



St. Mary's Priory

'Where great lives begin'

TEACHING AND LEARNING POLICY - October 2016

Our Vision

Our vision is to inspire our children:

- To be people of faith, hope and love
- To become confident, independent learners for life
- To keep safe, be strong and make a positive contribution to society

Introduction

This policy lays out a whole community approach to providing a relevant creative learning environment which promotes self esteem, encourages independence and a life-long love of learning.

The Aims of our Schools

1. Recognise that Christ is in and around us, celebrating his love through prayers and worship
2. To provide a caring, welcoming environment, where everyone has a right to be heard and is listened to with respect
3. To create an awareness and appreciation of other cultures and provide equality of opportunities for all regardless of race, gender, disability or cultural background
4. To provide opportunities for children to become independent, motivated learners so that they may achieve their full potential.
5. To promote a sense of community, a welcoming atmosphere and encourage the partnership between parish, home and school.

6. To facilitate a stimulating educational environment which will promote motivation and enthusiasm for learning for pupils and staff and which celebrates success.

7. To create a community where teachers and all staff regularly evaluate and reflect on their own practice.

Children in this school learn best when:

- They feel encouraged.
- There is a caring, calm, well disciplined and happy environment.
- They have responsibility for their own learning.
- They are well resourced and have the ability to access these resources.
- They feel safe and comfortable.
- There is good planning and structure.
- There are high expectations on the part of all adults and pupils.
- They know what they have to do to make progress. They are supported in this with individual achievable targets in literacy and numeracy.
- There are clearly defined rewards and sanctions.
- They are challenged.

Effective Inclusive Teaching and Learning comes under three broad headings:

- Curriculum Management
- Class Management
- Relationships
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Curriculum Management

We recognise that we all have individual sensory preferences as to how we learn. For some it will be visual, others auditory and for others kinesthetic.

Aims

To aspire to deliver outstanding teaching that motivates all pupils to achieve their full potential. To offer well planned educational activities which are progressive, varied as well as appropriate.

Good practice in our school to support these aims will be:

- Staff and extended community review Whole School Improvement Plan annually.
- Teaching adheres to our 'essential features of lessons in Y2-Y6' attached as Appendix 1.
- We will learn from each other through our termly teaching peer visits.
- FSM/SEN/EAL and all relevant contextual information kept in teachers' planning files.
- To organise termly educational visits which enhance children's learning.
- For teachers to plan co-operatively with each other and share these plans with their learning assistants.
- Weekly literacy and numeracy plans are displayed in each classroom.
- Timetables, ensuring coverage of all subjects to be given to the headteacher at the beginning of each term.
- Personal targets set for children in Literacy and Numeracy.
- Marking policy, reviewed annually, and used by all teaching staff to ensure progress and boost self esteem.
- Assessment files kept in classroom.
- Termly assessments recorded on Assessment Grid (see Assessment Policy)
- Parent Consultations and termly curriculum newsletters.

Classroom Management Aim

To provide a stimulating, caring learning environment where there is consistency and an agreed code of behaviour.

Good practice in our school for this target will be:

- The classroom checklist is fully implemented - Appendix 2. This is monitored termly by governors and SLT.
- To set appropriate tasks with achievable goals which children know and understand.
- To ensure there are adequate resources, which are well presented and clearly labelled.
- Handwriting on displays follows school policy.
- Children experience variety of groupings - whole class, mixed ability, pairs, individual

Relationships Aim

- To foster a Christian atmosphere in our learning community.

Good practice in our school for these targets will be:

- All staff set an example of Christian living.
- Participation in daily collective worship, assemblies and Masses by all community.
- Adults and children respect each other and have knowledge of each other's backgrounds and accept each other's cultures.
- Parents feel welcome, informed and involved in their children's learning.
- All members of our learning community are valued.
- Adults and children listen to each other
- Termly Parents' Consultations
- Children are responsible for their own actions and behave appropriately in and out of the classroom.
- Children follow School rules.

- Shared responsibility within classroom.
- Year 6 "Playground Guardian Angel" system.
- Children work collaboratively
- Children receive constructive and positive feedback on work and behaviour
- Student of the Month/Rewards/Stickers
- All work marked and work of all children displayed at some time

Monitoring and Evaluation

Responsibility for monitoring lies initially with the class teacher who will oversee those elements of the policy which relate to the classroom. Along with the Governors, Headteacher and Senior Management Team, the class teachers are also responsible for taking an overview of the school.

Parents/carers have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline which topics that the children will be studying.
- Holding parent/carer workshops to explain our strategies for teaching and learning.
- Sending annual reports in which we explain the progress made by each child and how the child can improve further.
- Explaining to the parents how they can support their child with home/school learning.

We believe the parents/carers have the responsibility to support their children and the school in implementing all school policies. We would like parents/carers to:

- Ensure that their child has the best attendance record possible.
- Ensure their child is well equipped for school with the correct uniform and PE kit.

- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements of the home/school agreement.
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.

The schools' governors determine, support and monitor the schools' policies. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure the buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and appraisal policies promote good quality teaching.
- Monitor the effectiveness of the schools' teaching and learning policies schools' process of self evaluation.

Governors at St. Mary's Priory are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. They receive reports from subject leaders which gives them information about the current status of their subject. The Curriculum Committee reviews policies and monitors the implementation of the School Improvement Plan. The full Governing Board receives termly reports from the headteacher. Governors also carry out focus visits to the schools to look at a specific aspect of teaching and learning.

Monitoring and review

We are aware of the need to review our teaching and learning policy regularly so that we can take account of new initiatives, changes to the curriculum, technology or to the physical environment of St. Mary's Priory Catholic Infant and Junior Schools.

Appendix 1 Teaching and Learning in Early Years Appendix 2 Classroom checklist

Appendix 3 Essential features of all lessons - Phase 2 and 3

Teaching and learning in the Early Years October 2015

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

- We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.
- We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from practitioners and parents and other professionals.
- We use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

- In Early years we value the diversity of individuals and all children and their families are valued.
- We give our children every opportunity to achieve their best, to become independent learners. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with

special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children who are more able.
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in the school are 'safe'.

- We aim to educate children on boundaries and rules.
- We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
- We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

At St Mary's Priory Catholic School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years

Foundation Stage.

- To ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Positive Relationships

At St Mary's we recognise that children learn to be strong, confident and independent from being in secure relationships.

- We aim to develop caring, respectful, professional relationships with the children and their families. Parents as Partners
- We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:
- Talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' profile, books and valuing the on-going contributions to these from parents.

Offering parent/teacher consultation and supporting their child's next step in learning.

- Sending a report on their child's attainment and progress at the end of the school year.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of

children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual Early Years profile book. At the end of the reception year in school, the child's progress is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Learning and Development

At St Mary's we recognise that children learn and develop in different ways

and have their own learning styles. There are seven areas of learning these are valued equally and that they are often inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment; the identification of the progress and future learning needs of children through observations;

Characteristics of Effective Learning

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creating and Thinking Critically

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Essential features of every St Mary's Priory lesson (Y1-Y6)

Learning Intention shared with the children / Success criteria discussed. Teachers' talk to aim to be no more than 15 minutes.

All adults are fully engaged in pupils' learning.

Targeted questioning develops understanding (Bloom) and improves progress.

Pupils are aware of the level they are working towards and what they need to do to progress. Pupils think things through for themselves / take risks/ solve problems.

Personalised challenge for each child

Pupil talk/ self- assessment/peer assessment/talk partners Mini plenaries

Regular feedback given to given throughout lesson Plenary consolidates learning and shows next steps

Evidence in pupils' books of "green pen" marking and 'next steps' for progress (year 2 onwards)



Classroom checklist

Name:

Class:

Date:

Monitored by:

Notice board / class board	
Current planning -	
Current timetable	
Groups - Math's and English	
Care plans (concealed in an envelope file)	
Medical requirements(concealed in an envelope file)	
Chn with allergies/dietary requirements(concealed in envelope file)	
Chn that walk home alone - yr5 & yr6	
Marking guidelines and editing codes displayed	
Learning environment	
Interactive literacy area	
Interactive maths area	
Interactive science area	
Reading corner	
A prayer table	
Topics displayed around the room	
Languages used around the room- signs, dual signs etc.	
Good examples of cursive script	
Computer area	
Interactive areas must include	
A range of chns work - labelled with	
Thought provoking questions	
L.I. displayed	
Key words	
Suggestions	
Questions	
Cross curricular links	
ICT - website links	

Rules and rewards	
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Golden time chart	
Class rules	
School rules	
The best I can do certificates	
Class monitor jobs	
Lining up order	
Playground rota (juniors)	
Wet play box	
Health, safety and well-being	
e-Safety posters	
Fire exit procedures	
Class resources in good condition	
Children's books organised and labelled	
Tidy book corner	
Tidy classroom	
Water bottles	
Clutter free printer/computer area	
Tidy teacher's desk	
Tidy cloakroom	