

Chorley, St. Mary's Catholic Primary School

Learning and Teaching Policy

Reviewed Summer 2010.

MISSION STATEMENT

St Mary's is a welcoming Christian community which upholds the values of justice, respect and equality and promotes enthusiasm for life and learning.

POLICY FOR TEACHING AND LEARNING

This policy is intended for all teachers and teaching assistants.

AIMS

Through this policy we aim :-

1. To maximise the progress children make in their education.
2. To enable each child to achieve their full potential.
3. To enable each child to develop culturally, spiritually and morally.
4. To provide equal access to the curriculum for all children.

LEARNING ENVIRONMENT

In order to create an appropriate learning environment teachers will aim to provide an environment which

- Is safe and secure
- Is stimulating to the senses
- Is bright, cheerful and colourful
- Is aesthetically pleasing
- Has a variety of good quality displays covering the breadth of the curriculum
- Has displays which at various times are interactive, celebrate pupils' work, set standards of presentation, invite challenge and support lessons
- Shows ownership by both staff and pupils
- Provides a stimulating working atmosphere
- Is ordered and well-organised
- Promotes an atmosphere of mutual respect
- Demonstrates consistency and high standards of behaviour and expectations
- Includes opportunities for the development of language and numeracy skills

TEACHING

At St Mary's we recognise that teaching is most effective when teachers

- Have good relationships with all pupils
- Have high expectations of themselves and pupils and give encouragement to achieve those expectations
- Produce good quality planning
- Are good role models - punctual, well organised, communicate effectively and are smartly dressed
- Have mutual respect for each other and acknowledge individual differences in teaching style and organisation
- Provide targets, tasks and activities which are well matched to pupils' needs/abilities and enable all pupils to make good progress
- Enjoy teaching and clearly communicate interest and enthusiasm
- Have a good up to date subject knowledge which is developed through in-service training
- Set and expect high standards of behaviour as outlined in the Discipline Policy and Code of Conduct
- Set and follow well established routines with lessons starting and finishing on time
- Encourage pupils to take responsibility for maintaining effective classroom routines
- Ensure that pupils know what to do when they have finished their work

Teaching

- Has clear and shared learning objectives
- Uses appropriate grouping of pupils
- Provides a good range of appropriate activities
- Demonstrates an appropriate match of tasks and differentiation, including the specific needs of SEN, EAL and Gifted and Talented pupils
- Includes a variety of strategies to consolidate what pupils know, understand and can do including explanation, demonstration, discussion, practical activities, investigation, reflection, problem solving and setting
- Includes lessons that are well structured and delivered at a lively pace, appropriate to the activities and needs of the pupils

- Ensures that pupils are involved in their own learning
 - Utilises a wide range of questioning techniques
 - Challenges, encourages risk taking and learning from mistakes
 - Uses assessment
 - Includes a planned plenary, which reinforces teaching points and assesses children's understanding of learning objectives
- ÿ Ensures that pupils' responses are listened to and used effectively

Teachers will be encouraged to regularly undertake self evaluation using form at Appendix A.

LEARNING

Learning will be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration. We will encourage children to become effective learners by developing the ability:

- To ask and answer questions
- To concentrate when listening
- To contribute to discussions in a relevant way
- To co-operate with peers and staff
- To solve problems and to generate answers
- To select, use confidently and put away relevant resources
- To develop organisational skills
- To respond positively and enthusiastically to a task, accept challenges which are set and persevere to complete a task
- To develop the ability to cope with problems but know when to ask for help
- To take pride in the presentation of all kinds of work
- To respond to well-established routines
- To organise their learning

The classroom layout should enable pupils to learn effectively.

RESOURCES

It is essential that teaching and learning should be supported by resources that are both centrally stored and classroom based. All resources should :

- Be of good quality, stimulating and interesting
- Be of sufficient quantity to cover needs
- Be appropriate, accessible for pupils and staff
- Be effective
- Encourage independence
- Include the use of the library, Internet and other appropriate forms of reference material
- Be linked with appropriate activities including planned and relevant ICT experiences

As an important learning resource, support staff should be given appropriate tasks within the context of the lesson, which are identified in all stages of planning.

PLANNING

Planning is most effective when learning outcomes:-

- Are stated clearly, reflecting the Early Learning Goals, National Curriculum and Individual Education Plan requirements and are linked with the school schemes of work
- Provide appropriate challenge by being matched progressively to pupils' capabilities in terms of NC Levels and Pivot scales
- Act as the basis for ongoing assessment of progress and periodic assessment of attainment
- Have been discussed with and agreed and understood by all relevant teaching support staff

At St Mary's planning is carried out in three stages:-

1. Long term - Subject Schemes of Work - mainly QCA
2. Medium term - Half termly - mainly QCA modules plus literacy and numeracy strategy half termly blocks of work
3. Short term - weekly detailed plans for literacy and numeracy plus an outline for all other subject areas

Teachers planning should :

- Be effective and concise

- Be consistent, following the requirements of the assessment, recording and reporting policy
- Include involvement of support staff where appropriate
- Be flexible
- Be a true reflection of what happens in the classroom
- Provide continuity and progression throughout the school
- Include the three stages outlined above
- Be regularly evaluated with the aid of support staff where appropriate
- Follow curriculum policy and school policies
- Ensure a broad and balanced curriculum

ASSESSMENT

Assessment will be used to measure the effectiveness of the taught curriculum. At St Mary's assessment of pupils' work :

- Is systematically included in medium and short term planning
- Is based on clear expected learning outcomes which enable teachers to base expectations on planned progression linked with Attainment Target levels
- Includes on going assessment of progress and periodic assessment of attainment
- Includes the use of target setting for identified groups and individuals
- Should include constructive feedback in the form of either verbal or written comments
- Will include formative assessment which should be frequent an ongoing
- Acknowledges that marking is a crucial element of assessment and should follow the school marking policy

Teachers will use the analysis of the data from the outcome of assessment to support the planning for future teaching and learning.

ORGANISATIONAL STRATEGIES

Organising children within class should ensure the most efficient and effective way to

- Meet the lesson objective
- Meet the needs of the children

- Optimise the use of support staff involving such staff in the understanding of the organisation and planning

To achieve these aspects teachers will use a mixture of:

Whole class teaching suited to:

- a) Sharing learning objectives
- b) Explanation and demonstration
- c) Direct teaching and skilled questioning
- d) Engendering enthusiasm and high expectations
- e) Focusing attention/concentration
- f) Collaborative work

Group work suited to:

- a) Collaborative work
- b) Working alongside others of the same ability allowing differentiation and efficient use of teacher time
- c) Working alongside others of differing ability allowing for development of strengths, tolerance and efficient use of teacher time
- d) Assessing children's attainment

Individual work suited to:

- a) Practice of skills
- b) Individual responses
- c) Reading
- d) Close observational work
- e) Working at own pace

MONITORING AND EVALUATION

It is the role of the Leadership Team to monitor and evaluate this policy by questioning their own practice and by being “a critical friend” to colleagues. Each teacher should also be aware of his or her role as subject leader. A subject leader should:

- Lead the development and review of policy
- Draw up subject action plans for inclusion in the school development plan
- Act as a consultant for colleagues including co-ordinating Inset
- Ensure progression and coverage of the subject by monitoring plans and teaching
- Monitor and evaluate the subject delivery across the school by
 - Checking planning
 - Scrutinising pupils’ work
 - Visiting and observing lessons
 - Being observed teaching
 - Submitting reports to the Leadership Team or Governors’ Curriculum Committee
- Attend courses to keep abreast of development in the subject and cascade knowledge gained at Management Meetings
- Be responsible for a subject budget and the organisation of resources
- Maintain a subject file/record

PERFORMANCE MANAGEMENT

Through the Performance Management process, teachers will be encouraged to reflect upon their own classroom performance in relation to this policy. They will be encouraged to undertake self-evaluation in preparation for the review interview (Appendix A)

Teaching and learning will be monitored, supported or observed throughout the year by appropriate co-ordinators and the Head teacher as identified in the current School Development Plan.

Review date: Academic year 2010/11

Please note that this policy should be read in conjunction with the following school policies:-

- Equal Opportunities
- Special Educational Needs
- Policy for Gifted and Talented Pupils
- Discipline policy and Code of Conduct
- Marking policy

- Presentation policy