

## Teaching and Learning Policy

### Mission Statement

Jesus light our way on our faith journey.

Be our guide, our joy and our hope, as we learn, live, love and pray together

### Introduction

At St Joseph's we believe that outstanding teaching means effective learning and that is what we strive for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences, that lead to a consistently high level of pupil achievement.

#### 1. Rationale

Our learning and teaching policy is at the heart of all we are doing at St Joseph's. It sets out clear expectations; consistently high expectations that can be easily monitored and ensures equal opportunities for all our pupils.

#### 2. Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and in doing so, promote positive attitudes towards other people.
- Enable children to understand and feel valued as part of our community.
- Help children to grow into reliable, independent and positive citizens for the 21<sup>st</sup> century.
- Empower children to take increasing responsibility for their learning, assessing their work and identifying personal targets.
- Communicate effectively with parents through workshops, curriculum meetings and parents evenings.

#### 3. Effective learning

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account different forms of intelligence ensuring that all learning styles are catered for.

Effective Learning results in:

- Knowing how to succeed.
- Feeling you can achieve more.
- Explaining what you have learned.
- Applying it to other situations.

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- Developing on previous skills, knowledge and abilities.
- Teaching it to someone else (peer work).
- Developing and improving self-esteem.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

### 4. **Effective teaching**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum and world around them. We use the school curriculum maps to guide our teaching. These set out the aims, objectives and values of the school and details what is to be taught to each year group.

For effective teaching to take place there are a number of elements that we require. These may include:

- A clear learning objective shared with the children both visually and verbally.
- A clear link to previous and future learning.
- A clear outcome to be achieved at the end of the lesson a purposeful well prepared plan.
- Appropriate challenge for all.
- Teacher modelling.
- Questioning.
- Interaction between teacher / pupil and pupil / pupil.
- Good pace.
- Appropriately and readily resourced lessons.
- Enthusiastic delivery.
- Fun.
- Involvement of all the children.

4.2 When planning work for children with Special Educational Needs, we give due regard to information and targets contained in the children's Individual Teaching Plans (ITPS). This is fully explained in our SEN policy and in our local offer.

4.3 We set targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child half termly with either a pupil progress or a pupil focus review and set revised targets. We have an assessment week at the end of every half term, which helps us to form the basis for our target setting.

4.4 We plan our lessons with clear learning objectives that are skills based. These objectives are derived from the National and local Curriculum for each subject. Lesson plans are monitored weekly to ensure the key skills are being taught across the curriculum. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 We ensure that all tasks and activities that the children do are safe.

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- 4.6 Learning support assistants work with individual children and small groups throughout the day, dependent on the need of the children.
- 4.7 CPD is used effectively to identify the professional needs of staff.
- 4.8 We conduct our teaching in an atmosphere of trust and respect for all.

### 5. Climate for learning/Learning Environment

Learning takes place in an environment that is:

- Challenging and stimulating
- Peaceful and calm
- Happy and organised
- Well resourced.
- Makes learning accessible
- Encouraging and appreciative
- Welcoming
- Provides equal opportunities
- Provides a calm safe working atmosphere

### 6. Displays

All of our classroom/corridor displays are of a high quality.

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflect the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year, in displays relating to English, Maths, Science and RE. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

### Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- understood by the children.
- fair and consistent.
- realistic and positive.
- kept to a minimum but enforced.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

### Achievement

- verbal or written praise by all staff.
- displays of work.
- opportunities to perform or share.
- awarding of stickers.
- house points.
- PLEASE REFER TO BEHAVIOUR POLICY FOR MORE DETAIL.

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- Celebration assemblies.

### 7. The role of Governors

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

- Support the use of appropriate curriculum by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful learning and teaching.
- Monitor how effective learning and teaching strategies are in terms of raising pupil achievement and progress.
- Ensure that staff development and performance management/appraisal policies promote good quality teaching.
- Monitor the effectiveness of the school's learning and teaching policies through the school's self-review processes. These include reports from subject leaders and the termly head teacher's report to governors, as well as a review for the in-service training sessions attended by our staff.

### 8. The role of parents/carers

We believe that parents/carers have a fundamental role to play in helping children to learn, we involve parents in their child/children's learning by:

- Holding parent/carer workshops to explain our school strategies for teaching reading, writing and maths in the autumn term.
- Sending information to parent/carers at the start of each term, in which we outline the topics that the children will be studying during that term at school and displaying these on the website.
- Sending an annual report to parent/carers in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents/carers how they can support their children with homework. We suggest, for example, regular shared reading with them, and support for the children with their projects and investigative work.
- Ensuring that children do the homework that is set by the teacher

8.1 We believe that parents/carers have the responsibility to support their children in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in any home/school agreement and the parents/carers Code of Conduct.

### 9. Monitoring and review

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, new staff, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy every two years .

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