children, enjoying their progress and achievements
- Employs a wide variety of interesting teaching methods
- Sets clear targets and gives positive feedback to pupils
- Differentiates the work appropriately
- Establishes good work routines and therefore effective pace and progression
- Is well prepared and organised
- Assesses, evaluates and records
- Develops children's independence in learning

- Is fair and establishes clear, consistent and realistic standards of behaviour
- Maintains good order and discipline using rewards and sanctions
- Works in partnership to maximise the effectiveness of support in the classroom
- Establishes welcoming and open liaison with parents
- Is a supportive and co-operative colleague, willing to share ideas
- Recognises, supports and contributes to the school ethos
- Is aware of, and seeks to enhance, the schools links with its community and the environment

The effective lesson

- Starts and finishes on time and in good order
- Has a clear structure with a beginning and a conclusion
- Is well prepared and appropriately resourced
- Starts from where the children are and is adapted to the needs of the children
- Builds on that, move forward and challenges all children appropriately
- Involves every child
- Checks the child's understanding regularly
- Gives feedback which affirms what the child has done well and how to move forward
- Uses a variety of methods
- Has a brisk pace, giving children clear guidance on available time
- Highlights individual and group achievements
- Uses re-call and reflects on what has been learned
- Looks ahead to the next time and the next step
- Is orderly, interesting and enjoyable
- Is interesting and well planned

- Is well organised with accessible and stimulating resources
- Has rigorous pace and clear progression provided by the teacher
- Encourages discussion where pupils have opportunities to explain and justify their opinions and responses
- Has high expectations of all pupils

The effective pupil

- Understands the difference between appropriate and inappropriate behaviour
- Takes responsibility for their own learning and is self-motivated
- Enjoys coming to school and feels unworried and at ease
- Has parents and carers who work in partnership with the school to ensure that children are prepared alert and appropriately equipped
- Is punctual and a good attender

Principles of successful learning

Successful learning does not happen in isolation but is a continuous process consisting of many influences and experiences in and beyond school. We believe that it is the quality, variety and effectiveness of these experiences that maximise a child's learning potential.

At St Thomas More we believe that children will learn successfully when:

- They have a positive image of themselves
- They feel secure and involved in their learning
- They have high expectation of what they can achieve
- They have equality of opportunity to gain full access to the curriculum
- Their emotional, physical and learning needs are considered
- Tasks are matched to their needs, age and abilities
- They understand the nature and relevance of the task and what is required of them
- There is a calm, but busy, working environment with well established routines
- They receive appropriate and sufficient praise and encouragement

- Their views are sought and respected, and there is mutual respect between pupil and teacher
- They have an opportunity to explore a range of materials and develop new skills
- They are given opportunities to extend and apply their skills and knowledge through problem solving and real life experiences
- Their learning experiences build on previous knowledge and skills
- They are able to develop personal and social skills both through their learning and in co-operation with others
- They are encouraged to take risks where appropriate and learn from their mistakes.

Review Date: June 2018

Next Review Date: June 2019

Signed: _____ Position: _____