

**St Mary’s Catholic Primary and Nursery School**

**TEACHING AND LEARNING POLICY**

***“Inspiring children to love learning and live in the light of Christ”***

***St. Mary’s Catholic Primary School and Nursery values all children for their unique gifts and talents.***

***Each child is encouraged to reach his or her full potential, academically, socially and spiritually.***

***Children are nurtured and supported as they grow to become curious, confident and independent learners, who work hard and aim high.***

***All are welcomed into our happy caring Catholic school community, which has the Christian values of love, patience, generosity, kindness and mutual respect at its heart.***

**Our Vision**

We wish our school to be a stimulating, happy, exciting and positive learning environment where everybody is inspired to work together and reach their full potential.

**Aims and Objectives:**

1. To have Christ at the Centre of all that we do

2. To create a happy Catholic community in a safe and secure environment

3. To inspire children to love learning

4. To instil in every child values & respect for themselves, others and their environment

5. To promote and model excellent behaviour

6. Clear communication to ensure that everyone works as a team

7. To develop an outstanding curriculum which enthuses and stimulates

8. To provide memorable opportunities to extend and enhance pupils’ learning

9. Be committed to outstanding teaching that enthuses staff and children

10. To gain experience and value of the local community and the wider world

**Rationale**

Our learning and teaching policy is at the heart of all we do. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our children.

Our focus is upon ensuring that every child reaches their full God given potential and is given every opportunity to make progress. This is dependent upon four key elements – Planning, Teaching, Learning and Assessing.

**Planning**

**Teaching**

**Learning**

**Assessing**

**Planning**

**Effective planning will include:**

* A creative topic based upon a clearly defined set of skills .
* A sequence of learning activities which enable the children to move along their learning journey and make progress.
* A weekly literacy and numeracy plan with clear lesson objectives
* Specific planning or direction for Teaching Assistants to support learning.
* Use of Individual Education Plan’s (IEPs) to inform SEN support.
* Social and emotional needs (SEAL).
* A clear structure, differentiated for all ability groups (**H**igher **A**ttaining **P**upils, **M**iddle **A**ttaining **P**upils and **L**ower **A**ttaining **P**upils) with assessment opportunities which identify key questions.
* An evaluation of progress based upon the learning objectives.
* Information relating to the impact of teaching upon learning and the identification of ‘next steps’.

**Teaching**

**Features of successful and effective teaching:-**

* Teaching enthuses pupils and ensures that they learn extremely well and therefore make progress.
* Teachers and other adults are acutely aware of their pupils’ capabilities and of their prior learning and understanding.
* Teachers plan very effectively to build on these.
* Teachers demonstrate excellent subject knowledge and apply this consistently to challenge and inspire pupils
* Teachers make full use of high quality resources, including new technology, to optimise learning.
* Teachers make good use of the support provided by other adults, to optimise learning.
* Teachers make effective use of marking and dialogue.
* Teachers have good subject knowledge for RE and witness to the catholic faith
* We have our own pneumonic-INSPIRE at St. Mary’s:

I-Inspiration

N- New learning

S- Supported

P- Progress

I-Inclusive

S- Supported

E- Effective

**A good lesson has these characteristics:**

* It is well planned and fits into a sequence of lessons and activities.
* It must have a clear learning objective - what the children should learn from the lesson. This must be visible and shared with the children.
* Success criteria is clearly identified and shared with the children

* Good classroom management is evident with clear routines and organisation.
* Teacher has high expectations of children’s behaviour and standard of work.
* Appropriate resources identified and available to ensure each child can work effectively and uninterrupted.
* Learning and teaching have pace.
* There is a smooth transition between activities where children settle quickly to work.
* Good relationships are evident between teacher / pupil and pupil / pupil.
* Work is well matched to pupil ability (differentiated). Challenge is offered to all
* Teacher is secure and confident in subject knowledge.
* Learning takes place. Progress can be demonstrated from the starting points of the children within the class.
* Effective and purposeful use is made of ICT (Interactive whiteboard, computer)
* Evaluation of success criteria (What was I looking for? What have **you** learned? How can you apply what you have learnt?)

*The following offers guidance on the structure of a lesson. As professionals, we recognise that the structure of a lesson will often change and be adapted in accordance to subject and the learning objectives themselves.*

**1. Warm up; 5/10 minutes**

* Short, exciting, well- paced activities to stimulate thinking, encourage engagement and review previous learning. Mental or oral starter used to reinforce layered targets. Children sat in their LAP, MAP and HAP groupings therefore making differentiated questions and assessment of progress easier

**2. Teaching of Learning intention: 10/20 minutes**

* Clear explanation of this in ‘child speak’
* Whole class interactive teaching of new skills, concepts and strategies using questions, explanations and modelling
* Success criteria ( Steps to Success). Child involvement in creating this if appropriate.
* Pace and questioning giving opportunities for challenge, thinking and reflection
* Effective use of IT to support and extend learning opportunities
* Children focused, challenged and motivated.
* Clear explanation of differentiated tasks, and learning intention
* Opportunities for children to clarify their understanding of the tasks

**3. Tasks: 15/20 minutes**

* Tasks well matched to the learning objective and success criteria

Individual, paired or grouped activity

* Children consolidate learning intention
* Opportunities to use and apply their skills, knowledge and understanding
* Effective monitoring, intervention and support of all children by the teacher
* Assessment of children’s work is regular and consistent and contributes to their progress
* Timed expectations

**4. Plenary: 5/10 minutes**

* Review understanding of Learning Intention
* Evaluate understanding of new concepts, strategies and skills.
* Makes links with previous learning
* Enables children to reinforce learning
* Prepares children for next steps on learning continuum

**Learning**

Where there is good learning taking place, children will be:

* Aware of Learning intentions and success criteria
* Asking and answering questions
* When given opportunities to do so, able to personalise their learning
* Enthusiastic, interested, motivated, engaged, inspired
* Concentrating and have a good attitude to learning
* Looking at the teacher, listening, alert, and attentive
* We have our own pneumonic for this at St. Mary’s :

I-Inspired

N- New knowledge, skills and concepts

S- successful

P-proud

I -Interested

R-Respected

E -Enjoyment

* Happy, confident, secure, safe.
* Respectful and considerate
* Encouraged to use a range of thinking skills and solve problems creatively.
* Have opportunities to work in groups, pairs or independently.
* Appropriately challenged by the complexity of their work.
* Reviewing and building upon previous knowledge and skills.
* Challenged to work towards or meet goals through appropriate target setting.
* Self-evaluating – What have I done well? Where do I go next? What can I do to improve?
* Able to reflect on their learning by responding to peer and teacher feedback, both verbally and in written, through use of marking policy.
* Able to use a range of learning styles – Visual, Audio and Kinaesthetic.
* Able to make use of different technologies e.g. laptops, the interactive whiteboard
* When given opportunities to do so, able to personalise their learning.
* Supported by teachers and parents/carers.

**Features of a good learning environment:-**

* Stimulating, inviting, comfortable, friendly, safe and happy.
* Calm, welcoming and supportive.
* High expectations for standards of behaviour through the use of house points.
* Classroom rules and reward systems displayed.
* Learning is accessible for all irrespective of gender, race or ability.
* Well organised and resourced for the children to be independent learners.
* Have clear routines and defined areas with labelled resources.
* Prayer table where the children can focus their prayer, with good RE display
* Children’s work valued and on display. Children feel proud to have their work on a display. Displays which are colourful, relevant and purposeful.
* Celebrates achievement and effort.
* Encourages creativity.
* Targets displayed and with a clear understanding what the next steps are.
* Access to drinking water.

**Assessing**

**Effective use of assessment will be shown by:**

* Assessment data is used to monitor progress in all core areas and RE
* Assessment is used to inform planning and set challenging targets.
* Effective differentiated questioning is used to check children’s understanding, knowledge and skills.
* Children’s progress during the lesson or sequence of lessons is assessed.
* Where appropriate, weekly Numeracy, Literacy and Foundation planning is annotated to identify children who have exceeded expectation or those who are in need of additional support.
* Identifies children’s errors and misunderstandings using these constructively to develop children’s understanding.
* Uses marking and dialogue effectively to maintain learning and progress and to inform target setting.
* Reflects and evaluates own teaching as part of the Performance Management process.
* Ensures that pupils are consistently involved in evaluating how well they achieve across a range of subjects.
* Ensures that pupils are aware of what is expected of them and how well they are doing.
* Ensures that pupils are involved in assessing and discussing their work and their progress.
* Ensures that children are aware of individual, group or class targets in literacy and numeracy.

**Assessment for Learning**

Principles and key characteristics of assessment for learning:

* is part of effective planning
* focuses on how students learn
* is central to classroom practice
* is a key professional skill
* is sensitive and constructive
* fosters motivation
* promotes understanding of goals and criteria
* helps learners know how to improve
* develops the capacity for self-assessment [and peer assessment]
* recognises all educational achievement.

**Key characteristics**

* It is embedded in a view of teaching and learning of which it is an essential part.
* It involves sharing learning goals with learners.
* It aims to help pupils to know and to recognise the standards for which they are aiming.
* It involves pupils in self-assessment [and peer assessment].
* It provides feedback that leads to pupils recognising their next steps and how to take them.
* It is underpinned by the confidence that every pupil can improve.
* It involves both teacher and pupils reviewing and reflecting on assessment data

Headteacher – J. Price \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governors – A. Scull \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

February 2020

Review date – February 2022