Teaching and learning policy



**Mission Statement**

**As a Catholic School, we come together to celebrate our love of God and each other.**

**Through prayer we follow Jesus’ example of love, forgiveness and truth.**

**We are a safe and happy community where every individual is supported**

**and encouraged to achieve their targets.**

**We believe, that with God, everything is in our reach.**

In keeping with our Mission Statement, the Governors of St Francis R.C. Primary School have agreed the following policy

# 

# 1. Aims

This policy aims to:

* Ensure that all pupils benefit from teaching and learning of the highest standard.
* Provide a consistent approach to teaching and learning across our school
* Promote high expectations in order to raise standards of achievement for all pupils in our school
* Build on what learners already know and to structure and pace teaching so that students know what is to be learnt, how and why.
* Make learning an enjoyable and challenging experience by stimulating learning through matching teaching techniques and strategies to a range of learning styles.
* Ensure that the children are partners in their learning.
* Create an environment at our school where pupils learn best and love to do so
* Ensure that everyone is committed to achieving by involving pupils, parents and the wider school community in pupils’ learning and development

# 2. Our guiding principles

Pupils learn best at our school when they:

* Feel secure, safe and valued
* Have their basic physical needs met
* Feel a sense of belonging
* Are engaged and motivated
* Can see the relevance of what they are doing
* Know what outcome is intended
* Can link what they are doing to other experiences
* Understand the task
* Have the physical space and the tools needed
* Have access to the necessary materials
* Are not disrupted or distracted by others
* Can work with others or on their own, depending on the task
* Are guided, taught or helped in appropriate ways at appropriate times
* Can practise what they are learning
* Can apply the learning in both familiar and new contexts
* Can persevere when learning is hard
* Can manage their emotions if things are not going well
* Recognise that all learners make mistakes and mistakes can help us learn

# 3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils’ learning at all times:

3.1 Teachers

Teachers at our school will:

* Follow the expectations for teaching and professional conduct as set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)
* Actively engage parents/carers in their child’s learning via emails, letters, year group curriculum information on the website, blogs, Dojo, parental workshops, face to face meetings where appropriate, open mornings etc
* Regularly update parents/carers on pupils’ progress. Pupil progress meetings will take place each term and teachers will produce an annual written report on their child’s progress.
* Model enthusiasm
* Be well planned and prepared
* Be reassuring and encouraging
* Be aware of the individual
* Be a positive role model
* Be willing to learn with and from the children
* Have a sense of humour
* Be flexible
* Be consistent
* Provide varied learning opportunities that are fun

3.2 Support staff

Support staff at our school will:

* Know pupils well and differentiate support to meet their individual learning needs
* Support teaching and learning with flexibility and resourcefulness
* Use agreed assessment for learning strategies
* Use effective marking and feedback as required
* Engage in providing inspiring lessons and learning opportunities
* Feedback observations of pupils to teachers
* Ask questions to make sure they’ve understood expectations for learning
* Identify and use resources to support learning
* Have high expectations and celebrate achievement
* Demonstrate and model themselves as learners

3.3 Subject leaders

Subject leaders at our school will:

* Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
* Sequence lessons in a way that allows pupils to make good progress from their starting points
* Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
* Drive improvement in their subject/phase, working with teachers to identify any challenges
* Timetable their subject to allocate time for pupils to:
  + Achieve breadth and depth
  + Fully understand the topic
  + Demonstrate excellence
* Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
* Improve on weaknesses identified in their monitoring activities
* Create and share clear intentions for their subject/phase
* Encourage teachers to share ideas, resources and good practice

3.4 Senior leaders

Senior leaders at our school will:

* Have a clear and ambitious vision for providing high-quality, inclusive education to all
* Celebrate achievement and have high expectations for everyone
* Hold staff and pupils to account for their teaching and learning
* Plan and evaluate strategies to secure high-quality teaching and learning across the school
* Manage resources to support high-quality teaching and learning
* Provide support and guidance to other staff through coaching and mentoring
* Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff’s practice and subject knowledge
* Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
* Address underachievement and intervene promptly

3.5 Pupils

Pupils at our school will:

* Take responsibility for their own learning, and support the learning of others
* Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
* Be curious, ambitious, engaged and confident learners
* Put maximum effort and focus into their work
* Complete home learning activities as required
* Meet the expectations set out in the behaviour policy

Outstanding learning will be evident when children can:

Raise questions

Take risks

Evaluate their own outcomes

Respond to each other as learners

Enjoy learning

Be self-confident

Succeed at their own level

Solve problems

Be self-disciplined

Be good communicators

Debate, analyse and persuade

3.6 Parents and carers

Parents and carers of pupils at our school will:

* Value learning
* Encourage their child as a learner
* Make sure their child is ready and able to learn every day
* Support good attendance
* Participate in discussions about their child’s progress and attainment
* Communicate with the school to share information promptly
* Provide resources as required to support learning
* Encourage their child to take responsibility for their own learning
* Support and give importance to home learning

3.7 Governors

Governors at our school will:

* Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
* Monitor the impact of teaching and learning strategies on pupils’ progress and attainment
* Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
* Make sure that other school policies promote high-quality teaching, and that these are being implemented

# 4. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress.

Teachers may use any planning format that leads to outstanding teaching.

See our EYFS policy for more details on our school’s teaching and learning in the early years.

# 5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces and the hall.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

* Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
* Posters of material pupils have previously learned about and can identify
* Accessible resources for learning such as books, worksheets and other equipment
* A seating layout that allows everyone to see the board and participate
* Displays that celebrate and support pupils’ learning

# 6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

* Pupils with special educational needs and disabilities (SEND)
* Pupils with English as an additional language (EAL)
* Disadvantaged pupils
* Pupils that are gifted and talented

Strategies used to do this includes:

* Using support staff effectively to provide extra support
* Working with our SEND co-ordinator (SENDCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
* Using ability groupings for certain subjects where appropriate
* Providing writing frames and word banks

# Please see the SEND policy and our statement of equality information and objectives

# 7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It’s most effective when done in a supportive, secure environment, with focused time set aside.

Where home learning is given, it will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Reading is given greatest priority for home learning and parents are encouraged to read with their children for at least 10 minutes each day.

Any necessary equipment or resources will be provided, loaned or made accessible.

Please see the Homework policy and Remote Learning policy.

# 8. Marking and feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

Feedback will be given within each lesson or at the next appropriate lesson.

Please see the Marking and Feedback policy.

# 9. Assessment, recording and reporting

We will track pupils’ progress using a combination of formative and summative assessment.

Pupils will receive a written report annually.

Parents will be given a formal opportunity each term to discuss progress but staff are available daily if required.

Please see the Assessment policy.

# 10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible **progress from their starting points.**

**School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils’ learning through:**

* **Conducting learning walks**
* **Lesson observations**
* **Reviewing marking and feedback**
* **Termly pupil progress meetings**
* **Gathering input from the school council**
* **Planning scrutinies**
* **Book scrutinies**

**Please see the Performance Management policy**

# 11. Review

**This policy will be reviewed every 2 yearsbythe headteacher and staff. At every review, the policy will be shared with the full governing board.**

# 12. Links with other policies

**This policy links with the following policies and procedures:**

* **Behaviour policy**
* **Curriculum policy**
* **Early Years Foundation Stage (EYFS) policy**
* **SEND policy**
* **Marking and feedback policy**
* **Home-school agreement**
* **Assessment policy**
* **Remote Learning policy**
* **Performance Management policy**
* **Equality information and objectives**

Reviewed and adopted by the Governing October 2021

Next review: September 2023