



# **St Augustine's Catholic Primary School**

## **Teaching and Learning Policy**

**2016/7**

Review Date: September 2016

### **Aim**

This Teaching and Learning Policy has been developed by the staff and children of St. Augustine's Catholic Primary School. It will be regularly reviewed to ensure that the children in our care are provided with good quality learning experiences that lead to a consistently high level of pupil achievement.

At St. Augustine's Catholic Primary School we are constantly striving for outstanding learning. We believe that all children are capable of being outstanding learners and high achievers given the correct conditions and support both in and out of school.

This policy explains:

- What we strive to offer;
- How we develop good relationships;
- What the school expects from teaching staff and children;
- How parents and Governors can support this process.

### **Our Mission Statement**

#### **Growing Together**

**God is the heart of the Community**

**Respect ourselves, each other and the community**

**Open our hearts and minds**

**Worship and wonder**

**Inspire each other**

**Nurture the best a person can be**

**Grow and learn together**

**We strive to provide a learning community that:**

- Is welcoming and inclusive;
- Provides religious teaching and way of life rooted in the Catholic Faith
- Makes prayer, worship and liturgy real educational experiences;
- Nurtures and develops children and staff so that they grow in the love and support of a Catholic community;
- There is a balance to the school year in work load and expectation;
- Creates positive links between home, parish and school;
- Enables children to develop the highest possible level of achievement; fulfilling their academic, moral, physical, spiritual potential and emotional and mental well being;
- Encourages children to develop their independence and acknowledge their own strengths;
- Helps children to develop positive relationships;
- Encourages children to be respectful in word's and actions;
- Gives children the confidence in themselves, self-esteem and how to keep safe;
- Allows children to grow in understanding and acquire knowledge, skills, attitudes and values; which prepare children for their future life;
- Encourages open communication, generosity of support and collaboration amongst staff;

**We believe that children learn best when there are good relationships and well being.****In our school we expect that:**

- Children will be listened to;
- Children's achievements will be recognised and celebrated;
- Children's efforts will be rewarded regardless of individual ability;
- Children will be helped to form good relationships with all the adults and children around them;
- Children will learn to value the achievements of others and of themselves;
- Children will grow in their knowledge and understating of the world and their place within it;
- Children will learn to love themselves and grow in love for others;
- Show an interest in and respect for different people's faiths, feelings and values;
- Fairness is seen as important by staff and children;
- There are visible good relationships between staff, children and staff and staff and parents;
- There is an atmosphere of respect in class and around the school.

**We believe teaching and learning is best when there are high expectations of behaviour:**

- The Mission Statement is explained and understood;
- Staff model good behaviour and respect for each other:
- Clear expectations and consequences for behaviour;
- Consistency of rules and enforcement;
- Behaviour strategies tailored to meet specific needs;
- That rules are known and understood by staff, children and parents;
- That motivation is positive whenever possible.

**In the lesson our Teaching Staff are expected to:****Knowledge and Skills**

- Have a secure understanding of progression within each core subject including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at the National Standard;
- Plan for children to work towards the same learning outcome and expectations within the Year group;
- Know the next steps for a child so that they make progress in their learning;
- Introduce subject content progressively and constantly demand more of pupils;
- Have a clear understanding of the variety of teaching styles, which ones they instinctively use;

- Have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
- Model or demonstrate examples of learning that helps move the learning on. E.g. (The bar model in maths);
- Use real life activities and contexts;

### **Challenge and Support**

- Provide pre-learning activities and introduce new learning for children that need this;
- Check and revise previous learning using questioning techniques;
- Record the learning objective for each lesson and share it with children so that they understand;
- Describe the tasks in a simple age appropriate way using a recorded method;
- Set minimum expectations for all pupils and ensure that these are understood;
- Explain the learning and why it is relevant;
- Make sure that the lessons are engaging so that they want to learn;
- Use a minimal no hands up policy;
- Make clear to the children the expectation of pace, standards and output;
- Provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- Provide a level of challenge and where pupils have to grapple appropriately with content because the work is not too easy;
- Provide tasks that are challenging and engaging and tasks that match the needs of the children;
- Provide less able pupils will manageable and achievable steps that ensure independent access to the learning outcome;
- Identify and support any pupil who is falling behind, and enable them to catch up;

### **Feedback and Marking for Learning**

- Give feedback that reflects high expectations of work appropriate to age and ability;
- Give written feedback as well as verbal that tells children how to improve;
- Give feedback sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task;
- Use the School Policy;
- Build time into sessions to address misconceptions, mistakes and corrections from previous learning;
- Explain to the pupils how they will evaluate their learning within the lesson and make sure they do it;
- Give pupils opportunities and strategies to measure their own achievements against what was expected;
- Give pupils opportunities and strategies to check for corrections and possible changes in their work against what was expected;
- Check pupils' understanding and give feedback while a task is being carried out through discussion between child and teacher;
- Use short individual, group or whole class mini-plenaries to check what the children are learning, correct misconceptions and extend pupils learning;
- Identify pupils' common misconceptions and act to ensure they are corrected either in the lesson or soon after;
- Use marking to inform the next lesson and future planning;
- Praise balanced by advice for further improvement;
- Celebrate hard work, resilience and effort as well as high quality work;

**In the lesson we expect our children to:****Environment and Resources**

- Independently organise their own learning resources and quickly begin their work;
- Have access to clearly labelled resources and being able to select and use them with increasing independence;
- Use visual aids, desk top prompts and manipulatives to support their progress;
- Be able to face the teacher when they are being taught;
- Feel comfortable and safe in the classroom and at playtime;

**Independence**

- Know what is expected of them;
- Be able to judge the quality of their own work and know how to improve it;
- Use their individual learning targets to assess their own work, and think of ways to improve;
- Have the opportunity to plan and direct their own learning;
- Develop their research skills using a variety of resources;
- Want to succeed;
- Be actively involved in investigations and problem solving tasks;
- Persevere with tasks which they think are difficult;
- Be independently and actively involved and engaged in tasks and activities;
- Be responsible for checking their own work and making improvements;
- Act on the feedback they have been given;
- Take responsibility for actions/tasks;
- Know what to do next if unable to continue;

**Expectation and Challenge**

- Aspire to do their best;
- Be aware of their learning targets and know how to work towards achieving them;
- Learn not to give up when learning is hard work;
- Have to really think and use their skills to achieve the learning outcome;
- Aim to be high achievers not low achievers;

**Making improvements and progress**

- Verbalise their learning;
- Be able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.
- Be aware of the learning goal and steps to success for the lesson and the pace at which they are expected to work at in order to achieve this;
- Be given time to respond to oral and written feedback;
- Build upon what they have already learnt;
- Know how to ask for help;
- Learn skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Be taught how to present their work;

**The Physical Learning Environment**

**We believe teaching and learning is best when the learning environment is conducive to effective learning. In our classes you will see:**

- A visual timetable;
- Well presented displays for English, Maths, RE and the Topic Focus;
- Resources including manipulatives are labelled and accessible to children;
- Desk top prompts and visual aids around the room to support independent learning;
- Working walls that are current to the learning and inspire and develop children's learning;
- Mutually agreed class rules;

- Alphabet (Rec-Year 3)
- Number lines appropriate to age and ability;
- The Mission Statement;
- Children's photographs in the room or on door;
- The Golden Rules;
- Good to be green behaviour chart;
- RE Focal Area - Crucifix, candle, Bible, Liturgical coloured cloths and prayers
- An attractive book corner/area that has relevant books in good condition;
- Staff names on door;
- Class name on door;
- Tidy and organised cloakroom areas.

### **Planning and the Lesson**

**We believe teaching and learning is best when there is good planning so you will see:**

- Up to date curriculum policy documents;
- Long term planning used as a reference document when planning medium term planning;
- Regularly evaluated and updated Provision Maps;
- A range of agreed assessment strategies including summative tests;
- Medium Term planning used to ensure that there is a breadth and balance to the curriculum;
- Topics that interest and inspire children;
- School visits and visitors that enhance knowledge and learning;
- Short Term Planning that will show specific core learning outcomes.

### **Expectations for Medium and Weekly Planning**

#### **Medium**

Foundation Subjects - Any published planning may be used either copied or pasted to the current school planning proforma for Foundation Subjects. Reference as to where and what plans are used should be included on the form. It must be planned as a Phase team.

English and Maths – Any published planning may be used either copied or pasted to the current school planning proforma or an alternative may be used.

The following areas must be included in plans in particular weekly plans:

- Name of teacher and class. Year group/s. Date;
- Area of Learning/ Learning Objectives;
- If the learning is year group specific then this should be clear;
- Any differentiation for individuals or groups of pupils. More able, less able and any individual 1-1 support;
- If the 1-1 child has their own plan this should be referred to on the main plan.

Copies of plans must be printed for TAs in class and also sent to them by email.

Plans must be stored on the school server in the agreed folder on RMStaff called 'All Planning' and updated on a termly basis.

Subject Leaders will monitor the plans to check for quality and consistency across the phase and school.

Phase Leaders will monitor the plans to check for quality and consistency across the phase.

#### **Weekly**

Any published planning may be used either copied or pasted to the current school planning proforma or simply using the published word document. The following areas must be included in plans in weekly plans:

- Name of teacher and class. Year group/s. Date;
- Area of Learning/ Learning Objective;
- If the learning is year group specific then this should be clear;

- Directions for Teaching Assistants including vocabulary and questioning you require them to use;
- The activities/actions;
- Any differentiation for individuals or groups of pupils. More able, less able and any individual 1-1 support; If the 1-1 child has their own plan this should be referred to on the main plan;
- Additional direction if the plan is for someone other than yourself to teach;
- If there is a significant change to the plan due to assessment for learning or change of timetable a replacement plan must be produced and shared with relevant staff before the lesson.

Copies of plans must be printed for TAs in class and also sent to them by email.

Plans must be stored weekly on the school server in the agreed folder RMStaff called 'All Planning' and updated on a weekly basis.

English and Maths Subject Leaders will monitor the plans to check for quality and consistency across the phase and school.

Phase Leaders will monitor the plans to check for quality and consistency across the phase.

### **The Learning Objective**

All lessons will have clear learning objectives. Teachers should consider whether the learning intention should include one, some or all of the following:

To know -----(knowledge: factual information)

To be able to -----(skill: using knowledge, using resources)

To understand -----(concepts: understanding reasons, causes and effects, how things work etc)

To be aware of -----(attitude: empathy).

*The Learning Intention should be written in full sentences. It should be written in language that the children understand. Teachers should make sure that the activity/task is not the Learning Intention e.g. Draw a picture using shapes*

### **The Success Criteria**

Must be:

- Linked to the learning intention;
- Specific to an activity;
- Discussed and agreed with pupils prior to undertaking the activity;
- Visible so children can check during the lesson;
- A scaffold and focus for pupils while engaged in the activity;
- Used as the basis for feedback and peer-/self-assessment.

### **Marking and feedback of children's work**

**We expect:**

- Give feedback that reflects high expectations of work appropriate to age and ability;
- Give written feedback as well as verbal that tells children how to improve;
- Give feedback sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task;
- Use the School Policy;
- Build time into sessions to address misconceptions, mistakes and corrections from previous learning;
- Explain to the pupils how they will evaluate their learning within the lesson and make sure they do it;
- Give pupils opportunities and strategies to measure their own achievements against what was expected;
- Give pupils opportunities and strategies to check for corrections and possible changes in their work against what was expected;
- Check pupils' understanding and give feedback while a task is being carried out through discussion between child and teacher;

- Use short individual, group or whole class mini-plenaries to check what the children are learning, correct misconceptions and extend pupils learning;
- Identify pupils' common misconceptions and act to ensure they are corrected either in the lesson or soon after;
- Use marking to inform the next lesson and future planning;
- Praise balanced by advice for further improvement;
- Celebrate hard work, resilience and effort as well as high quality work;
- Marking and feedback will be based on the core learning and curriculum targets;
- All written work across the curriculum must be checked and marked using the agreed codes and colours but not all work will be given detailed feedback. Verbal feedback can be given by the teacher and teaching assistant in groups or individuals. A code and date will be added and if marked by the TA this must be initialled.
- All Maths work must be marked before the following lesson but not all work will be given detailed written feedback. The teacher/teaching assistant working with groups or individuals in the classroom may mark within the lesson but should code as appropriate. If marked by the TA this must be initialled;
- Teachers/Teaching Assistants should use the school's handwriting style when writing in children's books.

### **Presentation of written work**

#### **We expect:**

- That staff expect the best possible standards from all pupils all the time;
- That staff model good presentation of work and handwriting;
- That staff ensure that children understand what is expected of them when presenting work;
- Pupils or staff date every piece of work;
- That children use acquired handwriting skills and letter formation in all their written work;
- All exercise books will have the child's name, class name, year group, subject and teacher's name printed in a legible, neat style;
- Each phase will have clear presentation guidelines that are understood by all staff and children in that phase.

### **Effective Partnerships**

#### **We believe children learn best when there is a good home-school relationship so you will see the home and school communicating regularly through:**

- Reading Record Home-School book;
- Weekly newsletters;
- Parent Consultation Evenings;
- Individual parent teacher meetings when appropriate;
- Induction meetings;
- Transition evenings;
- Curriculum information evenings and informal gatherings;
- The Home School Agreement;
- An active P.T.A.;
- Parents being welcomed in school and listened to;
- Parental questionnaires;
- Suggestions Box ;
- Website.

**Parents are encouraged to work towards the school's aims by:**

- Ensuring their child attends school in good health, regularly and punctually – avoiding absence in term time;
- Being realistic about their child's abilities and taking part in discussions concerning their child's progress, attainment and well being;
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour in school;
- Supporting their child in his/her learning, giving importance to homework, hearing reading and helping their child to learn spellings and times tables;
- Promoting a positive attitude towards school and learning in general.

**Governors are encouraged to work towards the school's aim by:**

- Fulfilling their statutory duties;
- Supporting effective school management;
- Ensuring that the school buildings and premises are fit for purpose to support successful learning and teaching;
- Monitoring how effective learning and teaching strategies are in terms of raising pupil attainment;
- Ensuring that Performance Management policies are up to date and are followed;
- Maintaining an overview of the school's organisation and curriculum;
- Supporting members of the school community;
- Taking an interest in school activities and showing practical commitment and support.

As part of this Policy staff should refer to the following Policies:

Marking and Feedback, Homework and Display, Assessment, Behaviour, SEND and Staff Handbook.