

# **TEACHING AND** **LEARNING POLICY** **STATEMENT**

Approved by Curriculum & Standards Committee: 15<sup>th</sup> September 2015  
Updated by staff: September 2016

**This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality**

# **TEACHING AND LEARNING POLICY STATEMENT**

## **Introduction**

At St Joseph's we aim to ensure that the best teaching and learning opportunities are made possible for all of our children, all of the time.

At St Joseph's this means that:

- We set the highest standards for all of our children.
- Pupils of all abilities at St Joseph's will be given equal opportunities to learn in order to achieve their full potential.
- Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.
- School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.
- It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

## **Aims**

At St Joseph's we aim to:

- Provide a safe, stimulating environment for all pupils and adults;
- Enable pupils to achieve their full potential through a variety of challenging learning experiences;
- Provide a broad, balanced and relevant curriculum in line with the National Curriculum that will motivate, engage and challenge pupils;
- Set high expectations of the pupils and of ourselves in order to raise aspirations no matter what the circumstances;
- Equip them with the necessary skills to continue their life journey in the 21<sup>st</sup> century in a fulfilling way;
- To build the platform for their ongoing learning journey through life.

## **Teaching**

As teachers we aim to plan lessons that show:

- A clear, succinct learning objective shared with the children both visually and auditory;
- Shared, success criteria to enable children to know the steps they need to take to achieve the LO.
  - These may be shared verbally though should be referred to throughout the lesson.
- A purposeful well prepared plan;
- Appropriate challenge for all children;
- Planned opportunities to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- Elements of VAK (Visual, Audio and Kinaesthetic) learners;

- Differentiated activities;
- Planned for self-evaluation and peer evaluation;
- Teacher modelling;
- Good questioning;
- Interaction between teacher and pupil, and pupil and pupil;
- Appropriate pace;
- Appropriately and readily resourced;
- Enthusiastic delivery;
- Fun;
- Involvement of all the children;

## **Pedagogy**

We aim to use a variety of strategies which:

- Allow pupils to learn in their preferred style (VAK);
- Allow pupils to work both independently and collaboratively, and which contribute to one another's learning;
- Use positive behaviour management (according to policy) and encouragement for pupils to achieve;
- Use topics which are relevant and within pupils' experiences.

## **Homework**

Teachers will help children consolidate their class based learning by setting homework which is appropriate and follows the Homework Policy.

## **Assessment, Recording and Reporting**

Teachers at St Joseph's will:

1. Use ongoing formative assessment to evaluate lessons and plan for following lessons.
2. Assess pupils' work regularly according to the school assessment procedures.
3. Use analysis of assessments to inform their teaching and support pupils' progress.
4. Use analysis of assessment data to track progress of groups of children.
5. Use analysis of data to set relevant targets for pupils on a half-termly basis.
6. Share those targets with children and parents.
7. Report formally to parents verbally twice a year and through a written report once a year.

## **Learning Support**

### **Groups**

At St Joseph's the groups we track are:

|     |           |
|-----|-----------|
| PPG | MOST ABLE |
| LAC | SEN       |
| EAL |           |

Teachers at St Joseph's will:

- Be aware of all groups within their class e.g. Looked After Children or children with Special Educational Needs;
- Be aware of the learning needs of their pupils e.g. EMAS, gifted and talented, those that may have language and communication difficulties;
- Work with teaching assistants and other adults to ensure pupils are best supported in their learning;
- Consult with the SENCO about the needs of individual pupils when appropriate.

### **Continuous Professional Development (CPD)**

Teachers at St Joseph's should:

- Continuously update their subject knowledge and teaching practise in line with current developments and initiatives;
- Discuss teaching and learning at staff meetings and INSET in order to share good practice.

### **The Learning Environment – Non Negotiable**

All areas and resources of the school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer/regular access to suite;
- fieldwork and visits to places of educational interest;
- groups coming into school to work with children;
- creative activities;
- using various media through use of ICT;
- debates, role-plays and oral presentations;
- designing and making things;
- Participation in athletic or physical activity.

**Learning takes place in an environment which is:**

- challenging and stimulating;
- peaceful and calm
- happy and organised
- well resourced and clearly labelled
- makes learning accessible;
- encouraging and appreciative
- welcoming

- provides equal opportunities
- provides a working atmosphere

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. We strive to ensure our classrooms are attractive learning environments by ensuring that:

- We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children, including work done by the children;
- We ensure that all children have the opportunity to display their best work at some time during the year;
- All classrooms have a range of dictionaries and fiction and non-fiction books
- Displays relate to literacy and numeracy where possible
- Each classroom has well-ordered clearly labelled resources (see Appendix for Non-negotiable).

### **Marking and Feedback – see separate policy**

### **Monitoring and Evaluation of the Quality of Teaching and Learning**

#### **Classroom teachers**

Classroom teachers are responsible for the progress of all pupils in their class and for evaluating their own professional development.

#### **This is achieved by:**

- Self-evaluation of their subject knowledge and understanding of educational initiatives;
- Evaluation of the quality and effectiveness of their own teaching and their classroom management;
- Monitoring pupil progress through ongoing formative and summative assessment to ensure that they progress well;
- Self-evaluation of their contributions to the aspirations of the whole school.

**TLRs are appointed to oversee and take responsibility for developing designated curriculum areas.**

#### **This is achieved by:**

- Monitoring the teaching of the subject for which they are responsible for through lesson observations, as well as planning and work scrutinies;
- Ensuring curriculum coverage, continuity and progress for all pupils;

- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupils' progress and setting targets for further improvements;
- Analysing and interpreting data on pupils' performance against school expectations and other comparative data setting;
- Raising expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. G&T pupils, gender groups, SEN, LAC, EAL and summer born pupils);
- Evaluating progress of SDP targets.

## **SLT**

The SLT sets priorities and targets for improvements at whole school level based on evidence gained from monitoring procedures. They track progress made on the SDP.

## **Responsibilities**

The Head Teacher is responsible for monitoring the performance of members of the SLT.

## **Reviews of Teaching and Learning**

A comprehensive, whole-school review of teaching and learning will take place annually in order to gain a snapshot of standards across the whole school.

### **The aim is to:**

- Identify and share good practice;
- Evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- Track progress on teaching and learning issues identified in the SDP;
- Identify key aspects of teaching for development for the whole school;
- Identify and support weaker teachers.

This will be achieved through staff meetings, observations and 1:1 with SLT.

## **Roles of the School Community**

### **The role of governors**

Our governors determine, support, monitor and review on teaching and learning of the school. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school 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 performance management policies promote good quality teaching;

- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and termly Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education;
- communicating with parents through website, letters, newsletters and texts regarding what children are learning;
- sending regular annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We expect, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

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

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

## **Role of pupils**

At St Joseph's we believe pupils have a responsibility for their learning and should:

- Be prepared for all lessons
  - Have reading folders in school every day
  - PE kits
  - Swimming kits
- Bring completed homework to school on time;
- Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- Make positive contributions to class discussions;
- Follow the school Positive Behaviour Policy;
- Take responsibility for their personal learning journey;
- Ask for help if required.

## APPENDIX 1

### Non-negotiables for Classroom Environment

|                |        |
|----------------|--------|
| Class Teacher: | Class: |
| Monitored by:  | Date:  |

| Aspects  | Evidence/Notes |
|--|----------------|
| <p><u>Classroom Environment</u></p> <ul style="list-style-type: none"> <li>• Tidy coats and bags</li> <li>• Well labelled drawers/resources</li> <li>• Mission Statement</li> <li>• R.E. Prayer areas and R.E. display</li> <li>• Class rules</li> <li>• Fire Drill Notice</li> <li>• Reminders board for behaviour</li> <li>• Behaviour Checklist/Prompts</li> <li>• Photos of School Council Representatives</li> <li>• Class Timetables/TA Timetables</li> <li>• Daily Timetables should be visible</li> <li>• Class Timetable outside classroom in a frame</li> <li>• KS1: High frequency words, Grammar / Punctuation prompts visible on tables</li> <li>• KS2: Grammar / Punctuation prompts on tables</li> <li>• Number lines used on tables</li> </ul> |                |
| <p><u>Classroom Displays</u></p> <ul style="list-style-type: none"> <li>• Displays should be neatly put up</li> <li>• RE Display – refer to RE Handbook</li> <li>• Big Writing Display (Grammar / Punctuation /WOW Words)</li> <li>• Maths Displays (Models and Images/AfL /Key Vocabulary)</li> <li>• Working Walls (Main Text/Shared Writing /Images/Notes)</li> <li>• Science / Topic / Art Display</li> <li>• Marking Code</li> </ul>  |                |
| <p><u>Reading Area</u></p> <ul style="list-style-type: none"> <li>• Book Corner prominent</li> <li>• Boxes clearly labelled</li> <li>• Books in correct boxes</li> <li>• No clutter</li> </ul>   |                |
| <p><u>General Points</u></p>   |                |