



St Saviour's RC Primary School

Teaching & Learning Policy

Date Agreed with Staff: Sept 2020

Date for Review: September 2023

Aims and Objectives

At St Saviour's RC Primary we expect every teacher to deliver good or outstanding lessons - no child deserves less.

By adopting a whole school approach to teaching and learning we aim:

- To provide consistency of teaching and learning across our school
- To enable teachers to teach as effectively as possible, through support and CPD
- To enable children to learn as efficiently as possible
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared

At St Saviour's RC Primary School, we provide both high quality teaching and a stimulating learning environment, which allows children to develop their skills and abilities and to achieve their full potential.

The children are also encouraged:

- To become confident, resourceful, enquiring and independent learners;
- To develop their self-esteem and help them build positive relationships with other people;
- To develop both self-respect and ability to respect the ideas, attitudes, values and feelings of others;
- To show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- To enable children to understand their community and help them feel valued as part of this community;
- To help children grow into independent and positive citizens
- To develop resilience

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn. Also we want them be able to reflect on how they learn, what helps them learn and what makes it *difficult* for them to learn.

Effective Teaching

It is every teacher's responsibility to develop and improve the basic skills of each child. Effective learning only comes about from effective teaching. As it is the expectation of the school and the Governing Body that all lessons are good or better, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes.

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

For effective teaching to take place, there are a number of elements which we feel are needed.

Whilst it is impossible to contain all of these in every lesson, we believe that our lessons must contain a number of these listed below:-

- A well prepared lesson
- A clear link to previous and future learning

- A clear Learning Objective which is both shared with the children and referred to throughout the lesson
- Steps to Success or Success Criteria
- Appropriate challenge for all children
- Clear differentiation to enable all pupils to access learning
- Teacher modelling
- Encouragement in which all contributions are positively recognised
- Clear instructions (*mindful to our EAL / SEND pupils*)
- Response time for Developmental Marking Comments.
- A range of high quality questioning- Learning challenge questions (*To top up children's understanding / to discover what they already know / to allow them to demonstrate their learning*)
- Using resources to explore and explain (*wipe boards or other prepared resources*)
- A hook at the beginning of a lesson to fully engage pupils
- Positive Interactions between teacher and pupil, pupil and pupil and evidence of cooperative learning
- Pace
- A review of the learning at the end of the lesson and/or regular feedback throughout the lesson to enhance learning (*mini plenaries*)
- The use of ICT to support and extend learning
- A range of recording methods such as whiteboards, worksheets, photos and / or video, as not all learning takes place in books and can be presented using a range of media.
- Formative Assessment opportunities
- Enthusiastic delivery
- Consistent classroom management
- Effective use of additional adults
- A learning environment used to extend learning
- Addressing misconceptions

When planning work for children with Additional Educational Needs, we give due regard to information obtained about all of our children. We have high expectations of all children, and we aim for their learning at this school to be of the highest possible standard.

We review the progress of each child termly and Pupil Progress Meetings are used to discuss with senior leadership team members, the progress of individuals and the whole class.

Recognising the importance of efficient use of staff to foster pupil progress, we deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. We also do all we can to support our staff in the further development of their skills through training, mentoring, coaching and CPD, so that they can continually improve their practice.

The Learning Environment

The surroundings in which children learn can greatly influence their academic performance at school and the environment should be an extension of the curriculum.

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of.

We do this by –

- Pupils taking on responsibility for ensuring their classroom is a pleasant and safe place to learn
- Ensuring all areas are kept tidy and organised- resources clearly labelled and stored appropriately
- Surfaces being used as extensions of the curriculum
- Displays being interactive, stimulating and interesting.
- Displays being language rich.
- Classrooms being free from clutter.
- Pupils needing to know how to access resources and respecting the environment
- Pupils being taught to respect equipment and resources

The Role of Parents and Carers

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:

- Sending annual reports to parents, in which we explain the progress made by each child and indicate how the child can improve further
- Annual Target Tracker sheets for each year group
- Termly parent teacher consultations
- Explaining to parents how they can support their children with homework.
- Fortnightly newsletters about events
- Updating the school website with useful information for parents and carers

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 the 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;

Monitoring and Review

We are aware of the need to review the School's Teaching and Learning Policy annually so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.