



# **TEACHING AND LEARNING POLICY**

## Teaching & Learning

1. Overview
  - 1.1. Our Lady's school is committed to raising standards and providing the best education for the pupils in the school. We work together to establish an ethos of continuous improvement. This policy seeks to identify the features of effective teaching and learning.
  
2. We aim to develop:
  - Self-esteem, self-discipline and self-motivation
  - A broad range of thinking skills, including positive, critical and creative thinking.
  - A thoughtful attitude towards others showing care and respect
  - Lifelong and independent learners, able to think for themselves
  - Pride in their own achievements and the achievements of others
  - A secure foundation in basic skills in literacy, numeracy and other subjects
  - The ability to reason and think things through
  - The confidence to be curious and ask questions
  - Independent, confident and creative children who are able to apply their knowledge.
  - Effective teaching that motivates and inspires all pupils to achieve their best work.
  - Provide relevant opportunities for pupils to engage in a wide range of challenging learning experiences.
  - Appropriate continuity and progression in the learning of all pupils from Reception to Year 6.
  - Children who talk consciously with God and accept the responsibility to love and serve others.
  
3. Teaching
  - 3.1. We see teaching and learning as a cooperative process involving all staff, learners, parents and members of the community.
  
  - 3.2. We provide the experience of a living, growing Christian environment. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through the distinctive nature of our Catholic school, our teaching aims to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.
  
  - 3.3. Key Principles for Good Practice
    - The enthusiasm of the teacher to teach and to motivate the children to learn

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- Well organised, purposeful teaching built on a thorough understanding of the children's prior knowledge and understanding
- Clear learning objectives shared with the children
- In sharing our learning objectives with the children we will identify the success criteria so they know what they are trying to achieve.
- Demonstrating a secure knowledge and understanding of the subject they are teaching
- Planning effectively in the long, medium and short term
- Our planning evaluations will always contain outcomes for future planning
- Use a questioning approach – monitoring the range and quality of questions posed
- Model good thinking – verbalising processes involved in learning activities
- Clearly communicate high expectations of achievements to all learners
- Use of a range of teaching strategies and teaching styles as appropriate
- Positive learning environment in which we show the value we place on each individual's achievement
- Clear classroom routines and consistent expectations of behaviour
- Pupils aware of their own responsibility in moving their learning forward
- Using IEPs and provision maps which target children's individual needs to provide appropriate learning opportunities
- Valuing the work of all adults in the classroom and ensuring the adults understand what the learning is and what the success criteria are to achieve this.
- Consistently provide and monitor homework in line with schools' policy
- Manage their time well, starting lessons promptly and ensuring there is good pace
- Maintain and use resources effectively
- Use formative and summative assessment as an integral part of planning to ensure children make good progress
- Mark work promptly
- Consistently use praise and rewards

4.

Learning

5.

Pupils should experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. We expect them to work collaboratively with other

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pupils and adults. We are working towards developing the children as critical and reflective learners. In order to achieve this learning we have identified conditions for learning which we consider to be essential for children to develop the life long love of learning which we identify as one of the aims of the school.

5.1.

### Key Principles for Good Practice

- Children learn best when; work is challenging but achievable, they have clear expectations of work and behaviour, they are encouraged and praised, they are given meaningful feedback on what they are doing well and how to improve and parents are involved and supportive.
- Showing independence and ability to persevere with tasks both individually and collaboratively
- Showing curiosity, enthusiasm and interest
- Showing pride in presentation
- Celebrating their own and others' achievements and successes across the curriculum
- Behaving well, and being respectful of others' feelings, values and beliefs
- Providing a suitable working environment with a clearly defined classroom layout
- Using both the inside and outside environment to maximise children's learning as appropriate
- Providing suitable first hand experiences
- Enabling children to choose and access appropriate materials for a given task
- Ensuring the children know the levels of noise accepted for different activities
- Providing and encouraging children to initiate opportunities for problem solving and investigation.
- Using I.C.T. across the curriculum
- Providing opportunities for children to share their ideas
- Organising activities and visits to enrich and extend the learning opportunities.
- Providing learning opportunities to allow time to revisit and reflect on concepts to ensure consolidation when appropriate

6.

### Learning Environment

6.1.

The classroom will be an attractive engaging environment with clearly defined areas, and a range of appropriately labelled, easily accessible and good quality resources.

6.2.

Display is used to create an attractive environment and to reflect individuals' effort and ability, to encourage children to think about

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their own learning, to present information that is relevant to current topics and will include work from different areas of the curriculum.

6.3.

### Key Principles for Good Practice in Our Lady's

- Uncluttered environment in classrooms and shared areas
- Appropriate resources are accessible and stored correctly
- Resources are of an acceptable quality throughout the school
- Each class consistently displays RE, Literacy and Numeracy work
- Pupils' work is mounted for display
- There is a variety of types of display (e.g. interactive, informative, celebration)
- Surfaces are kept clear of unnecessary equipment
- Exercise books have printed labels on the front
- Pupils are taught and encouraged to look after the environment and resources. An ordered environment is promoted.
- The children will be involved in establishing clear routines and procedures and in planning and decision making.
- Every adult will be aware of the Health & Safety issues, and ensure appropriate risk assessments are in place before undertaking an activity.
- The outside area when used will provide a high quality learning environment with appropriate provision to engage and stimulate thinking and activity

### Organisation of Pupils

Children are organised in a variety of ways, based on knowledge of the children and their learning and personal, social and emotional needs including:

- Whole class
- Flexible groupings of different sizes including
- Friendship groups
- Ability groups
- Behaviour groups
- Mixed ability groups
- Working individually
- Working in pairs

7.

### Assessment

7.1.

Assessment is a crucial part of the teaching and learning process. As teachers, we continually carry out the process of assessment, but it has to be rigorous and must be open to wider scrutiny. Assessment must be used to inform future planning as well as to

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provide evidence of secure judgements in recording and reporting pupils' progress.

- 7.2. Assessment and marking should help teachers understand the progress children have made in their learning. The marking and feedback should support children in understanding their learning and how to take their learning forward and when they have not understood, how their errors can help their thinking develop. To do this we intend all procedures will be:

Consistent

Informative

On-going

- 7.3. Key principles for good practice

- Children will be involved in self assessment through thumbs up, middle or down to show understanding in group situations, and traffic lights as an indicator on written work
- Children will be engaged in peer assessment when appropriate
- Observation will be used throughout, but extensively in the Foundation Stage and Year One
- Children will be present at regular times when their work is marked so they recognise and can respond to their errors
- Children's work is marked against the learning objective and success criteria
- Three stars and a wish marking will be used, initially in Literacy, and then transferred to other subjects as agreed by teachers
- Children will be given time to respond to the marking
- Errors will be used as learning opportunities and the children will recognise this
- Assessment of the children's learning will lead the planning of the next lesson
- Marking will provide positive comments in written or verbal form for the children on how to take their learning forward
- Layered targets used will be manageable and accessible to the child
- Summative assessment will be made in reading, writing, maths and science these will act as indicators of individual progress and pointers to the strengths and areas in need of development within the class. These will be recorded in School Pupil Tracker.
- A profile of learning will be maintained throughout F/S which gives access to progress towards the ELG.
- Regular and informal feedback will be given to parents

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Feedback should:

- Build every child's self-esteem
- Where possible, be immediate
- Encourage, motivate and reward
- Support children's development and progress
- Include a balance of discussion and written comments
- Be explicit
- Be relevant to the aims of the lesson
- Help children to see the 'big picture' by:
  - Sharing the aim of the lesson and the success criteria
  - Reviewing the previous lesson
- At the end, encouraging children to summarise/demonstrate what they have learnt to

8.

### Relationships

We aim to establish good personal relationships by:

- Establishing clear expectations, creating trust both among the staff and between the staff and children, and children and children
- Mutual respect among the whole school community where all are friendly and polite at all times
- Valuing our parents as partners and co-educators
- Encouraging good communication where everyone listens to each other and responds in a positive manner
- Enabling children to be aware of their feelings and find appropriate ways to express them
- Being firm but fair and consistent
- Empowering children to express their opinions through School Council and knowing that their ideas will be valued
- Creating an atmosphere of compassion and understanding in which children value each other
- Providing a PSHE curriculum pervasive of the whole Christian ethos that underpins the learning and values all skills taught in school

9.

### Discipline and Behaviour

We believe that children learn well when they are confident, feel valued, understood and secure, and have ownership of their own learning. We aim to provide this by:

- Having a consistent agreed approach to behaviour which is adhered to by all adults and known to all children
- Ensuring our school ethos promotes Gospel values at all times
- Having a culture where children understand their own responsibility for their actions and the results of them

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- Children and staff all have high expectations of the children in their learning and their behaviour
- Having a positive approach to behaviour and discipline and ensuring children retain their dignity at all times
- Children being involved in setting the rules for school and in establishing fair sanctions and rewards,
- Children knowing they have opportunities to raise areas of concern through School Council and Circle time
- Involving parents and other adults including governors in decision making within the school
- Establishing consistency of expectation throughout the school

10.

The Head teacher will support teaching and learning by:

- Providing the opportunity for teachers to observe each others' teaching and sharing good practise
- Having a commitment to the professional development of teachers and support staff with opportunities for cascading knowledge and skills

Other policies that support teaching and learning:

- Homework policy
- Marking policy
- Behaviour policy
- SEN policy