

St Teresa's Catholic Primary School

Teaching & Learning Policy



'Christ be in our heads, in our hearts and in our hands'

Aims and purposes

To maintain the high standards in our school we must be focused on classroom practice. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school;
- to provide quality professional development for teaching staff;
- to use research to inform our teaching strategies;
- to enable teachers to teach as effectively as possible;
- to enable children to learn as efficiently as possible;
- to give children the skills they require to become effective lifelong learners;
- to provide an inclusive education for all children;
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

The teaching and learning approaches mentioned in this policy are underpinned by theory and research, for example the Education Endowment Foundation, Rosenshine's principles of instruction, Sweller's cognitive load theory and Bloom's Taxonomy.

Tell me and I
FORGET.

Teach me and I may
REMEMBER.

Include me and I will
LEARN.

Teaching and Learning

We believe that children learn most efficiently when they:-

- are happy;
- are interested, engaged and motivated;
- achieve success and gain approval;
- are given tasks which match, support and extend their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated;
- are exposed to all learning styles (VAK).

We believe children should be exposed to quality opportunities to help promote high class teaching and learning such as:

- visits and external visitors;
- outdoor curriculum;
- up to date ICT resources;
- well maintained resources;
- well planned, engaging activities which inspire and trigger learning;
- being a part of and contributing to the planning of the curriculum;
- have real life experiences;

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class so as to be able to discuss their ideas, develop social skills, develop independence and use initiative;
- use independent learning resources such as Working Walls and learning prompts;
- use designated areas such as role play, reading etc;
- work co-operatively - table groupings.

Actual learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- is clean and tidy;
- where displays not only support learning but celebrate learning.
- is welcoming;

- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- example;
- appropriate tasks;
- routines and training;
- confidence building which creates a culture for independent learning
- co-operation;
- provision of suitable opportunities;
- responsibilities showing respect and the value of the individuals' contribution.

CURRICULUM

Children should experience a carefully planned curriculum which prepares them for each phase of their learning journey

- Our curriculum is driven by the need to prepare children for lifelong learning and the next stage of their educational journey.
- Our curriculum promotes diversity and an understanding of different cultures both locally, globally and historically.
- Our curriculum recognises the unique qualities and characteristics of each child.
- Our curriculum is based on assessing prior knowledge and building on these strong foundations through a carefully sequenced curriculum.
- Our curriculum recognises the importance of promoting reading throughout all the subject areas.
- Our curriculum is designed to promote independent and resilient learners who think critically and have a curiosity for learning.
- Our curriculum builds 'cultural capital' for our pupils by exposing them to a quality curriculum, a range of experiences and visits, visitors to school and by promoting character building qualities that lead to creating well rounded global citizens.
- Our curriculum is designed to promote our Catholic and British Values and to develop our pupils spiritually, morally and socially.
- Our curriculum is designed to promote healthy pupils both physically and mentally.

Rules and Routines

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

- agreed by the children and clearly understood;

- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced;
- structured routines with which all the children are familiar;
- All rules should result in the children and staff knowing the expectations of behaviour and should be set within the terms of the behaviour policy.

Achievement

Achievement is celebrated in many ways as an ongoing process in all aspects of school life including social, physical, creative and academic achievements. We celebrate achievement through:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers, certificates, housepoints;
- sharing success with, peers, parents and the school community;
- Teachers need to arrange time to observe, assess, reflect.

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have...*Clear Learning Objectives*

- Learning objectives are shared orally and displayed;
- All learning objectives are written up or shared orally in child friendly language;
- When marking children's work, the main focus is on meeting the learning objective. Evidence of meeting the LO / WALT and progress towards targets may be commented on using the marking code (OM).

All lessons..... enable all pupil groups to access learning

- All learners are challenged appropriately.
- Learners with additional needs have appropriate resources to access lessons

All pupils are...*Actively engaged in learning*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods;
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner;

- Mini whiteboards are used for short bursts of activity, if appropriate, to develop understanding and to ensure children are active and engaged during the lesson;
- Visuals, artefacts, visits, visitors, auditory input etc are all used creatively as a way to enhance learning.

All pupils receive regular and clear ...*feedback which enhances learning*

- Assessment and progression are embedded in everyday practice and used to inform teaching and learning;
- All pupils are clear about how they need to improve;
- Feedback is linked to the learning objective;
- Live marking where possible.

Learning is enhanced through ...*The use of ICT.*

- ICT is used to enhance learning where ever possible.
- The use of ICT is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool.

Learning is enhanced through the use of... *Consistent classroom management signals.*

Clear management signals are designed to minimise the time spent on behaviour management and maximise the time spent on learning. The behaviour policy is followed by all staff consistently.

Learning is enhanced through the ...*Effective use of additional adults*

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet, in group situations delivering learning objectives and at tables during shared and independent activities.
- They are clear about who they are supporting and why;
- Learning objectives are shared in advance with teaching assistants;
- TAs are aware of expectations and outcomes of lessons;
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task, delivering objectives or using other resources, e.g. number line to facilitate learning;
- They are involved in assessing and marking pupil's understanding, recording observations, feeding progress to the teacher in regard to learning objectives and individual targets.

Learning is enhanced through the ...*parental involvement in childrens' learning*

- homework is completed to a high standard;
- parents are aware of the homework policy.

Learning is enhanced through the ...*teacher's CPD*

- St. Teresa's is a member of the WRIST consortium which provides high quality CPD for all staff in school.
- Subject leaders are supported by senior leaders and access training specific to their subject area
- Each curriculum area is developed through a planned programme of CPD.