



**ST CHARLES'**  
**CATHOLIC PRIMARY**  
**SCHOOL**

**TEACHING AND**  
**LEARNING**  
**POLICY**

<b><u>TEACHING AND LEARNING POLICY</u></b>	
<b><u>AGREED: MAY 2018</u></b>	<b><u>NEXT REVIEW: MAY 2020</u></b>

**Our Mission at St Charles' Catholic Primary School is to...**  
**LOVE, LEARN, GROW TOGETHER**

**St Charles' Catholic Primary School**

**Teaching and Learning Policy**

**Introduction**

This document is a statement of aims, principles and strategies for teaching and learning at St Charles' Catholic Primary School.

**Teaching and Learning Aims**

**Our aims are that the children will:**

- \* Be tolerant and understanding with respect for the rights, views and property of others
- \* Develop a responsible and independent attitude towards their roles in society.
- \* Experience a broad and balanced curriculum and a range of extra-curricular activities which will enable them to achieve their potential in terms of academic achievement, aesthetic appreciation, physical development and spiritual awareness.
- \* Formulate a code of moral values based on the beliefs and teachings of the Catholic Church.

**Principles of teaching and learning**

**We believe that children learn best when**

- \* They are interested
- \* They can see the point and purpose of the activity
- \* They feel happy and secure
- \* The teaching material is appropriate to their needs and abilities
- \* They are adequately motivated
- \* Parents and school share aims and objectives and work as partners

Accordingly, we see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

**All members of the school community work towards the school's aims by:**

- \* Valuing children as individuals, respecting their rights, values and beliefs and catering for their abilities, interests and needs.
- \* Fostering and promoting good relationships and a sense of belonging to the school community
- \* Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- \* Offering equal opportunities in all aspects of school life for all children including pupils with additional needs, dyslexia, EAL, and recognising the importance of all different cultures.
- \* Encouraging, praising and reinforcing good relationships, behaviour and work.
- \* Working as a team, supporting and encouraging one another.

**Teachers work towards the aims of the school by:**

- \* Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement according to their particular needs.
- \* Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- \* Ensuring learning is progressive and continuous
- \* Being good role models – punctual, well prepared and organised
- \* Maintaining an up-to-date knowledge of the national curriculum
- \* Having a positive attitude and CPD
- \* Establishing links with the local community to prepare pupils for the opportunities, responsibilities and experiences of adult life.
- \* Working collaboratively with a shared philosophy and commonality of practice.

**Pupils work towards the school's aims by:**

- \* Attending school in good health maintained by adequate diet, exercise and sleep
- \* Attending school regularly
- \* Being punctual and ready to begin lessons on time.
- \* Being organised, bringing necessary kit, taking letters home promptly, and returning reading books regularly.
- \* Conducting themselves in an orderly manner in line with the expected code of conduct.
- \* Taking growing responsibility for their learning.

**Parents work towards the school's aims by:**

- \* Ensuring that children attend school in good health, regularly and punctually.
- \* Providing support for the discipline within the school and for the teacher's role.
- \* Being realistic about their children's abilities and offering encouragement and praise.
- \* Participating in discussion concerning their child's progress and attainments.
- \* Ensuring early contact with school to discuss matters affecting a child's happiness, progress or behaviour.
- \* Giving due importance to homework, hearing reading and assisting in the learning of spellings and tables.
- \* Allowing children to take increasing responsibility as they progress through the school.

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**Strategies for Teaching and Learning**

Children work in a variety of ways e.g. individually, groups or class activities as appropriate. Children are grouped for numeracy and literacy according to ability.

In general, all teachers teach all subjects to their classes, although specialist teachers teach Music, Spanish and PE to different classes throughout the year. Teachers ensure they have an up-to-date knowledge of the subjects they teach.

Classroom work is supported by LSAs. Volunteer helpers are allowed in school at the discretion of the head.

Teachers plan lessons and sequences of lessons to meet pupils' individual learning needs and use a range of appropriate strategies for teaching and classroom management. They take responsibility for their professional development and use the outcomes to improve their teaching and pupils' learning. Teachers aim to provide challenge in lessons through pace, questioning strategies and practical problem solving activities. Differentiation is used in the curriculum to respond positively to variations in levels of motivation, rates of learning, the power of retention etc. Differentiation by response (outcome), by tasks, through classroom organisation, by the use of resources, by the development of additional support, by the use of extension work has relevance across the whole range of different learning needs of the children at our school.

Pupils with extra needs including dyslexia and EAL are sometimes withdrawn for extra support, intervention programmes and some receive extra support in the classroom from teaching assistants, volunteer helpers and support services.

Homework is given according to the agreed policy. All children are expected to read at home on a regular basis with the help and support of their parents. Children who have made insufficient effort in class may be asked to complete the work at home. Children will generally be given spellings and tables to learn at home and further practise in basic skills.

The importance of first-hand experience is acknowledged and we encourage children increasingly to take control of their own learning. Investigative work is carried out, children are encouraged to record their findings in a variety of ways and opportunities are provided where appropriate, for children to become involved in decision making.

Excellence is celebrated in display and performance:

- Children are given the opportunity to have work of a high standard displayed.
- Sustained effort including drafting and redrafting work is encouraged to enhance standards.
- School events such as plays, concerts and assemblies are seen as opportunities for pupils to demonstrate their own best performance.
- Pupils are encouraged to believe that any exhibited work, performance or display should represent their highest standards of personal achievement.

### **Ensuring Progress and Continuity**

Strategies for Ensuring Progress and Continuity.

All teachers are involved in the planning process:

- Year group plans are drawn up by teaching staff and are carefully balanced to ensure full coverage of the National Curriculum and key skills and reviewed as appropriate.
- Policies and schemes of work for individual subjects are developed by curriculum leaders and SLT. Having made an active contribution to the policies and schemes of work, teachers use these to challenge and support all pupils to do their best.
- Work plans are drawn up weekly by the individual teachers for Literacy and Numeracy.
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Feedback to pupils about their progress is achieved through the marking of work which is carried out in accordance with the school's marking policy.

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and therefore what each child needs for the next stage in their learning i.e. target setting. Results are tracked each term and scrutinised by Headteacher and members of staff.

Cross phase continuity is ensured by:

- Liaison meetings between teachers of Y6 pupils and those from prospective secondary schools.
- Liaison meetings between SENCo and secondary school SENCos
- Visits to high schools by Y6 pupils, including Transition Day in July
- Transfer of pupil records of progress and summative assessment results, including IEPs and other SEND information

### **Recording and Reporting**

Records of progress for each child are retained throughout the child's time at the school and are passed on to the secondary school as required.

Reporting to parents is done through Parents' Evenings held termly, and annually through a written report. Parents are made aware that they may meet their child's teacher and/or Head teacher at any other time providing an appointment has been made.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage i.e. in years 2 and 6 through the use of SATs and teacher assessments. This process is moderated by the local authority. Results of the individual pupil assessments are then made available to the parent concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Strategies For the use of Resources**

Classroom resources are the responsibility of classroom teachers who ensure:

- \* There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.
- \* All children know where resources are kept and the rules about their access and use.
- \* Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- \* Children and teachers act together to establish an attractive, welcoming and well organised environment.

General stationary is distributed to each classroom teacher. Central resources are generally the responsibility of subject leaders.

ICT is a major resource across the curriculum- see ICT Policy.

Health and safety issues are the responsibility of all who work in the school.

Staff new to the school will be asked to read this policy as part of their induction.