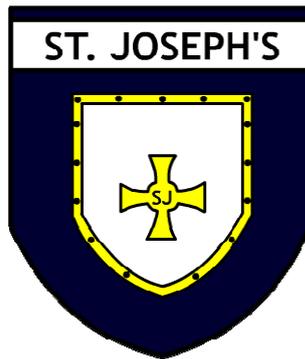


St Joseph's Catholic Primary School

LEARNING AND TEACHING POLICY



'We are all God's children
and will try to live, love and
work as Jesus taught us.'

Approved by the staff and Governing Body: 26th September 2012

St Joseph's Catholic Primary School

Learning and Teaching Policy

'We are all God's children and will try to live,
love and work as Jesus taught us.'

Our Principles for Learning and Teaching

- All children are entitled to be engaged in their learning and to be active learners; discovering and finding out
- All children are entitled to understand what they have achieved and know what to do to make progress
- All children are entitled to be independent, enthusiastic and self-motivated learners
- All children are entitled to have their different learning styles recognised
- All children are entitled to teaching that inspires their learning
- All children are entitled to be challenged and enjoy learning
- All children are entitled to develop spiritually, morally and as members of their community and the wider community.

Compiled by our teachers and teaching assistants, inset day January 2012.

THE SCHOOL AIMS

- to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;
- to provide an environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth.

TO ACHIEVE THESE AIMS, THE SCHOOL WILL:

- strive to make prayer, worship and liturgy real educational experiences, in which children are fully involved at a level appropriate to their understanding;
- develop and strengthen links between school, parents, governors and parish communities;
- encourage children to value and respect all those whose work is connected with the school and to treat them with courtesy and consideration;

- promote sharing, love and forgiveness between individuals, in accordance with Christ's teaching;
- endeavour to create a rich learning environment in which each child is able to achieve the highest possible standards in work and behaviour;
- develop pupils' awareness of the local community and the wider world and to be aware of issues of justice and peace;
- involve parents in an effective partnership with the school and their children's education.

KEY CHARACTERISTICS OF LEARNING AND TEACHING

Learning

The learning process should seek to involve all pupils by:

- ensuring pupils know the learning objectives and success criteria for each lesson and activity;
- ensuring pupils understand what work is expected of them during the lesson;
- valuing what pupils can do within the curriculum and using this as the starting point for what is taught;
- ensuring children see the relevance and use for the learning they are undertaking;
- encouraging and valuing all contributions;
- providing opportunities for a variety of learning groups - ability, mixed ability and friendship;
- ensuring children know their own targets;
- giving pupils time to reflect on their learning;
- ensuring all pupils have the opportunity to contribute.

The learning process should be structured to provide opportunities for:

- speaking and listening - talk partners, small group, teacher/pupil, and drama related activities, e.g. debates, oral presentations, hot seating, decision alley;
- the use of ICT;
- learning through doing;
- creative activities;
- play;
- outdoor learning;
- learning related to real life;
- activities for the visual, auditory and kinaesthetic learner;
- the acquisition and extension of skills and concepts;

- the application of these skills in a variety of situations, and across the curriculum;
- widening and increasing pupil's knowledge;
- listening, questioning and discussion;
- first-hand experience;
- investigative work and problem solving;
- designing and making things;
- self-evaluation;
- developing independence;
- pupils to communicate their findings in a variety of ways and for a variety of audiences;
- pupils to work individually and as a member of a co-operative group;
- before and after school activities;
- fieldwork and visits to places of educational interest.

The learning process should always promote:

- a love of God;
- a respect for the world God created;
- a respect for the individual as a person uniquely created by God;
- the Gospel attitudes and values;
- an atmosphere for healing and reconciliation;
- a sense of well-being and concern for others.

All staff should endeavour to:

- ensure every pupil feels valued and included irrespective of ability, race, gender, age or achievement;
- be committed to every pupil's success;
- have high expectations of behaviour, work and effort from all pupils, according to their individual capability;
- encourage children to respect themselves, others and the environment;
- provide a safe, secure and stimulating environment;
- encourage independence and self-discipline;
- respond immediately to children who do not conform to the agreed standards of work and behaviour;
- provide a discipline that is consistent, fair, firm but kind and respectful;
- form positive relationships with all pupils;
- be aware of the model they present to pupils, remembering that all contact, formal and informal contributes to standards of behaviour;

- value and promote partnership between home, school and parish;
- form positive relationships with all members of school staff and take an active part as a member of the school team;
- value the monitoring process and engage proactively in the opportunities it provides for dialogue and personal and professional development;
- be aware of their need to keep up to date with new initiatives, e.g. through INSET, and to share what is learnt with their colleagues;
- Set targets and share progress with parents.

In planning the curriculum/lesson staff should:

- plan effectively taking into account the different individual needs and abilities of pupils;
- Use assessment for learning strategies effectively;
- value what pupils can already do within the curriculum and use this as the starting point when planning, making use of previous learning, records of attainment and previous assessments;
- provide a curriculum that is broad, balanced, relevant and enjoyable;
- plan for the use of any available support staff or other adults, ensuring all are informed of their role in the learning prior to the start of the lesson;
- be clear on the skills, knowledge, concepts and attitudes which are the goals of the learning process;
- have clear learning objectives and success criteria for each lesson;
- provide a variety of appropriate ways of delivering the curriculum, including activities for visual, auditory and kinaesthetic learners;
- make use of cross-curricular links, where appropriate;
- when grouping children take into account their different individual needs and abilities, and the purpose of the lesson.

In delivering the curriculum/lesson the staff should:

- structure and pace the learning experience to make it challenging and enjoyable;
- ensure learning objectives, success criteria and learning outcomes are shared and discussed with the pupils;
- where appropriate, make links to previous and future learning;
- provide opportunities for pupils to talk about their learning;
- involve all pupils, listen to them and respond appropriately;
- value all responses;
- inspire learning by bringing the subject alive and making it relevant to the pupils' wider goals and concerns;

- ensure all pupils are challenged and supported;
- employ a variety of teaching methods and activities which enable all pupils to learn effectively;
- make creative use of the range of learning opportunities available, within and beyond the classroom, including ICT;
- use creativity and imagination to engage enthuse, challenge and support learners;
- ensure high expectations are made explicit;
- encourage high standards of effort, accuracy and presentation;
- review the learning with the pupils;
- make effective use of any support staff/other adults available to support the learning;
- make effective use of rewards and sanctions, focusing on positive behaviour strategies.

In assessing the learning and teaching the staff should:

- use assessment for Learning strategies to advance learning as well as to determine whether learning has taken place.
- reflect on their teaching and note any areas that need future amendment;
- assess the pupils' understanding throughout the lesson by the use of questioning and other key techniques;
- note any key responses;
- use mistakes and misconceptions constructively to facilitate learning;
- monitor the effectiveness of the planned activities and maintain effective records on their plans and outcomes;
- encourage peer and self-assessment by the pupils;
- mark work against the learning objectives and success criteria;
- make pupils active partners in setting future learning goals;
- discuss/communicate formative assessment with/to the pupils, either verbally or by a written comment;
- ensure assessment is sensitive, constructive and develops learning;
- ensure any targets, individual, group or class, are realistic but challenging, and are able to be tracked;
- ensure that parents have the opportunity to discuss their child's development and progress;
- Carry out termly assessments for English and Maths as well as regular assessments for other subjects.

The Learning Environment

- all teaching and learning should take place in an atmosphere of affirmation, where pupils are encouraged and praised regularly for their good effort, achievement and behaviour;
- every child should feel valued as an individual and as a member of the group, with a unique contribution to make, fostered by positive encouragement and guidance;
- all pupils should be treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups;
- all pupils should feel able to make mistakes;
- a stimulating environment should be provided to encourage pupils in the development of their learning and attitudes, making good use of informative and interactive displays as well as displays which celebrate children's learning.
- through careful management of the environment the children should be encouraged to develop strategies for independent and co-operative learning;
- by providing sufficient stimulating resources pupils should have access to materials and ideas appropriate to the task and their style of learning;
- pupils should be well managed and high standards of behaviour positively encouraged, with prompt action being taken to address poor behaviour;
- effective routines and clear rules should be established to provide a calm, controlled and relaxed working atmosphere;
- every child is entitled to work in an environment in which they feel safe and secure;
- every child should be encouraged to develop a respect for the environment which recognises the rights and needs of other people;
- care is taken of the physical needs of the pupils, including opportunities for drinking water and appropriate use of Brain Gym activities;
- appropriate work areas for supporting learning should be created.

Special Needs and Other Vulnerable Groups

We aim to **personalise learning** as much as we can, taking into particular account children with Special Educational Needs (SEN) who have Individual Education Plans (IEPs) and Gifted and Talented (G & T) Pupils. Teachers, and when possible, teaching assistants, meet termly with the SENCO and TLR for Pupil Welfare to discuss such pupils and identify any who are in need of intervention. We have high expectations of all children, and we encourage all pupils to produce work of the highest possible standard. (See SEN policy and G & T policy)

The Role of Subject Leaders

We believe the role of subject leaders is vital in supporting and developing learning and teaching across the school. Subject leaders are involved in:-

- monitoring standards in their subject;
- acting as a role model for teaching and learning in their subject;
- supporting staff in their subject to ensure learning is as described previously in this policy;
- keeping staff up to date with latest initiatives and policies

Working parties of teachers are arranged to organise enrichment weeks each term which provide valuable opportunities for developing children's learning across the curriculum.

The Role of Parents

We recognise parents are the prime-educators of their children and so have a central 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:

- sending home termly curriculum letters, outlining what children will be learning each term;
- holding parents' evenings in the autumn and spring terms;
- sharing children's curricular targets with parents each term;
- recording progress in reading through reading diaries at KS1 and home learning books in KS2;
- holding meetings with parents of pupils with SEN to assess their progress and plan next steps in their learning;
- explaining to parents how they can support their children with home learning;
- sharing latest updates on curriculum and learning on our school's website and in our newsletter;
- holding parent workshops to help them gain an understanding of the work covered and methods used.

We believe that parents have the responsibility to support their child's learning. We would like parents to:

- promote a positive attitude towards learning and school;

- support their child in learning to read and other home learning;
- inform school of any matters arising outside of school that are likely to affect a child's behaviour or performance at school;
- ensure that their child has the best attendance record possible.

Target Setting

Target-setting is the means by which we identify specific and measurable goals that help to ensure our pupils make progress and achieve. Targets may relate to individual pupils, groups of pupils within classes, or whole cohorts of pupils.

Using and applying data

The school uses a range of information in its target setting process.

This includes:

- RAISE online (ROL - national and similar schools comparative data);
- the LA's School Management Information;
- Fischer Family Trust value-added data (BAND D);
- the national tests for seven- and eleven-year-olds;
- optional national tests for Years 3, 4 and 5
- EYFS data
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The school uses *Pupil Tracker* to set targets for each child. Assessment data is inputted each term for every child in reading, writing, mathematics and science. We set termly targets for the children in KS1 and KS2 in Maths and English.

Early Years Foundation Stage

In the Early Years Foundation Stage formative assessment takes place throughout the year using Development Matters (2012) statements.

In the final term of the year in which the child reaches age five, each child's level of development is assessed against the Early Learning Goals. Judgements indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The expected progress for each year group is 3 APS per year and that half the class make 2 sublevels progress each year (when working within and beyond National Curriculum Level 2).

Teachers, teaching assistants, the senior leadership team and head teacher work as a team to analyse pupil progress. Termly progress and intervention talks are held between members of the SLT and class teachers to discuss groups of pupils and individuals and to identify any targets

Children are involved in the target setting process and we share targets with them regularly. The first Tuesday of every month is known as 'Target Tuesday', when pupils discuss their targets with their teachers, how well these targets are being achieved and next steps for their learning. Parents are also informed of their child's targets termly, at our autumn and spring Parents Evenings and in annual reports at the end of the year.

