

# Teaching and Learning Policy

## St Gregory's Catholic Primary School

At St Gregory's Catholic Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

### Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture.
- To encourage children to take pride in their work and the work of others.

### Learning Culture

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

- Enjoy learning.
- Feel safe – respect, value and support each other as learners.
- Take risks.
- Recognise mistakes and errors as a learning opportunity and persevere.
- Set high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'Can do' attitude.

and where adults:

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

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

## Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- Investigation and problem solving
- Research
- Whole-class work
- Group work (in groups selected for different reasons)
- Paired work
- Individual work
- Independent work, which is child directed
- Collaborative work
- Selecting and using relevant resources to support learning
- Asking and answering questions
- Use of IT including visual images, film, interactive teaching resources etc
- Fieldwork and visits to places of educational interest
- Guest visitors and performances
- Creative activities
- 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

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

## Effective Teaching

Assessment for Learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform planning lessons with a clear progression in skills.

- **Learning Objectives**
  - Clear and focused - based on learning rather than task
  - Must be displayed
  - Discussed and explained to the children
  - Based on prior attainment, knowledge and understanding
  
- **Success Criteria**
  - Break down the learning taking place
  - Include the steps or 'ingredients' the children need to be successful in their learning
  - Are identified by the teacher during the planning process
  - Are usually generated with the children during the lesson
  - Are written up and referred to during the lesson

- **Plenary**
  - Planned times during, and at the end of, the lesson
  - Reviews progress towards the learning objective and success criteria
  - Allows adults, and children, to address misconceptions, make improvements and add further challenge
  - Learning may be applied to different contexts
  - Time to reflect on the 'how' of learning in addition to 'what' has been learnt
  - Should be used during lessons only when the progress of the class, group or individuals will be furthered
  
- **Teaching Assistants/Adult Input**
  - Engages children in the learning
  - Is active and interactive
  - Has appropriate pace to ensure maximum learning takes place
  - Responds to, and is adapted to, ongoing assessment during the lesson
  - Clearly models successful learning/the learning activity
  - Generates success criteria
  - Is flexible according to the learning taking place eg.
    - Different inputs for different groups
    - Different start times for different groups
    - Input – activity – input – activity
    - Guided groups etc
  
- **Questioning**
  - Questions will be asked to assess learning, challenge and deepen thinking and understanding
  - The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
  - Will be matched to the children's understanding and ability
  - Opportunities will be planned for children to develop their own questions and questioning
  
- **Targets**
  - Children are involved in setting and reviewing their targets
  - Easily accessible and referred to regularly
  - Are related to children's next steps in their learning
  - Are set for writing, reading and maths

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

## **Learning Environment**

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy and should be word and number rich.
- Displays might be used to:
  - Celebrate success - achievement, Star/Learner of the Day/Week
  - Support class organisation – visual timetables, clearly labelled resources
  - Promote Independence by providing prompts – questions, support for when children are stuck
  - Support learning – working walls, presentation examples, interactive & challenging
  - Displays are changed regularly and reflect the current topic/themes/ learning

## **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 readers, assisting on outings and in providing other help, such as ICT expertise.

## **The Role of Curriculum Co-ordinators**

- Monitor progress and attainment in subject areas and action plan 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:

- Attending parents evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- Reading reports sent to parents explaining the progress made by their child and indicating areas for improvement
- Supporting their child with homework
- If possible, attending parent workshops to explain the work covered and the strategies and methods taught to the pupils
- If possible, accessing the school's website and sharing the school's curriculum with their child/children
- Attending meetings to discuss their 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 strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. 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 & Evaluation**

### **Monitoring & Evaluation**

Staff will be observed regularly for monitoring and professional development purposes. Judgements will be made on the quality of children's learning during the lesson alongside the quality of teaching in the lesson. Individual lessons will be part of a bigger picture taking into account pupils' work, assessment information and behaviour for learning over time. Information gathered from a range of source will be used to help to inform school improvements.

Staff are encouraged to identify their own areas of strengths and areas for development following an observation as this will develop ownership of their own professional development. These strengths and areas for development will be discussed with senior leaders and opportunities to address these put in place.

Other monitoring to include within the triangulation of teaching and learning may include;

- Learning walks
- Senior leaders or subject leaders conducting brief observations for shorter sessions – for example, a guided reading session or a specific physical education skill being taught.
- Data analysis
- Book/planning scrutiny
- Assessing the quality of the classroom environment
- Professional conduct
- Marking and feedback
- Pupil conversations

Policy up-dated:

P Bates

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