

St Mary's Catholic Primary School

Teaching and Learning Policy



Adopted: April 2015
Reviewed by Teaching and Learning Committee
To be reviewed every 2 years
To be reviewed by April 2017

School mission: **Living, loving and learning with God.**

Rationale

At St Mary's we aim to put our children at the centre of everything we do. We place great emphasis on nurturing each child's knowledge, skills and dispositions including resourcefulness, resilience, empathy and co-operation. To achieve this, we are moving our teaching towards a themed, skills and experience based approach to enable children to make connections, link ideas, have say in and enjoy their learning. This policy aims to ensure that all of the children in our school are provided with high quality learning experiences which lead to a consistently high level of pupil achievement.

Our Teaching and Learning policy is at the heart of everything we do at St Mary's. It sets out our clear expectations, provides us with a uniform approach that all stakeholders can understand, provides equal opportunities for all of our children and can be easily monitored.

What does an effective learner look like?

We wish that by the time they leave our school, children will have learnt and developed the following knowledge, skills and dispositions to enable them to access the next stage of their education and to be well on their way to being able to make a positive contribution to society.

Knowledge - our children will be:

- Be literate
- Be numerate
- Have a general breadth of knowledge about their community and the wider world in which they live
- Be able to use current technology
- Know about cultural aspects of their own lives and that of others
- Understand their own values and be tolerant of those of others
- Know how to keep themselves safe and healthy
- Know that God loves them deeply

Skills – our children will be:

- able to communicate clearly with others in a range of ways (writing, speaking and listening, technology, the arts)
- understand their physical selves and how to keep healthy
- able to organise themselves
- able to use new technology
- know how to learn
- able to make choices
- able to identify when they have succeeded.
- able to apply their knowledge to other situations and contexts.

Dispositions – our children will be:

- able to make choices about their own behaviour
- open-minded and tolerant of new ideas and differences from their own ideas and views
- able to empathise with others
- able to persevere; to be resilient and able to cope with failure
- have confidence in themselves and their abilities
- be independent and creative
- be able to co-operate and work with others
- aspire to be the best they can be
- reflective.

In order to help children develop the knowledge, skills and dispositions above, St Mary's will:

- provide high quality, adaptable teaching all subjects including English, Maths, Science, IT and RE.
- provide a high quality, adaptable and creative curriculum that enthuses and engages all groups of children and provides a breadth of knowledge and understanding of the world.
- ensure teaching includes open-ended tasks to challenge pupils.
- plan for differentiated approaches to meet the needs of all types of learner.
- foster the children's self-esteem and help them build positive relationships with each other.
- model the knowledge, skills and dispositions we are teaching our children.
- provide opportunities for children to work independently, making choices about their work.
- opportunities for children to take on age-appropriate responsibilities.
- provide opportunities within our school and our Parish for children to know God.
- ensure children know their strengths and areas of development through marking, target setting, parent consultation meetings etc.
- provide opportunities for children to reflect on and evaluate themselves and their work.
- provide a safe environment where children can learn and thrive.
- enable children to learn the skills of becoming a life long learner.
- ensure excellent behaviour management.
- provide follow up through effective improvement marking and oral feedback.

Our approach to teaching is that:

- Teachers/TAs will undertake effective planning and preparation resulting in well prepared lessons.
- A clear non-contextual learning objective will be shared both visually and orally with the children (Can I?)
- Provide clear support for the children to be able to reach the learning objective through success criteria (To do this I need to)
- There will be a clear link to previous and future learning.
- A clear outcome will be achieved by the end of the lesson.
- A review of learning during or at the end of the lesson or series of lessons will take place.
- A range of teaching styles will be selected and used appropriately eg. direct teaching (whole class, group, individuals), discussion and debate, role playing

and drama, story telling, fieldwork, individual and group investigations, question and answer.

- Appropriate challenge is provided for all groups of children
- Teacher modelling is a key component of all lessons.
- Appropriate resources are readily available for children to self select.
- High quality and differentiated questioning is a regular feature of all lessons.
- Appropriate pace allows children to make progress through lessons and series of lessons.
- Enthusiasm for the lesson which is 'caught' by the children.
- Fun, memorable, engaging content and outcomes are regularly used.
- Flexibility is used through continual monitoring of children's understanding and adaptation of the lesson.
- All of the children are actively involved in each lesson.
- Excellent behaviour management strategies are used resulting in all children being well behaved and on task in each lesson.
- Opportunities for independent learning are a regular feature of lessons and series of lessons.
- Opportunities for visual, auditory and kinaesthetic learning is apparent in each lesson
- Effective and immediate feedback orally or through improvement marking is offered to the children.
- Teachers carry out daily reflection of lesson outcomes and adaptation of sequence of lessons based on children's responses.

The Learning Environment:

- Will be clean, tidy and well organised.
- Children's work will be displayed and celebrated in communal areas of the school.
- Classrooms will display posters, reminders etc that support the children's independent work eg. through the use of working walls, washing lines, spelling strategies, number lines etc.
- Computers and technology to be readily available for children to use in all lessons.
- Visual clues will be used eg. visual timetable, labelled equipment, signs etc.
- Displays will be vibrant, interactive, labelled and changed at least every half term.
- There will be a culture and ethos where children can question each other and adults and can ask for help.
- Children will understand the boundaries for behaviour and the rewards and sanctions involved.
- The classroom will be a lively working atmosphere with all children engaged.
- All adults will be encouraging and appreciative of the children and their efforts.

Partnership with others

Parents/carers:

St Mary's will maintain close communication with parents/carers of children in the school. This will be through parent consultation meetings in the autumn and spring terms and through a written report and informal discussion in the summer term. There will also be Open Days/afternoons for parents to engage in their child's work. Parents/carers will also be contacted by St Mary's if there is a particular concern arising over a child's attainment, progress, behaviour or other matter. Informal

discussions will also be encouraged with class teachers, senior leaders either face-to-face or by phone.

St Mary's provide all parents with fortnightly newsletters and each term, class teachers provide a curriculum newsletter to enable parents/carers to know what their child will be learning that term.

Monitoring

The staff and governing body review this policy annually. The Headteacher reports on its implementation and impact at each Governing Body meeting through the Headteacher report (written or oral) and at the end of each academic year through the Headteacher's report on standards and quality across the school.