



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Learning and Teaching Policy 2017-18

Mission Statement:

Every member of the school is unique in the sight of God. Our community is based on living the Gospel Values and leading our children towards a lasting belief in the Catholic Faith.

We provide the highest quality education to enable children to reach their full potential and be thoughtful, compassionate and effective citizens.

We consider our Learning and Teaching policy to be the most important of all documents in the school. This is because it directly affects all children and all adults, at all times and is concerned with our core purpose: helping children achieve and be successful.

It is essential that all our pupils gain the necessary skills and knowledge to be successful as they pass through this vitally important stage of their lives.

Our policy describes what children do, what teachers do, how time is managed, the organisation of the classroom and what the school does as a "learning organisation". We are all aware as a community of how we help the children to achieve and be successful.

This policy is split into two main sections:

1. **Learning** – the experiences that the children have that facilitate progress, knowledge, skills, understanding and success.
2. **Teaching** – the structures, processes and environment that staff use to facilitate progress, knowledge, skills, understanding and success.

The two areas described above are intrinsically linked to each other and no one aspect of this policy can be viewed in isolation. This Policy must also be viewed in conjunction with our SEN and Equality Policies.

1. **LEARNING:**

This section sets out the features of good learning at St Augustine's Catholic Primary School. They are preceded by the environment that is needed to facilitate them.

The Learning Environment

This is organised to ensure that children have the opportunity to:

- *work individually, in groups and as a class*
- *develop social skills and work co-operatively*
- *develop independence and make decisions*
- *use initiative and be creative*
- *solve problems by discussing their ideas*

Learning takes place in an environment which:

- *is challenging and stimulating*
- *is peaceful and calm - providing a good working atmosphere*
- *is happy and caring*
- *is organised and well resourced*

We understand that all children learn in different ways so you should see:

- *pupils learning through an auditory approach*
- *pupils learning through a visual approach*
- *pupils learning through a kinaesthetic 'hands on/doing' approach*

Enthusiasm, motivation and enjoyment: This happens when our pupils are challenged, when learning has relevance, and when individual and collective strengths are built upon. So you will see:

- pupils keen to complete their work and showing perseverance when tasks are difficult
- pupils producing quality work in which they show pride and which they are keen to share with others
- pupils enjoying the challenge of tackling new ideas in discussion and in written work

Relationships: Through developing respect, rapport, collaboration, encouragement, and acceptance of rules our pupils feel able to share ideas and make progress with confidence and security. So you will see:

- *pupils reflecting on how their behaviour affects others*
- *pupils working with adults to establish rules and targets*
- *pupils supporting, encouraging and praising each other*
- *pupils offering ideas and taking risks confidently*

Active engagement: We encourage all our children to take part in their learning irrespective of ability through activities being delivered that take account of different learning styles and ability. This is also facilitated through one of "Our Responsibilities" -We always try our best.

You will see:

- *pupils eager to ask and answer questions*
- *pupils concentrating and working on task over a period of time*
- *pupils keen to talk about their activities and able to explain what they have been doing and what they have learned*

Independence: By being given opportunities to solve problems, use skills built up over time, carry out research, (through the use of the internet, reference books etc) and pose questions (such as when designing a science experiment) our pupils become more able at taking responsibility for their own learning.

You will see:

- *pupils having access to clearly labelled resources and using them*
- *pupils assessing and evaluating their own work and the work of others*
- *pupils having opportunities to plan and direct their own learning*
- *pupils selecting appropriate resources in order to carry out a task*

Differentiation: All our pupils needs are met, through detailed teacher knowledge of children's abilities.

You will see:

- *Activities delivered that are ability appropriate*
- *Resources provided that meet the needs of pupils*
- *Teaching and non teaching adults deployed effectively and appropriately*

Challenge: By being engaged in activities that are designed to stretch all our pupils there is a sufficient level of challenge. In so doing their motivation increases.

You will see:

- *pupils aware of their targets and working to achieve them*
- *pupils engaged in activities which match their ability, and which extend and challenge their thinking, their imagination and their vocabulary*
- *pupils given opportunities to respond to feedback and improve on their learning*

Understanding the purpose of activities: In each lesson our pupils are told what the **learning intention** is.

You will see:

- *discussion taking place regarding what needs to happen for success to occur*
- *pupils developing new skills and applying them*
- *pupils working at good pace, aware of the time factor and what is expected of them*
- *progression during the lesson*

Use of technology: Throughout the curriculum our pupils have access to ICT both in the classroom and our ICT suite.

You will see:

- *pupils using the Internet to research aspects of their learning*
- *pupils creating sequences of instructions to make things happen*
- *pupils sharing and exchanging information through email*
- *pupils communicating information.*

A community of enquiry: Our pupils explore ideas through dialogue. Dialogue is using open-ended questions to explore issues and enquire after truth. It is different to conversation, as it requires the pupils to justify their views with reasons. In a community of enquiry all opinions as long as they can be justified are valid.

You will see:

- *pupils deepening their understanding of stories and poems through dialogue*
- *pupils developing a richer understanding of the world around them*
- *pupils exploring through dialogue philosophical issues such as morality, religion and logic*

2. TEACHING

This section sets out the features of good teaching at St Augustine's Catholic Primary School. The links between good teaching and good learning become apparent in this section.

Strong knowledge of the subject taught.

In lessons you will see:

- *pupils being enthused and challenged*
- *effectively structured, challenging and well paced learning*
- *use of questioning and mini plenaries to probe and extend pupils' understanding*
- *teachers clearly modelling and scaffolding to support learners*
- *clear end to the lesson with opportunities for pupils to review and assess their learning*
- *for the Foundation Stage, teachers know and understand the aims, principles and the six areas of learning and Early Learning Goals*

The planning of well prepared, effective lessons, with clear objectives. In teachers' planning you will see:

- *clear learning intention*
- *effectively targeted differentiation and flexible grouping*

- *a range of activities to develop children's skills*
- *combination of Visual, Auditory and Kinaesthetic tasks*
- *differentiation for a range of abilities*
- *the needs of all pupils met with particular regard for gender, ethnicity, SEN, gifted and talented and for those for whom English is a second language*
- *note of resources, as applicable*
- *opportunities for assessment*
- *progression over a period of time*

Effective classroom organisation.

- *In the classroom you will see:*
- *well established classroom routines that provide minimal disruption to tasks and teaching*
- *equipment that is clearly labelled, easily accessible, in good order and appropriate to the lesson*
- *a stimulating, tidy, well organised book corner and defined areas for Literacy and Numeracy*
- *a stimulating classroom, with wall displays that support learning and value and celebrate pupils' achievements*
- *furniture layout that enables all children to easily see the board, ensures ease of access to all equipment and provides space for pupils to easily move around the classroom*
- *a language rich environment with questions to provoke and extend thought*

Effective deployment of adults in a support role.

In lessons you will see:

- *precisely targeted support staff who make a significant contribution to the quality of learning*
- *support staff aware of the learning intentions of the lesson*
- *support staff aware of the pupils' abilities or needs*
- *professional dialogue between support staff and teacher, which is used to model good behaviour and good learning*

High expectations of behaviour and achievement.

In lessons you will see:

- *effective teaching that ensures pupils are motivated, inspired and engaged in their learning*
- *pupils keen to do well, apply themselves diligently and work at a good pace*
- *pupils show resilience when tackling challenging activities*
- *high expectations of all pupils facilitated through skilled questioning and constructive feedback*
- *strategies for behaviour management resulting in high standards of discipline and pupils motivation*
- *a supportive learning environment that ensures progression*
- *good relationships between staff and pupils. Consistent reference to "Our Responsibilities" ensures that behaviour makes a strong contribution to successful learning*

Effective use of methods that enable all pupils to learn. In and out of the classroom you will see:

- *flexible grouping for different purposes including whole class, small groups and individuals to maximise progress*
- *use of appropriate assessment techniques*
- *children being allowed to make mistakes in a supportive atmosphere*
- *children valued and cared for*
- *a calm working atmosphere that enables each child to develop sustained concentration*
- *effective modelling of discussion and thinking between teaching and non-teaching staff and adults and pupils*
- *interesting and challenging learning opportunities*
- *educational visits or visitors organised that enhance and enrich the teaching of the curriculum*

Effective use of marking and assessment. In the classroom, in pupils' books and in teachers' planning you will see:

- *effectively structured lessons that allow opportunities for both teachers and pupils to assess learning*
- *learning intentions are precise and make links with previous and future learning*

- *children are able to explain the Learning Intention and assess their progress against the Success Criteria*
- *teachers use the assessment and evaluation of a lesson to inform the next stage.*
- *teachers recapping at the start of lessons to assess what pupils already know*
- *teachers using plenaries (mini and end of lesson) and questioning to assess what children have learned, address misconceptions, reshape tasks and explanations to improve learning*
- *children encouraged to engage critically with their work and to think of ways of improving it*
- *individual targets set for pupils and pupils involved with their own target setting*
- *children involved in self assessment where appropriate*
- *summative assessment using QCA optional tests for English and Maths (Years 3-6) take place termly*
- *marking that follows the school policy through reminder, example and scaffolding comments leading to "next steps" to further improve*
- *children's responses to the marking*
- *teachers share pupils progress formally at two consultation evenings and the end of year report*

Effective use of homework.

In and out of lessons you will see:

- *work given to pupils that reinforces and extends what is learned in school*
- *activities provided that help pupils prepare for aspects of learning*
- *opportunities for pupils to deepen their understanding of particular areas through extended and open-ended research projects*