

St. Philip's Catholic Primary School

Teaching and Learning Policy

**Summer 2019
Review Summer 2021**



St Philip's Catholic Primary School Our Mission Statement

St Philip's is a welcoming community where everyone belongs. With Christ at the centre, we pray together and show our love for God by living the Gospels.

Showing care and compassion for each other, we are kind and sharing; treating each other fairly and with respect. We value everyone as unique children of God.

We create a caring, stimulating environment where everyone feels safe and secure.

We foster a love of learning, embracing challenge and never giving up. With support and encouragement, we learn from our mistakes and always strive to do our best.

We find the best in everyone, nurturing our individual strengths and developing the confidence to allow everyone to reach their potential, preparing ourselves for the journey ahead.

1 INTRODUCTION

At St Philip's we believe that good teaching means effective learning and that is what should be strived for in every lesson. Our Mission Statement and Teaching and Learning Policy underpin everything that happens in our school and it aims to ensure that our children are provided with a high quality, rich and stimulating learning experiences that lead to a consistently high level of pupil achievement.

2 Aims and objectives

We recognise that children learn best in different ways and wish them to develop as lifelong learners. When planning lessons we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to our lessons. Therefore we aim to provide a varied learning environment, with equal opportunities for all, so that children can develop their skills and abilities to their full potential and become confident, independent, valuable and caring members of society with a continuing thirst for knowledge.

3 Principles of inclusion

At St Philip's, we believe an inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every pupil matters. See Inclusion Policy.

Children's social, intellectual, spiritual, moral and cultural development will be monitored and evaluated systematically by class teachers SENCO, Headteacher and SLT so that early intervention and support can be given to individuals or groups of children who may be causing concern.

4 Effective Learning

At St. Philip's we encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. As part of the school's commitment to Assessment for Learning we believe that feedback should:

- build every child's self esteem through encouragement;
- where possible, be immediate;
- support children's development and progress through use of developmental commentary;
- comment on effort and skills as well as attainment;
- include a balance of discussion and written comments;
- be explicit; and relevant to the aims of the lesson;
- reinforce high expectations of pupil's progress and work, including presentation
- encourage children to self reflect and think of their next steps.

5 Effective teaching

Effective learning only comes about through engagement and effective teaching. Teachers use our long term curriculum framework and medium term plans.

In order to engage children fully in their learning we believe that staff should help children to see the 'big picture' by:

- sharing the aim of the lesson;
- identifying with pupils explicit success criteria;
- reviewing the previous session / building on prior learning;
- encouraging children to summarise/demonstrate what they have learnt to peers, teachers and others.

For effective teaching to take place the following elements will be present across a range of teaching:

- a caring and supportive learning environment;
- Weekly changes in randomised talk partners to ensure children have the opportunity to express their ideas with a wide range of learners
- an opportunity for children to respond to teacher feedback and marking from the previous lesson if appropriate
- clear learning intention/objective shared with the children both visually and auditory;

- a clear link to previous and future learning;
- a clear outcome to be achieved at the end of the lesson that the children know and may have helped define (the success criteria, clearly visible throughout the lesson)
- a review of the learning at the end of the lesson linked to the Success Criteria
- self assessment by children at the end of the lesson (may be a smiley face or thumbs up) and AfL during the lesson so teachers can up the pace if necessary or change their plans;
- engagement of children in their own learning by their knowledge of their personal targets;
- appropriate challenge for all children;
- teacher modelling, including use of equipment;
- good questioning;
- use of learning partners (talk partners);
- teacher targeting children for responses, after use of learning partners, rather than 'hands up';
- interaction between teacher and pupils, and pupil and pupil, including feedback and praise;
- pace;
- focus on active learning by the children;
- lesson appropriately and readily resourced;
- involvement of all children;
- use of learning partners, whiteboards and so on so children engaged and active learners at all times
- marking which helps children move on e.g. extending children's learning or scaffolding misconceptions..

Lessons are planned with clear learning intentions/ objectives which are taken from the National Curriculum 2014 or Development Matters. All lessons are evaluated so that future teaching can be modified and improved based on the needs of each child.

We believe that planning and preparing for stimulating lessons involves:

- catering for the learning styles and individual needs of all children;
- providing time for the children to demonstrate their prior learning;
- collaborating with colleagues;
- using visual, auditory and kinaesthetic approaches to teaching and learning;
- planning for time to review;
- utilising displays and resources to motivate, reinforce concepts, celebrate and value children's work;
- varying the pace of teaching;
- ensuring involvement of children in their own learning;
- enabling every child to make good progress or better in every lesson.

At St. Philip's teaching is based on knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with SEN we give due regard to information and targets contained in the children's Support Plans. We have high expectations of all children, and expect the highest possible standards.

We use Target Tracker to help us assess. Targets are set for children to achieve by the end of the summer term in reading, writing, maths and phonics/SPG. We review the progress of each child six times a year, but the expectation is that children who achieve secure or greater depth will continue to achieve this in subsequent years.

We ensure that all tasks and activities that children do are safe. We carry out risk assessments as needed. When we plan to take children out of school we first inform parents and obtain their permission.

We deploy teaching assistants and other adult helpers as effectively as possible. Their work is planned for.

All teachers reflect on their strengths and areas for development and plan their CPD needs accordingly. We believe in supporting teachers in developing their skills so that they can continually improve their practice.

6 The Learning Environment

The learning environment should be organised to ensure children have the opportunity to learn in different ways which include:

- investigation and problem solving;
- research and finding out;
- group work, paired work and individual work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places to enrich the curriculum;
- creative activities;
- use of visual or recorded stimulation;
- debates, role plays and oral presentations;
- designing and making;
- participation in physical activity.

Learning should take place in an environment which:

- is challenging and stimulating;
- is happy and encouraging;
- is organised;
- is well resourced and clearly labelled;
- makes learning accessible;
- provides equal opportunities;
- provides a working atmosphere.

Classroom Organisation

Teachers are expected to organise the classroom in a manner that enhances high quality learning by ensuring that:

all children can see the board, and teacher, for input

the special needs of children are addressed;

the resources in the classroom are directly linked to the learning;

resources are tidily stored, clearly labelled and offer easy access;

there is no clutter and table tops are tidy;

children's work books are stored centrally with easy access;

time, resources, adult help, space and pupil groupings are used to promote the learning intentions of the activity;

the class have clearly understood routines and procedures;

teachers have an awareness of the rest of the class when working with a group;

there is appropriate teacher flexibility – responding to individual, group or class need;

there are clear and high expectations;

children are on task.

chairs are left neatly under tables or stacked when the classroom is vacated;

cloakroom areas are tidy and organised.

Displays must always include an RE display and a prayer focus table which can be used during prayer times, an English and maths, a current topic display, which may include History, Geography or Science and a growth mindset/Five B's display.

Displays should:

be cared for, up to date and accent the child's work;

have a title / explanation; key vocabulary; key questions;

have children's work appropriately mounted;

involve children where appropriate e.g. selecting mount colours,

labelling, designing, arranging and mounting;

when appropriate include books made by the children;

be 2D and 3D;

include interactive displays;

include finished work and work in progress;

include all curriculum areas at some time to show that they are valued;

be purposeful e.g. to be looked at, read or discussed by children;

all children need to have work on display at some time to show they are valued;

the look of the whole school is the responsibility of everyone.

Resources

Maths area – expected resources

For all classes

Counters

100 squares

Multiplication Cards

Multilink cubes

Dice

Diennes

Cuisinaire

HTU boards

Number cards

For KS1

Bead strings

Number lines

For KS2

Place value counters

Place value sliders

Maths dictionaries

Routines and Rules

At St. Philip's we have a Courtesy Code which all are expected to follow. We believe that routines and rules contribute to a good learning environment. To be effective they should be:
agreed by the children and clearly understood;

fair and consistent;

kept to a minimum but consistently enforced;

routines that are maintained e.g. procedures when children arrive in the morning;

tidying up routines;

an awareness of shared responsibility e.g. for keeping the classroom tidy.

Achievement is recognised by:

Verbal/ written praise by teachers, peers, headteacher, subject leaders, parents;

displays of work;

opportunities to perform or share;

weekly Celebration Assembly;

Certificates;

newsletter;

how much children enjoy their learning;

housepoints

headteacher awards:

talking to parents.

7 ROLES AND RESPONSIBILITIES

At St Philip's we believe that every member of the school community has a role to play in ensuring high quality teaching and learning opportunities are provided for all children and learners.

Subject Leaders are expected to contribute to improving the quality of learning by:

- expecting high standards of teaching and learning in their subject;
- ensuring that practices improve the quality of learning and meets the needs and aspirations of all pupils in order to raise standards of achievement in the school;
- playing a key role in supporting, guiding, challenging and motivating teachers to provide excellent teaching and learning in their subject;
- evaluating the effectiveness of provision, teaching and learning;
- curriculum and progress towards targets for pupils and staff to inform future priorities and targets for the subject;
- identifying needs for improvement in their own subject ;

- having a secure understanding of how their subject contributes to school priorities and to the overall learning and achievement of all pupils;
- following the cycle of monitoring, review and evaluation as set out in the School Development Plan;
- ensuring that planning meets the needs / abilities of all children and fully supports inclusion.

SENCO and Learning Support staff are expected to contribute to improving the quality of teaching and learning by:

- supporting the identification of, and disseminating, the most effective teaching approaches for vulnerable pupils and pupils with SEN;
- collecting and interpreting specialist assessment data gathered on pupils and using it to inform practice;
- ensuring with colleagues that high expectations of behaviour and achievement are set for pupils with SEN, pupil premium children, pupils with EAL, pupils from ethnic minority and other vulnerable groups;
- monitoring the effective use of resources, appropriate teaching and learning;
- activities and target setting to meet the needs of pupils;
- implementing systems for monitoring and recording the progress made by pupils with SEN towards achieving their targets;
- responding to class teachers' concerns regarding pupil progress;
- working in partnership with parents and outside agencies to ensure high quality provision is achieved to meet the needs of all pupils.

Governors are expected to contribute to improving the quality of teaching and learning by:

- ensuring that the school buildings and premises are best used to support effective and successful teaching and learning;
- monitoring teaching strategies in the light of Health and Safety regulations;
- monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensuring that staff development and Appraisal promote good quality teaching and learning;
- monitoring the effectiveness of school self evaluation processes.(These include reports from subject leaders, Headteacher report to Governors, attendance by Governors at Inset / staff meetings);
- Contributing to / evaluation of the School Development Plan.

The role of parents in supporting the Teaching and Learning Policy

We believe that parents have a crucial part to play in helping children to learn. At St Philip's we are committed to working in partnership with parents. Good home / school communication is considered a priority. As a school we are committed to offering opportunities both formally and informally for parents to learn more about their child's school experience. Parents are informed about what and how their children are learning by the following:

- termly curriculum guides;
 - attendance at SEN drop ins
 - Bi-annual Parent Consultation Evenings;
- Curriculum information evenings (e.g. new parents, English and Maths, SAT's preparation / information, Sex Education etc.);
- Annual school report;

We believe that parents can best support their child by supporting and implementing school policies. Parents can:

- ensure that their child has an excellent attendance record;
- ensure that their child is equipped for school with the correct uniform, PE kit etc.;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Ensure homework set is completed
- promote a positive attitude towards school and learning.

8 MONITORING THE IMPLEMENTATION OF THE POLICY

There will be on - going monitoring of the policy by:

Head and Deputy Head teacher, Governors, Subject Leaders, Appraisal Team Leaders

Classroom practice will be monitored using a reflective model where the teacher is given opportunity to reflect on his/her own practice.

Planning will be monitored by subject leaders as part of their school improvement planning and by SLT as part of their monitoring role.

Pupil attainment and progress will be monitored by class teachers, subject leaders, SENCO, Able, Gifted and Talented Leader, head and deputy. Governors will monitor this too via A&Q Committee, Headteacher Reports and by their time spent in school particularly during Governors' Day.

This monitoring, we believe, will underpin the improvement in children's attainment and help make our teaching more effective.

10 REVIEWING THE POLICY

The policy will be reviewed in line with the School Improvement Plan and Performance Management Framework by the Chair of Governors, the Chair of the A&Q Committee and in consultation with the Resources Committee.