



St Benedict's Catholic Primary School

Learning and Teaching Policy

Date last reviewed	September 2018
Reviewed by	Governing Body
Date of next review	September 2020



Learning and Teaching Policy

At the heart of our mission statement lies a commitment to the needs of the child and a desire to bring about a unity with Christ in everything we do and say in our role as teacher. We seek to develop children to their full potential.

AIMS

Teaching and learning is modelled on the values of Christ through

- Offering a broad and balanced curriculum which develops the spirituality of all within the school community
- appreciating the awe and wonder of creation and the work and presence of Christ through the individual
- ensuring that all staff are responsible for improving pupil's basic skills
- ensuring that teaching takes place in a safe, happy, homely and caring environment
- working with children as individuals, challenging them at every stage of the learning process and recognising their right to excel in different ways
- celebrating achievements and offering support in times of special need
- fostering a sense of self-respect, independence, self-motivation and co-operation with others
- working in partnership with one another and the community
- cherishing the love and friendship of others
- caring for the environment

LEARNING

At St. Benedict's we believe children learn best when they:

- Are in a safe, positive and supportive environment
- Are praised and encouraged
- Have high self-esteem and are valued
- Know that their successes will be celebrated
- Understand the importance of listening, co-operation and working as a team
- Have high expectations made of them
- Are provided with stimulating and appropriate challenges
- Explore and learn through hands-on experiences
- Know how and why they are learning
- Understand the next steps for learning
- Are supported through positive and constructive feedback
- Understand that an expert learner learns from their mistakes



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The attitudes we want pupils to develop

Pupils should:-

- Show mutual respect for their peers and adults
- Be motivated and interested
- Have high expectations and positive images of themselves
- Be confident and willing to learn from their own mistakes
- Have skills of independence and responsibility
- Be proactive and inquisitive
- To be reflective learners and know their next steps for learning

The opportunities, responsibilities and experiences of life the pupils should be prepared for:-

- Promoting self-esteem and emotional well-being.
- Enabling pupils to respond positively to opportunities, challenges and responsibilities.
- Preparing pupils for the next steps in their education, training and employment.
- Equipping them to make informed choices.
- Enabling them to appreciate the relevance of their achievements.

What is expected of children at St. Benedict's Catholic Primary School

- Come to school calmly and ready to work
- Be proactive, busy, inquisitive learners
- Aim high
- Contribute to and enhance their own learning opportunities

TEACHING

We can summarise our principles for effective teaching as:

- High expectations
- Quality planning
- Efficient assessment procedures
- Effective use of time and resources
- Good behaviour management
- Appropriate organisation
- Reflection and evaluation
- Good quality Continuing Professional Development



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High Expectations

We aim to achieve these by:

- Valuing each child and building self esteem
- Engendering enthusiasm and a positive attitude to all areas of the curriculum
- Setting clear objectives that all children understand
- Establishing rules and guidelines to provide a conducive learning environment
- Differentiating work in order to cater for the needs of the individual
- Valuing and sharing the children's work together and through displays
- Encouraging children to ask relevant questions
- Not setting a ceiling of level (s) of attainment that a child can achieve.

Quality Planning

Is achieved by:-

- Clear learning intention, links from their learning from previous lessons
- Differentiation of work which is appropriate and challenging
- Using interesting and exciting subject matter
- Consideration of higher order thinking skills where appropriate
- Building on a previous experience and being flexible
- Having up to date subject knowledge
- Identifying positive use of teaching assistant and adult support including the sharing of planning
- Involving children in the direction of their learning
- Creating challenging activities /experiences for the More Able and Talented Pupils.

Efficient Assessment Procedures

To be effective, we use assessment methods which:-

- Are varied and appropriate to the subject and age group
- Identify both achievement and attainment
- Inform future planning e.g. evaluations on short term planning
- Are manageable and meaningful
- Are regular and structured
- Include formal and informal observations by all adults
- Have a specific focus
- Are formative (on-going) and summative (at a particular time)
- Cater for individuals, groups and include children's own self-assessments
- Develop the children's own skills in self- and peer assessment



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- Give feedback to the child, eg through constructive marking which leads to target setting.

Effective use of time and resources

We achieve these by:-

- Realistic but effective planning
- Being well prepared
- Having the necessary resources to hand
- Having efficient routines in place
- Setting clear objectives
- Using teaching assistant support and parent helpers to maximum effect
- Delegating effectively
- Being flexible and adapting to circumstances as they arise

Good behaviour management

Is realised by:-

- Having clear and agreed expectations for work and behaviour which are consistent across the school
- Having an effective system of rewards and sanctions, which are agreed by staff and pupils
- Showing sensitivity and empathy, consistency and fairness and boosting each child's self-esteem
- Using prevention rather than intervention techniques, but where necessary, criticizing the behaviour, not the child
- Working with parents for the good of the child
- Working in an environment where respect is shown to all

Appropriate organisation

Teaching will take place in an environment which:-

- Is well planned
- Has the necessary effective resources
- Utilises a variety of presentation and learning styles
- Has an effective working atmosphere
- Utilises efficient time management
- Support staff are used to maximum effect
- Encourages a team spirit and a sharing of expertise
- Encourages independence



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Reflection and Evaluation

We recognise that it is necessary to continually reflect upon and evaluate our teaching and make the necessary adjustments.

We believe the attributes the teacher must show are:-

- Consistency and fairness
- Enthusiasm and motivation
- A sense of humour and patience
- Approachability and a knowledge of children as individuals
- The knowledge and ability to explain tasks carefully
- The ability to make tasks exciting and interesting
- High expectations for quality and quantity of work
- A high level of organisation
- The sensitivity of knowing when to intervene
- The capacity to value each individual
- The gift of good communication skills
- A sensitivity and empathy towards all the children's needs.

Strategies we employ to maximise teaching opportunities are

- Groupings
- Teaching styles
- Differentiation
- Changes of environment
- Use of support staff and other adults, deployed as necessary.



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Strategy	Examples of strategy
Groupings	<ul style="list-style-type: none"> • Whole class, individual or pairs • Groups – random, ability, mixed ability, gender, friendship • Age, mixed year group, Key Stages
Teaching style	<ul style="list-style-type: none"> • Demonstration • Hands on • Discussion and debate
<ul style="list-style-type: none"> • Direct teaching, team-teaching, modelling, scaffolding, cascading • Peer tutoring • Pair tutoring • Questioning • Guided practice • Role play 	
Differentiation	<ul style="list-style-type: none"> • By task • By outcome • By expectation • By support – adult/peer • By organisation, eg grouping • By questioning • By time • By resources allowed • By different presentation
Environment	<ul style="list-style-type: none"> • Classrooms • Outdoor facilities • Educational Visits • Residential visits
Adult deployment	<ul style="list-style-type: none"> • Individual support • Group support • Ancillary tasks • Assessment • Enrichment • Extra-curricular activities



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Continuing Professional Development

The school recognises that top quality teaching comes from expert subject knowledge and lesson delivery and the understanding of how children learn. Staff are regularly afforded CPD opportunities and develop good practice through whole staff meetings.

Communicating with Parents and Encouraging Involvement in Children's Learning

Progress Evenings are held in the Autumn and Spring Terms, where parents can discuss individual children's learning and progress. Parents receive a progress report at these meetings.

Parent workshops are held when necessary to inform parents of what is being taught or provide relevant training in a specific subject, and ways in which they can help their child.

Three times a year, each class leads a whole class assembly, which celebrates their recent learning with a spiritual focus. Parents and grandparents are invited to share in this celebration.

In July of each year, the teacher will send home a school report, on which the parent is encouraged to comment. Parents are also invited in to an end of year art exhibition of children's work in the hall and can visit their child's classroom to view their books and class displays.

Parents are welcome to meet their child's class teacher by appointment at any time during the year to discuss a concern or issue, find out more about how their child is progressing or how they can be involved in their child's learning.