

## Policy for Teaching and Learning

### MISSION STATEMENT

Our Mission is to foster the Gospel values of Jesus Christ and provide a high standard of education with equality of opportunity for all.

We aim to achieve this by:

- creating a safe and loving environment for the whole school community
- enabling everyone to grow spiritually, intellectually, emotionally and physically
- valuing each member of our community by recognising the gifts and needs of every individual
- encouraging self discipline and treating everyone with respect and courtesy at all times
- working in open and honest partnership with families, Church and the wider community

Jesus says: *" You are the light of the world. A city built on a hilltop cannot be hidden. No one lights a lamp to put it under a tub; they put it on the lamp-stand where it shines for everyone in the house. In the same way your light must shine in the sight of men, so that, seeing your good works, they may give the praise to your Father in heaven."*

## **Introduction**

The major purpose of teaching is to facilitate learning. Teaching and learning, although intricately inter-related, are indeed separate from one another, e.g. although a teacher may say that something has been taught it does not mean that it has been learnt by any individual pupil.

Assessment is the means of informing a teacher as to what has been learnt and to inform future, more effective teaching.

We at Our Lady and St. Joseph believe that for learning to become a distinct focus from teaching, it has to be supported, a learning environment created, common aspects and approaches adopted, and the curriculum planned accordingly. Pupils have to be empowered with core learning skills.

This Policy has been written and will be reviewed in line with the 5 outcomes of Every Child Matters.

## **THE INDEPENDENT LEARNER**

Although we value both independent and co-operative learning we at Our Lady and St. Joseph believe that pupils must become independent learners if we are to achieve one of our major aims. Research suggests that children become independent learners and learn more effectively when they:

- Develop self-discipline and thereby are able to make choices and decisions.
- Develop confidence in all areas of curriculum.
- Ask and answer questions, giving precise instructions, information, and giving and receiving clear or simple explanations, developing reasoning skills, and making predictions.
- Are willing to accept challenges and to try new things.
- Select and use equipment and other resources appropriately, confidently and responsibly.
- Present ideas, experiences, and understanding in the form of displays, publications or newsletters - these are excellent ways to aid parental liaison.
- Read and write ideas for different observers, e.g. parents, friends, teachers and other adults.
- Use different types of media to present information,

- Evaluate information from a variety of books, CD ROMs, etc., in order to learn how information can be organised and presented. This then encourages pupils to produce better quality work on their own, or when working with other pupils.
- Evaluate and reviewing a piece of work in discussion with other children and the teacher.
- Justify their opinions with reasoned arguments.

With this in mind we set down the following aims:

## **AIMS**

### **For the Pupils we aim:**

- To provide a safe, caring, comfortable, welcoming, atmosphere and a challenging (high expectations), attractive and well-maintained environment in which we can stimulate, maintain and develop, lively enquiring minds. Pupils should be happy, friendly, kind and confident individuals - **see anti-bullying, child protection and behaviour policies**
- To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning and who can show initiative.
- To value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- To develop in pupils a positive attitude (including health and fitness) towards themselves and others with a strong sense of self respect.
- To appreciate human achievements, failures and aspirations.
- To empower pupils with the knowledge and skills necessary to participate in life of a modern technological society.

- To support the implementation of the statement on 'Shared Values' and to enable pupils to develop:
  1. A range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others and the environment, initiative and independence;
  2. A sense of respect for other peoples' property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc
  3. A sense of moral values, which can form a framework for a sense of own worth, and relationships with others, so as pupils, can become responsible members of society.
  
- To use praise and encouragement to positively develop learning and good behaviour and to involve the whole school community in the celebration of their achievements.

### **For the staff we aim:**

- To create a work environment which encourages and enables personal and professional development to take place;
- To have training, development and career needs individually identified and supported and linked to specific targets and the School Development Plan and Professional Development.
- To be more effective professionals with appropriate knowledge and skills e.g. to gain further/higher levels of academic/professional qualifications or more simply to enhance teachers' own general learning opportunities;
- To play a full role in creating a learning culture at the school and thereby to improve pupils' achievements and the quality of their education.

### **In the Curriculum we aim:**

- To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society. (See individuals subject policies for specific aims and outcomes.)

### **As a Community we aim:**

- To develop a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.  
To foster close relationships between the School, the pupils' homes and the local community and Church.

These aims have guided the construction of our subject aims/objectives and various school policies.

- SEN
- Equal opportunities, differentiation, multicultural, gender, language and maths/numeracy across the curriculum.
- home-school partnership.
- Spelling and marking.
- Parental and community liaison.
- anti-bullying.
- Cross-curricular issues, such as PSHE & Citizenship,
- Health and safety.
- Assessment and homework.

## **Roles And Responsibilities - Teaching & Learning**

### **The role of the Governors:**

1. To ensure there is a focus on teaching and learning in school.
2. To ensure teaching and learning permeate many aspects of school life.
3. To have oversight and responsibility for the improvements to teaching and learning within the school and to ensure adequate resourcing.
4. To develop a set of comprehensive employment policies and procedures which are consistent with the school's values and which reinforce high standards of teaching and learning.
5. Take account of the outcomes of performance management in making decisions about the Head teacher's and Deputy Head teacher's pay.

### **The role of the Headteacher/Senior Management Team**

1. Effectively plan and manage a common approach towards organisational excellence. i.e. to ensure that identified objectives are met against agreed quality, timescale and cost parameters. These objectives should address both individual and school needs through setting and achieving specified targets.
2. Define the schools staffing requirements and implement the strategy to achieve that staffing model.
3. Lead and motivate the school's staff and initiate whole school activities.

3. Help teachers at different points in their career to plan, train and monitor their development and to set clear relevant targets for the future.
4. To assist in the mapping and audit of skills and roles in the school and then to deliver appropriate staff training and to monitor performance.
5. Take account of the outcomes of performance management in making recommendations to the governing body about teachers' pay.
7. Ensure Coordinators carry out their responsibilities including the monitoring of teaching, work and resources. And ensure opportunities for all members of staff to feedback, which allows reflection and participation in discussion.
8. To have a strategic role in promoting co-operation and collaboration across the whole curriculum.

### **The role of the Staff with responsibility for Teaching and Learning (TLR)**

#### **Teaching:**

1. Provide the learning/development tools in consultation with senior managers and other team members.
2. To help staff to plan and build on existing skills and to form clear, relevant and attainable targets setting a clear timetable and guidance for the annual review.
3. Implement best practice and bridge gap between educational requirements and technical capabilities.
4. Work in tandem with individuals to enhance performance of our most important and valuable asset and build up a shared understanding of teaching skills.
5. Provide a strategic input to the school's future success as part of a team partnership, ensuring that individual teacher objectives relate to the School Development Plan.
6. Offer guidance and encouragement to NQTs to engender a high quality educational environment.

## **Learning**

1. To ensure progressive delivery of the Curriculum.
2. To ensure pupils have a right to effective learning in subject skills and that they understand and feel confident in their present experience of learning.
3. To plan policies incorporating action for reading for meaning, handling and organising ideas, writing for different purposes, opportunities to discuss ideas and present work in an appropriate manner.
4. To encourage pupils, through policies, to review their learning, explore thinking and problem solving and foster success.
5. To plan when learners need support for skills in the context and course of study.
6. To evaluate learning in the School in the annual planning and development cycle.
7. To use outcomes of evaluation of learning for professional development of staff.

## **The role of the Teacher**

All staff must be involved and committed to an agreed action plan to improve teaching and learning - above all teaching staff must support each other and in turn be supported by the SMT.

## **Teaching**

- To assist in the mapping and audit of personal skills.
- To assess personal development needs in relation to their professional development.
- To participate in making teaching more effective in terms of subject content and mode of delivery and thereby enhance pupils' learning.
- To assist in the evaluation of training and performance.

## **Learning**

1. To facilitate learning using a variety of activities.
2. To ensure the learner is highly involved in the learning process and ensure tasks are meaningful.
3. To encourage pupils to be active in the learning process.

4. To help the pupil make sense, and interpret, information and events in order to process the experience, and create knowledge.
5. To set clear goals and communicate them to all pupils at the beginning of the lesson.
6. To develop activities which allow for reflection, application and future use of learning.
7. To provide the necessary structures, which facilitate learning.
8. To display skill in processing the learning process.
9. To encourage the pupils to assist in displaying their own work.
10. To plan a variety of structured activities for successful outcomes to topics.
11. To integrate previous class learning experiences to allow pupils to draw together and make sense of present learning.
12. To ensure that pupils with special educational needs have access to the curriculum by providing a situation in which each pupil's exposure to content and skills matches his/her rate of learning and alternative, differentiated materials and learning strategies are employed.

### **Classroom Organisation/Provision**

#### **Children learn best when:**

- The organisation of teaching groups matches the needs of both individual pupils and the curriculum - (See behaviour policy and subject policies).
- The room is arranged appropriately for the lesson.
- There is easy access to relevant, well labelled resources which are tidily and safely arranged
- There are stimulating displays, which value all the children's work (see display policy).
- There are clear expectations and consistent routines for working in different areas of the school.
- Classroom assistants and additional teaching support is appropriately targeted at children's needs (see policy in the allocation of SEN resources).

### **ASSESSMENT**

- accurate records should be kept of the work assessed

- the children should be praised and rewarded for success;( see behaviour policy)
- there should be clear progression and evidence that assessment informs future planning;
- the children should value their work;
- the children should be clear about how to progress and improve their standards;
- individual pupil progress is evaluated on a yearly cycle;
- performance indicators will determine outcomes for end of Key Stage results and these are used for comparison between one year group and another, between classes, and with local and national norms.

The Senior Management Team analyses results and overall performance in consultation with Subject Co-ordinators, parents and pupils and provides data for the governing body to monitor and evaluate. (See Assessment policy and Maps)

Our Lady and  
St. Joseph R.C. Primary  
School

Teaching and Learning  
Policy