



St Joseph's Catholic School Teaching and Learning Policy

"You are precious in my eyes"

Philosophy

Learning is the principle reason for the school's existence; it is at the heart of everything we do. It is an activity which involves, and is participated in, by everyone. The key to successful learning is effective teaching, differentiated to need and learning style. Effective teaching occurs when teachers understand and are able to apply the principles of the learning process to a range of children in a variety of situations.

We believe that each child is unique and made in the image and likeness of God. It is our responsibility, therefore, to nurture and develop each child in order that they reach their full potential.

Aims

As a Catholic school, guided by the gospel values of love, faith, trust, friendship and forgiveness, we will aim to:

- ❖ Ensure that all learners reach their full potential.
- ❖ Develop a holistic approach to the education of all children.
- ❖ Understand the needs, wishes and aspirations of all our children.
- ❖ Care and support our children in their learning through an environment of: teaching excellence, mutual respect and a developed pride in their surroundings.
- ❖ Acknowledge the role of and maintain relationships with: parents, carers, governors, parish and the wider community.
- ❖ Take all opportunities, traditional and contemporary, to promote children's learning, health, safety, well-being and culture.
- ❖ Ensure that every child recognises and develops the skills to become a responsible global citizen.

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- ❖ Feel safe - respect, value and support each other as learners
- ❖ Take risks
- ❖ Recognise mistakes and errors as a learning opportunity
- ❖ Set high expectations -learning behaviour, progress in learning, presentation etc
- ❖ Develop a "can do" attitude

And where adults can:

- ❖ Establish positive working relationships with all children in the class
- ❖ Model learning and expected behaviour for the children
- ❖ Treat all children fairly and with kindness and respect, with encouragement, praise and rewards for all

This learning culture needs to be actively taught and quickly established, then further developed and reinforced, throughout the year, involving children at every stage.

Effective Learning

People learn in different ways. Learners are most effective when they are involved in, and take responsibility for, their own learning. Learning, therefore, should aim to increase levels of independence and develops the ability to work with sustained concentration for age appropriate periods of time. Effective learning strategies we aim to promote are:

- ❖ investigation and problem solving
- ❖ research and organisational skills
- ❖ whole-class and group work (in groups selected for different reasons)
- ❖ paired, individual, independent and collaborative work
- ❖ selecting and using relevant resources to support learning
- ❖ taking pride in the presentation of work and self
- ❖ asking and answering questions
- ❖ use of IT including visual images, film, interactive teaching resources etc
- ❖ fieldwork and visits to places of interest
- ❖ guest visitors and performances
- ❖ to develop children's imagination and creativity
- ❖ debates, discussions, oral presentations, and other speaking and listening strategies
- ❖ drama techniques
- ❖ designing and making things
- ❖ participation in athletic or physical activity
- ❖ setting challenges for themselves
- ❖ the ability to reflect upon their work and that of others in order to improve

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

Learning Environment

We recognise the role of the environment in promoting positive attitudes to and supporting learning. We aim to provide a learning environment that:

- ❖ Is secure and safe
- ❖ Is rich in language
- ❖ Is rich in number
- ❖ Is well ordered and organised
- ❖ Conveys high levels of expectation
- ❖ Promotes an atmosphere of mutual respect
- ❖ Promotes independence and appropriate ways of working
- ❖ Is bright, colourful and stimulating to the senses.
- ❖ Uses role play areas to enhance the creative curriculum (where appropriate).
- ❖ Has a variety of displays covering the breadth of the curriculum, mainly including children's work.
- ❖ Has working walls to aid children's learning.
- ❖ Has displays which are interactive, record celebrations, set standards of presentation and reflect the children's work and interests

- ❖ Provides room for reflection
- ❖ Uses the outdoor environment where possible to enhance learning.
- ❖ Creates an atmosphere in which no-one is afraid of making mistakes

Teaching

We recognise that the organisation and effectiveness of teaching has a direct impact on the quality of the child's learning experience. Within our work we aim to develop the following attributes:

- ❖ Have high and realistic expectations of ourselves and our pupils.
- ❖ Be well planned and organised
- ❖ Be a role model - punctual, dress and speak appropriately, show respect for others
- ❖ Be supportive of and assist colleagues by respecting individual differences and working collaboratively as part of a whole staff team
- ❖ Have appropriate levels of subject knowledge
- ❖ Take a reflective approach to our work
- ❖ Seek to improve our skills and understanding through planned professional development
- ❖ Develop classroom systems and organisation to support learning
- ❖ Enjoy our teaching and maintain our enthusiasm and good humour

We aim for our teaching to demonstrate:

- ❖ Good quality planning and appropriate levels of resourcing
- ❖ Clear and shared learning objectives and success criteria
- ❖ Appropriate use of grouping
- ❖ Differentiated and matched activities reflecting an understanding of pupils ability and development needs
- ❖ A range of teaching styles and methods
- ❖ Good pace with effective use of time
- ❖ Lesson organisation that involves children in their learning
- ❖ Developmental and effective questioning
- ❖ Challenge for all, encourage risk taking and learning from mistakes
- ❖ Good quality marking and feedback which helps children know how to improve
- ❖ Assessment to have an impact on planning and intervention.
- ❖ Children to be involved in setting and reviewing their own targets which are related to the child'

Resources

It is essential that teaching and learning needs to be supported by adequate levels of appropriately stored resources. Some resources will be communal and some classroom based, some will be subject specific, others general purpose. Resources within school should be:

- ❖ Of good quality showing appreciation for best value
- ❖ Ample for the levels of use

- ❖ Appropriate to the task
- ❖ Frequently reviewed for continued relevance
- ❖ Labelled in appropriate storage
- ❖ Varied to allow for differentiation and preference
- ❖ Meet the needs of pupils and staff
- ❖ Within the classroom arranged and organised to promote independence

Teaching Assistants

Teaching assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- ❖ Supporting learning and children's progress
- ❖ Supporting assessments of children's understanding
- ❖ Developing children's independence

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

Role of Curriculum Co-ordinators

- ❖ Monitor progress and attainment in subject areas and action plans 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 the 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 consultation evenings in which the progress made by each child and their next steps in 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 parents 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 the children will be covering that term.
- ❖ Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

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

- ❖ Support the use of appropriate teaching strategies by allocating resources effectively.

- ❖ 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.
- ❖ Monitor how effective teaching and learning are in terms of raising pupil attainment.
- ❖ 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 process. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring and Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be reviewed with staff and will be discussed with new staff working in the school during their induction.

Ratified by Governors September 2015

Policy reviewed by all staff December 2018