

THROUGH GOD'S GRACE A COMMUNITY GROWING IN KNOWLEDGE AND UNDERSTANDING

St Laurence Catholic Primary school

Teaching and Learning Policy



1. Introduction

1.1 This policy is a statement of the aims, principles and strategies for teaching and learning and is central to raising the quality of teaching and learning which in turn leads to the raising of pupil achievement.

2. Aims and Principles

2.1 To state clearly the features of good practice to which the school aspires.

2.2 To facilitate consistent implementation of teaching and learning practice and procedures throughout the school, in all year groups and in all subjects and school activities.

2.3 We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of members of the parish, parents and others in the community.

2.4 We believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the teaching and learning process.
- Classroom relationships are built on mutual tolerance and respect.
- Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement
- There is a common awareness that high standards of self discipline and order are expected
- The environment in which pupils and teachers are working is stimulating, comfortable and safe.
- Lessons are well prepared with tasks and resources appropriate to pupils learning needs
- Teachers are respected

3. Responsibilities

All members of the school community (teaching and non teaching staff, parents, pupils, governors, parish and visitors) are expected to work towards the school's aims by:

- Valuing children as individuals and respecting their right to education in a caring, secure environment,

- Fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life.
- encouraging, praising and positively reinforcing good relationships, behaviour and work.
- working as a team, supporting and encouraging one another.

Teachers work towards the school's aims by:

- providing a stimulating programme of study ensuring that the teaching styles, resources and tools pupils encounter are varied and challenging, offering opportunities for the highest standard of personal achievement by pupils across the ability range.
- providing lessons which are prepared, structured and paced to make effective use of the time available.
- ensuring, through assessment for learning and accurate record keeping, that learning is progressive and continuous
- ensuring that pupils have a clear and common understanding of the high expectations held of them individually, according to their ability and aptitude and of the targets to which they are working.
- giving pupils opportunities to review and reflect upon their progress and, where possible, to involve them in planning the next steps in their learning.
- maintaining an up to date knowledge of the curriculum they are delivering)
- establishing links with the local community and other schools to prepare pupils for the next steps in their education.
- communicating with parents and keeping them informed of children's progress, topics to be studied and curriculum developments.

Pupils work towards the school's aims by:

- respecting themselves and each other as members of God's family.
- respecting and cooperating with each other in the classroom and playground.
- respecting school equipment, supplies and furniture.
- being positive and encouraging to other pupils.
- participating fully in school masses and liturgical services.
- being kind and respectful towards all staff and visitors.
- respecting other pupils' school materials and personal property.
- using appropriate language.
- attending school regularly.
- being punctual and ready to begin lessons on time.
- being organised bringing necessary kit, taking letters home promptly, returning reading books regularly.
- making full use of all the opportunities with which they are presented.

Parents work towards the school's aims by:

- ensuring that their children attend school in good health, regularly and punctually.
- ensuring that children arrive at school with the correct uniform and equipment.
- providing support for discipline within the school and the teacher's role.
- being realistic about their children's abilities and offering encouragement and praise.

- participating in discussions concerning their child's progress and attainments.
- giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- allowing their children to take increasing responsibility as they progress through the school.
- where time allows using their own talents in developing the school community by assisting in class, supporting our PTFA at functions and supporting other school initiatives.
- keeping the staff informed of any changes in the child's circumstances which may affect their learning.

4. Organisation

4.1 Classes are organised by age, wherever possible single age year groups are taught in each class. Where the numbers do not permit this, vertical grouping of not more than two age groups is used.

4.2 Within each class whole class teaching, group work and individual work are used where and when appropriate. Groups are usually of mixed ability but are ability based for Numeracy and Literacy and for other subjects where appropriate.

4.3 Discussion is encouraged where appropriate, although some periods of the day may be set aside for quiet/silent work.

4.4 All teachers teach all subjects to their classes, seeking the advice and support of subject coordinators where necessary. Individual instrumental tuition is provided by teachers employed by Cambridgeshire and by voluntary help such as recorder or clarinet.

4.5 Classroom helpers are available in the form of paid classroom assistants and volunteer helpers. As appropriate and at the discretion of the class teacher and headteacher helpers assist:

- in the classroom working with small groups or individuals, supervising groupwork, art and craft, IT. and listening to readers.
- in sports activities,
- on outings and visits
- by providing other help, such as developing contacts with local groups and places of interest.

Secondary school pupils and FE students on work experience placements are accepted into school and certain standards of dress and conduct are expected.

4.6 Pupils with special educational needs are identified and supported in line with our special needs policy and the Code of Practice.

4.7 Excellence in achievement/effort is celebrated by:

- each child is given an opportunity to have work of a high standard displayed at some time in the school year.
- sustained effort including drafting and reworking is encouraged to enhance standards.
- school events such as concerts and plays are seen as opportunities for all children to be involved and to make a contribution.
- pupils are encouraged to believe that any work to be displayed should represent the highest standards of their own personal effort and achievement.
- good work is shared at the Celebration assembly on Wednesday each week.
- a variety of stars, stickers and stamps are used by class teachers.

5.0 Quality of Learning

The aim of this section is to identify the various characteristics of pupils learning experiences and the appropriate learning environment. In order to achieve continuity across the whole school it is important that the following characteristics are uniformly implemented in all the classrooms.

5.1 Characteristics of the learning experiences.

Development of learning skills for pupils to include:

- High expectations of themselves.
- Completion of tasks set within a given time frame.
- Produce work which is clearly understood.
- Successful interaction between teacher and children to achieve set targets.
- Ability to work in different grouping arrangements.
- Effective organisation when changing tasks.
- Demonstrate knowledge of skills to select and then use appropriate resources.
- Ability to communicate in different ways to a variety of audiences and those of others.
- Have the self-confidence to be able to raise questions.
- Be able to learn from the making of mistakes within a caring environment.
- Working independently from instructions.
- Willingness to listen attentively and respect the opinions of others.
- Application of learning to unfamiliar situations.
- To accept responsibility for own work.

5.2 Characteristics of an effective learning environment.

- Having an appropriately managed classroom where children have a stimulating and interesting environment and where it provides the flexibility for individual, group or whole class lessons.
- The promotion and support of pupils' independent and collaborative learning skills.
- Evidence of the religious life of the school.
- The recognition that moral and social issues are an integral part of school life.
- The fullest possible use of display space to stimulate the pupils to produce quality work.

- The provision of plentiful appropriate resources, appropriately labelled and easily accessible.
- Adherence to the equal opportunities policy
- The utilisation of other areas outside of the classroom as part of the learning environment.
- The development of appropriate social skill when out side the classroom.
- The understanding of issues relating to children with English as a second language.

5.3 Pupils learning styles.

All staff needs to become increasingly aware of the development stages of the education theories to the way children learn. In particular staff will need to perceive their own learning styles in relation to the way in which the brain operates and the implications of this upon the classroom teaching and learning

6.0 Quality of Teaching

This section deals with the necessary skills required by class teachers to ensure the quality of teaching. It is divided into three section; preparing the learning context, introducing the lesson and the plenary.

6.1 Preparing the lesson context

Clear planning for learning should incorporate:

- Specific learning objectives either building on prior learning or from assessment.
- Differentiated work related to Individual Education Plans or group targets where appropriate.
- Appropriately related tasks within the experience of all pupils and clearly linked to the scheme of work.
- Indication of the lesson structure, specific activities with required resources set within a time frame
- Use of a range of teaching styles.

6.2 Introducing the lesson

When introducing the lesson the teacher should:

- Gain the pupils attention and make clear the links with previous learning (5 minute recap) clarifying the objectives and expectations.
- Ensure the use of any resources can be seen by all.
- Maintain an appropriate pace.
- Use a range of open and closed questions, targeting individual pupils as appropriate.
- Have strategies to ensure effective participation by all pupils and be able to manage disruptions effectively.
- Model and scaffold learning process.
- Focus on the learning objectives
- Provide verbal feedback.
- Have strategies to manage latecomers and for the transition to the next section effectively.

- To support group and individual activities the teacher should:
- Provide work clearly linked to learning objectives, which is appropriately differentiated.
- Create systems to support groups working both independently and collaboratively.
- Ensure groups are of a manageable size.
- Focus themselves with one or two groups, entering into discussions as appropriate.
- Provide clear indication of time frame before and during the session.
- Encourage pupils to take full responsibility for their work.
- Inform pupils how much work needs to be completed during the session

6.3 The plenary (lesson review)

To ensure benefits from this session teachers could:

- Gain the pupils attention and clarify the purpose and expectations linking these with the learning objectives.
- Allow pupils to evaluate their work whilst maintaining the lesson pace and rigour to reflect on their targets (“I can” statements)
- Identify and clarify and perceive misconceptions.
- Summarise key facts, ideas and vocabulary
- Provide an outline of the next lesson.
- Set homework as appropriate.

7.0 Strategies for ensuring progression and continuity.

Planning is a process in which all teachers are involved, wherein:

- the foundation for curricular planning will be the Whole School Development Plan, developed through a process of consultation between staff and governors.
- schemes of work for individual subjects, will be developed by coordinators.
- plans including medium term and detailed weekly/daily plans are drawn up by individual teachers for each half term/week/day and monitored by the headteacher and subject coordinators.
- regular staff meetings will be timetabled to discuss various aspects of the curriculum and ensure consistency of approach and standards.

8.0 Subject coordinators have a variety of roles. They:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- monitor progress in their subjects and advise the headteacher and Governors on action needed.
- organise and purchase central resources for their subjects within the budget and priorities identified in the School Development Plan.
- are expected to keep up to date through reading and attending relevant courses.
- support colleagues by advising on planning, resources and developments in their subject area.

9.0 Cross Phase continuity is ensured by:

- links with the secondary schools which we feed.
- visits to secondary schools by year 6 pupils.
- transfer of pupil's Records of Achievement and Summative Assessment results.
- discussions between teachers both within the school and between the year 6 teacher and the secondary schools.

10.0 Strategies for Recording and Reporting

In line with our Marking, Assessment, Recording & Reporting Policy an assessment file is kept for each class which contains records of assessment alongside their assessment books. These are:

- examined by class teachers at the start of each academic year as they prepare for their new class.
- available for parents to view their own child's work, providing statutory notice is given.
- monitored by the headteacher.

11.0 Reporting to Parents is done on a termly basis through interviews and annually through a written report. Parents are made aware that:

- parent interviews may be held immediately after school and/or early evening.
- they may meet their child's teacher or the headteacher by appointment at any other time, to discuss particular concerns.
- parents of children that have been identified as having Special Educational Needs are invited to take part in their reviews.

12.0 Strategies for use of resources

12.1 Classroom resources are the responsibility of classroom teachers who ensure that;

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.
- all pupils know where resources are kept and the rules about their access and use.
- all children know what they must not touch for reasons of safety and privacy.
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- children and teachers work together to establish an attractive, welcoming and well organised environment promoting respect, care and value for all resources.

12.2 Central resources are generally the responsibility of the subject coordinators, each of whom is responsible for auditing and monitoring the use of resources.

Budgets will be allocated to the subject coordinators in accordance with the School Development Plan.

12.3 Time is a resource that we value. To maximise its use

- in the early years children's time is tightly organised by the teachers.
- as children progress throughout the school they are expected to take greater control over their own learning, including their use of time within a framework specified by the class teacher.

- time wasting is reduced by ensuring that tasks are made specific and clearly defined.
- children are made aware of the procedure to follow at the start of a session.
- on entering the classroom children are encouraged to gather on the carpet in preparation for the next lesson, or to engage in useful activities.
- all children know what to do between the end of an activity and the end of a session.

12.4 IT. is a major resource which is used across the curriculum.

Computer suites exist between each pair of classrooms in KS2 and in the KS1 area. Foundation Stage classrooms have their own computer. Teachers should ensure that ICT is incorporated in their planning across the whole curriculum.

12.5 Reading Books are a valued resource; children are encouraged to choose reading books from the class library.

13.0 The headteacher will monitor the implementation of the policy and will report to the Governors in accordance with agreed procedures.

This policy has undergone an Equality Impact Assessment
Policy reviewed in May 2013
Next review due: May 2016