

## ST PAUL'S CATHOLIC PRIMARY LEARNING AND TEACHING POLICY (2011)

*Our school is a place of learning  
a place of love.  
In our school community, may we walk in the steps of  
St Paul as we come together in work and play.  
May we celebrate God's love for us by following  
Jesus Christ in the Spirit of joy,  
peace  
and understanding.*

### Principles of good learning

**We believe that children in our school learn best when:**

- they are happy, feel secure and are motivated.
- their lessons are well planned and pitched according to their needs
- they take part in interesting, stimulating and creative tasks
- they are informed about their progress and given the means to improve their performance
- they are able to fulfil their potential
- they see a purpose to their learning
- they take pride in their work
- their spiritual, moral, cultural and social development is seen to be as important as their access to the formal curriculum
- they have easy access to the resources they need and use them confidently
- they are able to work independently when asked to
- they are able to seek help if they need to
- they are able to work in a small group and respect the needs and opinions of others
- they are able to concentrate during times of direct teaching
- they are encouraged to question and investigate
- they have been involved in setting up strategies for the classroom
- they are aware of their own learning style
- they are given time to reflect

### Principles of good teaching

**We believe that good teaching is shown by:**

- delivery of well planned and structured lessons with clear and differentiated learning objectives and success criteria
- high expectations and a desire to challenge, motivate and stimulate pupils
- the use of a variety of tasks and strategies
- a sound knowledge of the curriculum areas being taught
- effective assessment procedures and record keeping (Assessing Pupil Progress/ APP)
- a sound knowledge of the needs of the class based on continuous assessment (Assessment for Learning / AFL)
- an understanding of the importance of the overall development of children
- firm yet sympathetic handling of the class
- a good understanding of the range of ability in the teaching group or class
- the provision of a quality learning environment
- effective questioning and interaction with pupils

**We believe a good teacher also has**

- a love of children
- enthusiasm
- imagination
- a sense of humour

- good communication and listening skills
- good time management
- high professional standards

## **Strategies for good teaching**

**We believe it is the right of every child in our school to have access to quality teaching and learning. We appreciate that this can be brought about through a variety of teaching styles and experiences but we also believe that there are certain strategies which we must share and adhere to in order to allow our children to receive the best education.**

## **Planning**

There are schemes of work whose delivery are overseen and monitored by subject leaders. They are revised in line with changes to the National Curriculum. They show the learning objectives for each year group with suggested tasks. The Staff Handbook shows the schemes currently in use.

These schemes are used by class teachers to draw up termly plans (medium term plans). These show the learning objectives chosen to be covered during each term, with a brief resume of tasks, use of ICT, resources needed, cross curricular learning and opportunities for assessment. The Strategy Unit Overviews are used for Literacy and Numeracy. A copy of each teacher's plans is given to the subject leader, a copy is kept in the teacher's planning folder and a copy is saved on the staff room computer.

Weekly (short term) plans show in more detail how the subjects are going to be taught – separate sheets for Literacy and Maths and a general sheet for other subjects. They include differentiated objectives and tasks, groupings, the role of the teacher and classroom assistants and assessment opportunities. During the week they are annotated by the teacher to show the results of day to day assessment and learning outcomes. A note is made of the children who do not achieve the learning objectives to inform future planning. The termly plans for non-core subjects, provided they show sufficient detail, may be moved through the planning folder and used to inform weekly teaching.

A teacher's planning folder is evident in the class room during lessons and may be looked at by the headteacher, subject leaders and visiting advisors. Apart from the medium plans for the year and short term plans for the current term, it should also show the targets set, IEPs, the class timetable, groupings and any other notes that the teacher needs to aid planning.

## **Learning**

As a result of good planning, lessons are focused and both the teacher and the children are aware of the learning objectives and success criteria (which should be displayed). Work is pitched to the needs of groups and individuals. Children are engaged on suitable and challenging tasks. Teachers and other adults are acting as educators and not merely servicing the needs of their pupils.

Subject leaders give advice on the teaching and resourcing of their subjects. They may lead Inset or suggest that they or their colleagues attend courses to improve their knowledge of curriculum areas.

At the start of a lesson the teacher shares the learning objective with the children in the class and reflects on earlier learning in the same curriculum area. The teacher delivers the lesson with good pace using a variety of teaching styles and allows the children time to develop their learning skills. The children have many opportunities for 'active' learning. The teacher is mindful of the children's preferred learning styles but also seeks to develop other aspects and skills. The children may work independently or in pairs or small groups. During the lesson the children have opportunities to reflect on their learning and how they can move on. There is time to reflect on whether the learning objective has been achieved.

In between lessons children take part in Brain Gym, Take 10 etc to help their concentration.

## **Assessment**

We recognise that assessment is one of the keys to good teaching and learning. The school's Assessment, Reporting and Recording Policy describes the principles and practice that we follow. Day to day assessment

especially allows us to highlight the needs of children, be they under achievers or high attainers. Enabling children to progress towards and beyond their targets and to maintain high levels of attainment are two of our prime concerns.

The school's Marking Policy reflects our desire for all children to feel valued. Praise should be given freely and criticism when needed should be constructive. Good planning ensures that all children have some time during the week to talk on their own with their teacher about some aspect of their work

### **Classroom management**

Procedures for classroom management are laid out in the school's Behaviour Policy. At the beginning of each year each class discusses and draws up 'rules' to enable them to create a positive learning environment. Teachers use the 'slip' system if they feel that a child's behaviour is detrimental to the learning of themselves and their peers.

Children are encouraged at all times to work in harmony. They are taught how to work independently, with a learning partner, in a small group or as part of a whole class session. Teachers use these various learning experiences to stimulate and motivate the children. At times children are expected to work quietly depending upon the nature of the task in which they are involved. Children in the school should be able to show initiative and be able to take responsibility for their own learning.

Transitions between lessons are smooth and purposeful.

Certain **routines** are used throughout the school at the start and end of the day and at playtimes. These allow for the children to recognise the period of time when learning takes place and to prepare calmly. These routines may be found in the School Handbook.

Children are encouraged to be responsible for their property and for the resources on their table. They should not be allowed to scribble on the covers of their books and they should always take care with the presentation of their work. The Presentation of Work Guidelines in the School Handbook should be followed.

Children are made aware of their class timetable. They are often given tasks to be completed within a certain time. The classroom assistant may be used to help those children who find management of their learning difficult.

### **The quality learning environment**

We recognise the importance of providing an attractive and stimulating learning environment. We feel that the school and the classroom should reflect the learning that takes place within it. Every class also has a prayer table and RE board which reflect the changing RE focus during the year.

The display boards are primarily used to aid the children's learning. Working walls demonstrate the current learning of the class. Key curriculum words are regularly updated.

#### **Display –**

- display boards should be backed and displays labelled
- some display should reflect core curriculum areas including numberlines, one hundred squares, alphabets, wordbanks etc
- the current Topic should be obvious
- some displays should have neatly backed and labelled examples of the children's work
- most displays should be interactive
- they should be of a high standard and act as a model for the children's own work
- they may be 3D
- a class board should contain the class rules, calendar, timetable etc

#### **Resources –**

- should be clearly labelled
- in good condition

- treated with respect
- easily accessible
- kept tidy by the children

#### **They should include:**

- computers and software
- textbooks
- fiction and non-fiction books
- books to support the Topic
- rulers and other mathematical equipment
- artefacts
- plants
- sufficient pencils, colouring pencils, crayons, paints etc
- activities for 'wet play' days

Extra science, technology and maths equipment is kept in the KS2 corridor.

There are FS and KS1 and KS2 Libraries which are used to support the children's learning. Some children in Year 6 act as Librarians.

#### **Homework**

Some form of home learning is set by all teachers (see Home Learning Policy). It is set on Thursday and collected on Tuesday.

#### **Values**

The mission statement is displayed in all classrooms and the children should be familiar with and understand its contents.

Each member of the school is judged to be of equal importance. All children, whatever their learning needs, are an integral and valued member of a class.

Children are at all times to be taught to value themselves and others regardless of race, colour, gender or ability.

All pupils should experience success in their learning in the midst of a loving and supportive community. Teachers should set a clear and positive example through their professionalism and commitment to the highest standards.

The objectives of 'Every Child matters' - be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being underpin all that we do

#### **Monitoring and review**

The Framework for Monitoring ensures that all aspects of teaching and learning will be carefully monitored so that the school's aims for quality teaching and learning will be realised.

Policy originally approved by the Governing Body 19 October 1999.

The policy will be reviewed annually by the staff and governors.