



ST PATRICK'S CATHOLIC PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

INTRODUCTION

At St. Patrick's, we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. We believe that learning should be an enjoyable experience and exciting for everyone. Our curriculum includes not only all the formal requirements of the National Curriculum but also the various curricular activities that the school organises in order to enrich children's experiences through a broad and balanced curriculum. Our school curriculum is underpinned by the values that are important to us: our core values are Love, Respect, Dedication, Compassion, Faith and Happiness. We believe that appropriate teaching and learning experiences help children to lead happy and successful lives.

AIMS AND OBJECTIVES

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

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them to build positive relationships;
- develop children's self-respect; encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings;
- show respect for our diverse range of cultures and, in so doing, promote positive attitudes towards others;
- enable children to understand their local and global community;
- provide pupils with the skills to become articulate communicators;
- help children to grow into independent, pro-active and positive citizens
- provide pupils with skills in order to access and use information communication and technology effectively.

EFFECTIVE TEACHING

What a teacher does and the way the teacher does it can make the difference between the pupil learning, learning more effectively, or failing to learn.

Our teaching aims to motivate all children and build on their skills, knowledge and understanding so that they reach the highest level of personal achievement. We use the school's Curriculum Overviews to guide our teaching. This sets out the aims, objectives and details what is to be taught in each year group.

PLANNING

Effective planning is the first step towards effective teaching and learning.

As a staff we have agreed that teaching is more effective when lessons are well planned and when learning intentions and success criteria are shared with pupils. Good planning identifies the activities and strategies needed to bring about progress in knowledge, skills and understanding. Assessment is an integral part of the planning process and enables the teacher to monitor pupils' progress as well as inform future planning.

As a staff, we have agreed long term, sequential and weekly planning to ensure continuity, coverage and progression. In planning we need to ensure that:

Pace lessons proceed at a good pace in order to hold pupils' interest and maximise teaching and learning time

Content the content covered is relevant and appropriate to pupils' needs and abilities

Differentiation individual needs are catered for through the use of appropriate challenge so that all children can extend and enhance their learning

Support appropriate support and differentiate tasks are planned for where needed

Challenge opportunities are provided for all children to extend and enhance their learning

Assessment opportunities are planned to assess pupils' understanding, skills and knowledge to inform future planning and target setting

Resources resources used are interesting, appropriate and attractive and are readily available when required.

All teaching will be structured to maximise learning opportunities; lessons will be planned in accordance with the following principles:

- teaching and learning is planned to match the pupils' learning needs;
- the teaching should build on previous learning;
- it should give pupils the 'big picture';
- the learning intention, success criteria and skills taught are explained, including its relevance;
- the lesson should be presented in a range of styles;
- it should allow opportunities for pupils to build up their own understanding through various activities;
- it should allow opportunities for pupils to review what has been learnt;
- it should have built-in opportunities for feedback to children, celebrating success and reviewing learning strategies;
- it should be motivating and engaging through first hand practical experiences, in and out of the classroom, including trips;
- it should provide opportunities for pupils to have greater ownership of their learning by involving them in the direction of the topic;
- the teaching should address pupils' targets;
- the teaching should, through Assessment for Learning, indicate what the next step in the learning will be

EFFECTIVE LEARNING

If we wish to engage pupils in meaningful learning activities we must first understand how children learn.

Research tells us that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic). We must therefore deliver teaching in different ways to address the needs of all our learners.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel that they belong. Effective learning takes place in an environment conducive to learning and in which pupils enjoy being challenged.

Whole class learning:

- to introduce a new theme or activity;
- to give points of information to all;
- as a starting point for later group/individual work;

- to bring groups together to share thoughts/work to stimulate further thinking;
- to foster class identity (social reasons);
- to create a particular atmosphere;

Guided Group learning:

- to provide specific adult input for a smaller number;
- to encourage thinking in small group setting;
- to make sure all pupils have an opportunity to respond;
- to allow for differentiated work;
- to allow for more than one theme to be addressed in the class at the same time;
- to teach to the group's curriculum target;
- to assess learning and progress;
- to create opportunities to focus on group curriculum targets;
- to facilitate pupil collaboration on a task.

Paired learning:

- to encourage close collaborative work;
- to promote communication skills – discussion of shared work;
- to focus on co-operation;
- to allow quieter pupils an opportunity to voice their opinion in a 'safe' environment;
- to use resources more effectively.

Independent Learning:

“ ... the best educational practice provides opportunities for pupils to become progressively more responsible for their learning”.

Norfolk statement of policy for curriculum

Schools should provide the foundation for life long learning and therefore at St Patrick's School we wish to provide our pupils with the skills, confidence and opportunities to accept responsibility and motivation for their own learning. To achieve this, pupils need to be supported and taught how to acquire these skills and be given the opportunities to trial and improve their skills. It is also important to recognise that individual pupils will be at different stages along this route and this must be taken into account when planning for these activities.

We need to structure our teaching so that by the end of Key Stage Two many of our pupils will have developed the skills to:

- plan and organise their work;
- apply their knowledge and skills to new situations;
- solve problems and carry out investigations;
- use ICT to effectively assist their learning;
- be confident in their own ability;
- work collaboratively with others on a task;
- know when to seek assistance;

- take risks and learn from their mistakes;
- set their own targets and evaluate their own performance;
- take a pride in their work;
- take responsibility for their own learning.

CLASSROOM CLIMATE

Good teachers create a learning environment or “climate” in which their pupils learn and develop. An effective classroom “climate” impacts on pupil performance.

We aim for classrooms to be stimulating, effective and attractive learning environments. Displays are reflective of the learning and provide opportunities for prompts, reflection and/or learning journeys (working wall). We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources which results in high quality work by the children.

Moreover, to produce an effective classroom climate teachers must:

- ensure that pupils feel secure and valued;
- welcome pupils’ into the classroom every morning;
- praise pupils’ efforts and acknowledge their achievements;
- demonstrate a willingness to be flexible in teaching methods and behaviour;
- provide opportunities for pupils to take on responsibilities;
- give clear instructions of what is expected of the pupils;
- demand high standards in work and behaviour;
- provide consistent, fair and appropriate discipline;
- provide an environment where mistakes are accepted as part of the learning process;
- provide opportunities for pupils to co-operate and collaborate with others;
- encourage an atmosphere of trust;
- display a sense of humour;
- raise self -esteem and confidence.

TARGET SETTING AND ASSESSMENT

There is a consistent approach to assessment across the school. Teachers make ongoing assessment of each child’s progress through observation and marking of children’s work and they use this information when planning lessons. This enables them to take into account the abilities of all their children. Our prime focus is to further develop the knowledge and skills of all our pupils and we strive to ensure that all tasks set are appropriate to each child’s level of ability.

When planning work for children, we give due regard to information and targets contained in the children's Educational Health Care Plans (EHCPs). Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender, and disability. We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.

We set academic curricular targets for pupils in line with the age related expectations for each subject area so that they understand the next step in their learning.

We review the progress of each child regularly and set revised targets. Teachers meet at least half termly to track rates of pupil progress and identify children who are not on track through the use of Class Action Plans. The progress of specific groups is also tracked at these meetings.

THE ROLE OF GOVERNORS

Our governors determine, 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 self-review processes. These include reports from subject leaders and the annual Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;

- parents are kept up to date via the School Website (Its learning) and the School App
- the school makes use of Group call to email and text parents
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school 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, equipment eg. Reading books /homework books 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 the home/school agreement.

EQUAL OPPORTUNITIES

Pupils will have equality of access to all curriculum provision and learning opportunities irrespective of gender, ethnic background, age or disability. Decisions concerning teaching groups will always be made in the best interests of all pupils.

At St. Patrick's we believe that education should provide each and every child with

***“The roots to grow
and
the wings to fly.”***

APPENDIX 1

In the most effective lessons:

- There is a key learning intention shared with pupils and displayed;
- Learning intention is mentioned over and over again;
- Learning intention and key teaching points are included in plans;
- All activities relate to learning intention;
- Teacher has smooth organisation with established routines to reduce time wasting;
- Teacher checks that all children are thinking – talk partners are used to discuss ideas or quick write boards;
- Open ended questions are asked and time is given to answer them;

- There is a range of learning opportunities;
- The teacher is teaching at all times – at independent work time this normally means working with a group or making observations of children;
- The LSAs are well deployed. They have a written mini lesson plan which identifies what they are doing, who they are teaching, what the success criteria is;
- Children know how much work to produce – how many sentences / lines, how many calculations and how much time they have to complete the task;
- There is a good pace to learning;
- There is a calm working atmosphere – all talk is work related;
- All adults use effective methods to promote good listening
- As children go to start the task, they know the purpose and intentions of the lesson and are mostly ready to work independently
- Children are reminded of their targets through the use of Next Step Marking and clear learning intentions of the lessons
- Children self assess or peer assess the work;
- Teacher selects a piece of work for plenary which reinforces the learning intention and prepares children for next lesson;
- Teacher encourages children to discuss and share their learning
- Pupils' are encouraged to ask questions;
- Positive praise and the use of ' Going for Gold' is promoted throughout the day

Appendix 2 TEACHING AND LEARNING STATEMENTS

As Teachers we will...

- Follow St Patrick's core values in all that we do;
- plan carefully with learning intentions that identifies the expected outcomes as well as the challenges (must, should, could);
- deliver purposeful lessons linking them to real-life situations and problems;
- build on links with other subjects;
- include open-ended questions and challenges in our lessons;
- check on the children's prior knowledge and extend learning
- deliver lessons with pace and challenge;
- share the next steps for learning with the children;
- have high expectations of all children

- make use of formative and summative assessments to plan and teach effective lessons
- use a range of resources and methods to cater to all learning styles

As learners we will...

- Follow St Patrick's core values in all that we do;
- participate in class discussions, group and paired talk;
- to listen and concentrate at all times;
- stay on task;
- follow agreed classroom rules, rewards and sanctions;
- complete homework on time;
- read and respond to teachers' comments;
- take responsibility for our own learning;
- work independently whenever asked;
- be ready to answer at all times, including when 'no hands up' is required;
- be prepared to ask questions;
- feel comfortable and confident in asking for help;
- share views clearly and in full sentences;
- take risks, have-a-go;
- help others if needed;