



St. Mary's Catholic
Primary School

Learning and Teaching Policy

Accepted by the Full Governing Body on October 2015
To be reviewed by October 2016

Rationale

At St Mary's we aim to put our children at the centre of everything we do. We place great emphasis on nurturing each child's knowledge, skills and dispositions including resourcefulness, resilience, empathy and co-operation. To achieve this, we teach through a themed, skills and experience based approach to enable children to make connections, link ideas and enjoy their learning. In EYFS we encourage learning through child initiated play. This policy aims to ensure that all of the children in our preschool and school are provided with high quality learning experiences which lead to a consistently high level of pupil achievement.

Our Teaching and Learning policy is at the heart of everything we do at St Mary's. It sets out our clear expectations, provides us with a uniform approach that all stakeholders can understand, provides equal opportunities for all of our children and can be easily monitored.

What does an effective learner look like?

We expect that by the time they leave our school, children will have learnt and developed the following knowledge, skills and dispositions to enable them to access the next stage of their education and to be well on their way to being able to make a positive contribution to society.

Knowledge - our children will:

- be literate;
- be numerate;
- have a general breadth of knowledge about their community and the wider world in which they live; promoting an understanding and acceptance of core British values
- be able to use current technology;
- know about cultural aspects of their own lives and those of others;
- understand their own morals and apply these;
- know how to keep themselves safe and healthy;
- have knowledge of the Christian world and scripture;
- know that God loves them deeply.

Skills - our children will:

- be able to communicate clearly with others in a range of ways (writing, speaking and listening, technology, the arts);
- have physical agility and an understanding of a healthy lifestyle;
- be able to organise themselves;
- be able to use new technology;
- know *how* to learn;
- be able to make choices and understand the consequence of these;
- be able to identify when they have succeeded;
- apply their knowledge to other situations and contexts.

Dispositions - our children will:

- be able to make choices about their own behaviour;
- be open-minded and tolerant of new ideas and differences from their own ideas and views;
- be able to empathise with others;
- be reflective;
- persevere - be resilient and able to cope with failure;
- have confidence in themselves and their abilities;
- be independent and creative;
- be able to co-operate and work with others;
- be prayerful and reflective;
- aspire to be the best they can be;

In order to help children develop the knowledge, skills and dispositions set out above, St Mary's will:

- provide high quality, adaptable teaching of the core subjects - English, maths, science, IT and RE;
- provide a high quality adaptable and creative skills based curriculum that enthuses and engages all groups of children and provides a breadth of knowledge and understanding of the world;
- ensure teaching includes deep, open-ended tasks;
- plan for differentiated approaches to meet the needs of all types of learner and all stages of learning;
- foster the children's self-esteem and help them build positive relationships with each other;
- provide opportunities for children to work independently, making choices about their work;
- provide opportunities for children to take on age-appropriate responsibilities;
- provide opportunities within school and the Parish for children to know and love God.
- ensure children know their strengths and areas for development through marking, target setting, parent consultation meetings etc.
- provide opportunities for children to reflect on and evaluate themselves and their work.
- provide a safe environment where children can learn and thrive;
- enable children to learn the skills of becoming a life long learner;
- ensure excellent behaviour management leading to children being able to manage their own behaviour effectively
- provide follow up through effective marking and oral feedback.
- model the knowledge, skills and dispositions we are teaching our children;

Our approach to teaching is that:

- teachers/TAs will undertake effective planning and preparation resulting in well prepared lessons;
- children are made aware of the purpose of their learning

- a clear non-contextual learning objective will be shared both visually and orally with the children (Can I?);
- clear support will be given for the children to be able to reach the learning objective through success criteria (To do this I need to);
- there will be a clear link to previous and future learning;
- a clear outcome will be achieved by the end of the lesson;
- assessments will take place at the beginning of learning to ensure work is pitched correctly
- a review of learning will take place during, at the end of the lesson and after a series of lessons;
- all groups of children will be appropriately challenged
- Teacher modelling will take place
- appropriate resources will be readily available;
- high quality and differentiated questioning will be used;
- lessons will be carried out at an effective pace;
- teachers will show enthusiasm in lessons;
- teachers will ensure fun, memorable, engaging content and outcomes;
- teachers will display flexibility through continual monitoring of children's understanding and adaptation of the lesson;
- all children will be fully involved;
- excellent behaviour management strategies will be in place;
- opportunities for independent learning will be given;
- there will be opportunities for visual, auditory and kinaesthetic learning in each lesson;
- effective and immediate feedback will be given orally or through improvement marking;
- daily reflection of lesson outcomes and adaptation of sequence of lessons will take place based on children's responses and effective evaluations.

The Learning Environment:

Our approach is that:

- it will be clean, tidy and well organised;
- it will show our Catholic Christian ethos through the use of displays, artefacts, pictures etc;
- children's work will be displayed and celebrated in communal areas of the school;
- Classrooms will display posters, reminders etc that support the children's independent work eg. through the use of working walls, washing lines, spelling strategies, number lines etc;
- computers and technology to be readily available for all lessons for use by children and adults;
- visual clues will be used eg. visual timetable, labels, pictures;
- displays will be vibrant, interactive, labelled and changed at least every half term.
- there will be a culture and ethos where children can question each other and adults and can ask for help;

- children will understand the boundaries for behaviour and the rewards and sanctions involved;
- we will provide a learning atmosphere;
- we will be encouraging and appreciative

Partnership with others

Parents/carers:

St Mary's will maintain close communication with parents/carers of children in the school. This will be through parent consultation meetings in the autumn and spring terms and through a written report and informal discussion in the summer term. Parents/carers will also be contacted by St Mary's if there is a particular concern arising over a child's attainment, progress, behaviour or other matter. Informal discussions will also be encouraged with class teachers and/or senior leaders either face-to-face or by phone.

St Mary's provide all parents with frequent newsletters and each term, class teachers provide a curriculum newsletter to enable parents/carers to know what their child will be learning that term.

Governors:

Governors will monitor the attainment and progress (achievement) of cohorts and groups of children across the school and provide challenge to the Senior Leadership Team.