

St Joseph's Catholic Primary

Teaching and Learning Policy

Aim

At St Joseph's Catholic Primary School we ensure that each individual child has an entitlement to benefit from teaching of the highest quality, based on high expectations of what each child can achieve. Each child is an individual with their own strengths and needs and it is our responsibility to understand these needs and provide teaching that enables all children to fulfil their potential.

This policy sets out the criteria that will be the expected standard for all our teaching. Teachers will be given professional responsibility to ensure that their teaching meets this standard. The headteacher, senior leadership team and other key members of staff, will monitor, evaluate and review teaching and learning to ensure that this high standard is met. This policy should be read in conjunction with the school's policy for Performance Appraisal.

Mission Statement

"Together in faith we nurture, encourage and inspire each other to achieve excellence and become all that Jesus calls us to be"

Equality

In accordance with the school's Equality Policy, all children at St Joseph's Catholic Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Principles: Teaching and Learning

At St Joseph's these principles underpin our teaching ensuring that we provide a rich and varied curriculum that inspires and promotes a love of learning.

- Inclusive teaching which ensures that each child feels valued, safe and secure.
- A commitment to enable every child to succeed and meets his/her potential.
- Knowledge and understanding of the needs of the individual child enabling teaching which provides for the needs of all - from gifted and talented to those with SEN.
- Creation of a culture of respect for others and their learning, whatever gender, social background or ethnic group
- High expectations for all learners.

- High quality provision that enables mastery of subjects by promoting resilience and independence in deepening knowledge and application of skills.
- Recognition of, and teaching to the gaps in pupils' learning by building on what they already know.
- Plan, structure and pace teaching so that children understand what is to be learnt, how and why.
- Monitor and evaluate learning and intervene where further support or challenge is needed.
- Provide teaching that encourages children to become independent, confident and resilient learners.
- Ensure children are given feedback that lets them know how well they are doing and what they need to do to improve.
- Set clear and appropriate learning goals, explain them, and make every lesson count
- Build secure foundations for subsequent learning, so that children can progressively develop their skills, knowledge, understanding,
- Ensure learning is relevant, fun and enjoyable.
- Recognise the range of learning styles of children and provide a wealth of approaches to engage and support learning.
- Use creativity and imagination, and the resources offered by new technology, to engage, enthuse, challenge and support learners, and reward their effort and achievement
- Ensure assessment practices which fully involve the children so they recognise, understand and can improve their performance.
- Provide mentoring for children which is assertive and encourages them to endeavour to be the best they can be.
- Fully engage parents in their learning.
- Use lessons and learning outside the classroom to promote children's confidence, self-discipline and the ability to manage their own behaviour and their ability to think systematically, manage information, and learn from others – so they can become effective, lifelong learners.
- Use Assertive Mentoring approaches, including assessment for learning to make individuals partners in their learning. Help learners judge their work, reflect on how they learn and help each other learn.
- Build respectful teacher/learner relationships; and make learners active partners in setting future learning goals

TEACHING:

How does the teacher support learning?

The following aspects of the teacher's role are meant to serve as a guide and they are not exhaustive or in priority order.

Model: Explain and impart information or give instructions about how to do something.
Provide a structured learning situation and guide the learner through it.

Facilitate:	Create and organise a range of learning opportunities that promote children's independence and a willingness to try out and explore in their learning.
Challenge:	Expect the best from each child, encouraging them to take on challenges and strive to achieve targets set for maximum achievement.
Support:	Provide encouragement, guidance and resources to develop children's skills and confidence.
Track	Observe and talk to children to monitor and track progress and evaluate their understanding.
Intervene:	Intervene and provide further support or challenge where this is needed.
Enable:	Ensure that teaching is planned in every lesson to enable each individual child to make progress and improvement according to their needs and strengths so that they move on to the next step in their learning.
Mentor:	Motivate and encourage each child to endeavour to achieve their best through mentoring which is both assertive and supportive.
Discuss:	Provide opportunities for children to discuss and reflect on their work, using talk partners and think, pair, share techniques to enable children to collaborate and share ideas.
Question:	Use a range of questioning techniques including higher order questioning to challenge and extend learning.
Assess:	Give children helpful and positive feedback about how they have done, so they can be helped to diagnose problem areas and make improvements.
Evaluate	Judge how well the learning activity has worked in practice. Checking the level, pace and timing where appropriate and noting these observations for future plans.

Relationships in the classroom

The relationship that the teacher establishes with the child or group of learners is a very important factor in the motivation of the group and the quality of learning that takes place. The ethos developed within an individual classroom will, of course, depend upon a number of external factors, the overall school ethos, Mission Statement, the expectation of the parents and the local community. However, a teacher's own attitudes, values and interpersonal skills will play a crucial part in setting the climate within which he/she works with a group of pupils.

Important aspects to consider are :-

Equality and inclusion - we should ensure fair and equal treatment for all learners, yet still have regard to individual needs.

Language - should be appropriate to the learner's level of understanding and encourage participation and confidence.

Tone and Demeanour - should be calm, reassuring, firm and non-threatening.

Interaction – Teachers should establish a good rapport with all pupils helping them to be partners in the learning process.

Enthusiasm and Commitment - The teacher should make the learning experience enjoyable and exciting so that children respond positively and develop good better attitudes to learning as a whole.

Teaching Techniques

Teaching styles are chosen to suit the purpose of the subject and the learning needs and context of the pupils. Planning includes details of how much time will be spent on different aspects of teaching and has clear objectives expressed in the knowledge, skills and understanding that the pupils need to acquire.

A good balance should be maintained between instruction, discussion, different kinds of questioning, listening to answers, task setting, organising and assessing. Teachers use direct and indirect teaching techniques to foster children's learning. Pupils receive instruction but also work on task which takes the learning forward through investigations and exploration.

A variety of tasks are set, some requiring pupils to solve specific problems and to arrive at correct solutions. Others can be open activities where a number of outcomes are possible.

Time, resources, space, pupil groupings, use of adult helpers that are well managed help promote learning. Children are given very clear instructions of what is expected of them and clear success criteria in order self-assess their work.

Assertive Mentoring Targets are set with children who clearly understand what they need to do to make progress in their learning. Children receive regular and relevant feedback which shows them how well they are performing and provides them with the tools to improve their work.

Teachers monitor progress within the lesson, observing, questioning and listening to children to evaluate their understanding. They know when to intervene and when to allow pupils to work on their own.

The organisation and management of the classroom and the preparation of teaching materials are directly linked to the learning that is to take place. Audio visual equipment and materials are deployed in a way which supports teaching and their use is effectively and efficiently managed.

Stimulating entry points for topics give children an exciting way in to the topics to capture their interest. Homework is set effectively to reinforce and extend what is learned in the classroom.

Learning

Learning Styles

Children learn in a variety of ways, and at St Joseph's we ensure that we incorporate and respond to these different styles in our teaching. These styles include :-

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

It is clear that the best educational practice provides opportunities for pupils to become progressively more responsible for their own learning. It is becoming even more essential that our children become independent learners. At St Joseph's we encourage and support children to become independent and resilient learners. We need to help them appreciate that learning is a life-long process and to develop the necessary skills to adapt and to have confidence in their ability to carry on learning.

Independent Learners can:

- Identify personal needs and goals
- Interpret, understand and extract information from a large range of resources.
- Apply the knowledge and skill to new experiences and situations.
- Be self-motivated and solve problems using trial and improvement methods.
- Learn effectively alone or collaboratively with others
- Evaluate their own performance.

Gardiner's theory of multiple intelligences claims that everyone has different abilities in each of eight areas. Three of these learning styles (VAK) allow children to use their different senses :-

Visual learners

Visual learners like to learn through written language and visual/spatial materials.

- Use diagrams, graphs, maps and charts
- Relate text to illustrations
- Design posters and draw pictures to convey information
- Use mind maps to help them organise information
- Use cue cards and prompt sheets
- Refer to wall charts and visual organisers

- Use visual memory spelling techniques
- Use visualisation techniques for story writing
- Use scanning techniques in reading.

Auditory/aural learners

Auditory/aural learners like to learn by listening and talking.

- Take an active part in guided group reading activities
- Share their ideas in circle time
- Play language and word games
- Take part in role play and drama
- Take an active part in collaborative group work
- Talk about their written work
- Join in saying aloud rhymes, chants and performance poetry
- Take part in auditory discrimination games and activities
- Enjoy giving talks and presentations
- Take an active part in discussions, debates and interviews

Kinaesthetic/tactile learners

Kinaesthetic/tactile learners like to learn through movement and touch.

- Have regular 'brain break' activities interspersed between their learning
- Use whiteboards and highlighter pens
- Use magnetic numbers and letters for support with literacy and numeracy
- Enjoy action games and rhymes
- Take an active part in ICT control activities
- Enjoy modelling using a range of tools and media
- Take an active part in movement and mime
- Play language and word games
- Learn through practical/concrete activities
- Enjoy active learning, e.g. clapping syllables when spelling,
- Active Maths activities

From the earliest years in school, teachers need to be able to recognise the learning strategies and learning styles that pupils are using and find ways of building on them. In this way, they can help them to develop a range from which they can select appropriately as they come to understand the process. Pupils need to be given many opportunities to meet the same learning in a number of different contexts

Classroom Management

Physical Environment

Creating a purposeful and attractive classroom environment enhances teaching and learning. It is the responsibility of the teacher to create and manage the learning environment in such a way as to facilitate differing learning styles and differing needs of learners, with particular regard for those with special needs.

Displays, including working walls are used to stimulate interest, to pose questions, to celebrate children's achievements and as a teaching/learning tool. Support staff are deployed in a variety of ways within classrooms and out of class to support children with their work. Resources are well organised and accessible ensuring they are used regularly and independently by children to enhance their learning.

All classrooms have a designated reading area which promotes a love of books and includes an appropriate selection of fiction and non-fiction books. Writing areas in each classroom are resourced to promote independent enjoyment of writing. Each classroom has a computer linked to the network and Internet. All rooms are equipped with an interactive whiteboard.

Behaviour (See also our Behaviour and Discipline Policy)

All classes display the School Code of Conduct clearly, and our agreed Rights and Responsibilities. Motivational behaviour systems – Smileys - are displayed in the classroom and progress monitored and celebrated through the achievement of bronze, silver and gold awards. Sanctions are discussed and displayed showing the different stages and expectation

Individual behaviour plans and Pastoral support programmes are put in place for those children who experience difficulty following the rules.

Role of the teacher in providing effective classroom management

- Resources are tidily and clearly labelled. Care is taken to ensure that the equipment is cared for and that pupils take responsibility for obtaining and clearing away resources.
- Parts of the classroom are designated for equipment for specific subject studies e.g. computer area, reading corner, maths resources etc.
- Displays are mounted to enhance and to stimulate the work in progress and to record and celebrate completed studies. It is important that we value the work that children produce.

- Classes have clearly understood routines and procedures related to the ways of working to be followed.
- Relationships are good and pupils are expected to have high standards of behaviour.
- Teachers make good use of posture, eye contact, voice modulation to maintain control and stimulate learning.
- Teachers are skilled in managing other adults in the classroom so that they are used effectively to maximise progress in children's learning.

Planning

At St Josephs' planning is undertaken to ensure a broad, balanced and rich curriculum. As well as demonstrating breadth of the curriculum, opportunities for cross curricular planning, including our Learning Challenge curriculum enable pupils to practise a range of basic skills across all subjects

- Long term plans provide a year's overview to cover all curriculum areas.
- Medium and Short terms plans provide more detail to include National Curriculum objectives and learning activities.

Teachers meet weekly to ensure consistency across year groups and to discuss future learning.

Access

Assertive Mentoring

Using informed half termly assessment teachers evaluate the progress of the class, group and individual pupils by analysing gaps in learning and planning the curriculum in Reading, Writing and Maths to address their children's needs. Where appropriate additional interventions are planned for individuals and groups of children so that underachievement is addressed through focused support

Differentiated tasks are detailed in weekly plans. Plans take into account all pupils learning needs. Teachers differentiate the curriculum by:

- Task
- Outcome
- Teacher /adult support

Children are set in upper KS2 for Maths. Children across KS2 complete weekly basic skills maths tests which are followed up by weekly Big Maths sessions. In these sessions children are grouped according to the stage they are working at and focused teaching is put in place to address gaps in knowledge of basic skills.

In addition groupings are determined in phonics, reading and spelling based on individual assessments and screening that identify the stage children are working at. Children are taught in groups according to the stage so that progress is maximised through teaching specifically targeted to their need.

Curriculum teams meet regularly to ensure there is continuity and progression between year groups and key stages.

Assessment

Assertive Mentoring

Children learn best when they:

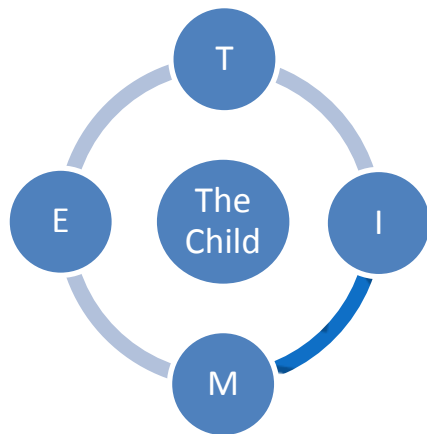
- **Understand** what they are trying to learn
- **Are given feedback** about their work

- **Are shown how** to make it better
- **Are fully involved** in the process

School uses Assertive Mentoring systems to track, monitor and evaluate individual children's progress. Assertive Mentoring is a focussed, child centred, collaborative approach based on a dialogue about the child's present and future learning needs. It incorporates assessment for learning, placing children at the heart of the assessment process.

The Assertive Mentoring model is set out below:

- T** Targets and tracking
- I** Intervene and interact
- M** Mentor and motivate
- E** Empower and ensure



We aim to ensure that this model is part of everyday practice in the classroom

- It has to happen in **EVERY** classroom **EVERYDAY**.
- These outcomes need to be the aims for **ALL** teachers and teaching assistants for **ALL** pupils.

All teachers need to

- Track what children are learning within the lesson.
- Intervene when barriers to learning arise.
- Give pupils feedback as they are doing their work.

In addition to daily assessment which is part of classroom practice we carry out formal regular assessments in reading, writing and maths to monitor and evaluate progress. This assessment

information is used to inform planning and teaching by identifying and addressing gaps in children's learning. Assessment information is used to plan learning for individuals, groups and classes, and where appropriate additional focused intervention support. (See Assessment Policy)

Governors' responsibilities

It is the Governors' responsibility to monitor and review the Teaching and Learning Policy and it is practiced through:

- Visits to school and discussions with staff and children
- Reporting to the Headteacher, Assistant Headteacher and teachers.
- Reporting to the Curriculum and Standards Committee
- Reporting to the Full Governing Body.
- Headteacher's Report
- Evaluation of the School Improvement Plan
- Attendance at INSET.
- Promoting and ensuring at all times equal opportunities in relation to race, gender, class and belief.
- Promoting and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Responsibilities

Parents are encouraged to support their children's learning by:

- Supporting their child with homework, including daily reading.
- Ensuring that their child comes to school feeling confident, positive and ready to learn.
- Supporting their child to maintain good attendance and informing the school of reasons for any absence.
- Ensuring that that their child arrives at school punctually.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending class workshops, open days, Family Matters workshops and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Contributing relevant information to baseline assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.
- Taking part in 'Big Talk' homework to help children with the 'Big Write

The School's Responsibility

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Giving reasonable/appropriate access to teaching staff.
- Working in partnership with parents and carers to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Signed (Head Teacher)_____Date_____

Signed (Chair of Governors)_____Date_____