



St Anne's RC Primary School

Teaching and learning policy

Agreed by staff: 23rd April 2014

Agreed by governor committee: Not applicable

Ratified by full governing body: 1st July 2014

Date for review: July 2016

1 Introduction

- 1.1 At St. Anne's we believe that children have the right to a high-quality education. Teaching at St. Anne's is good as a minimum.
- 1.2 We recognise that both adults and children learn new things every day. Learning should be rewarding, enjoyable and fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make good choices. We believe that positive teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 People learn best in different ways. At our school we provide a learning environment that allows children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching we aim to help children to:
 - Become confident and independent learners;
 - Develop their self-esteem and build positive relationships with other people;
 - Develop self-respect encouraging them to respect the ideas, attitudes, values and feelings of others;
 - Show respect for all cultures and promote positive attitudes towards other people;
 - Understand their community and the part they play in it;
 - Grow into reliable, independent, positive citizens.

3 Good learning

- 3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take these into account when planning work for groups and individuals.
- 3.2 We offer a variety of opportunities for children to learn in different ways including:
- Investigative work;
 - Problem solving;
 - Independent work;
 - Paired work;
 - Group work;
 - Whole class work;
 - Asking and answering questions;
 - Using ICT;
 - Fieldwork and visits to places of educational interest;
 - Creative activities;
 - Discussion, drama and role-play;
 - Designing and making things;
 - Participation in physical activity.
- 3.3 We encourage children to take responsibility for their own learning and to reflect on how they learn. The use of learning objectives and success criteria, along with other assessment for learning strategies, promotes independent, self-motivated learning.

4 Good teaching

- 4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught in each year group.
- 4.2 Staff have agreed “non-negotiables” for quality first teaching. It is expected that these are present in every lesson and every classroom.

- 4.3 Teaching is based on our knowledge of the children and where they are in their learning. We ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with English as an additional language (EAL) or special educational needs or disabilities (SEND) we pay due regard to information and targets contained in the children's individual education plans (IEPs).
- 4.4 Targets are set for the children each year and these targets are shared with the children and their parents. These targets will be curricular (i.e. the "next steps" required to move the children on) and numerical (i.e. the National Curriculum level the children are expected to reach by the end of the academic year).
- 4.5 The progress of each child is reviewed on at least a termly basis through pupil progress meetings. Teachers are expected to be constantly aware of pupils' achievement and are responsible for intervening when children or groups of children appear to be falling behind.
- 4.6 Lessons are planned with clear learning objectives ("Can I..." statements) and success criteria ("I can..." statements) linked to the National Curriculum or Primary Strategies.
- 4.7 Teaching in lessons is closely linked to the lesson's learning objectives and success criteria. These are referred to frequently during lessons and should form the basis for assessment and praise.
- 4.8 Staff members establish good working relationships with all children in the class and treat them with kindness and respect. All children are treated fairly and given equal opportunity to take part in class activities. All staff members follow the school's behaviour and discipline policy. Each year staff and pupils discuss and agree with class rules. Children are praised for their efforts in order to build up positive attitudes towards school. When children misbehave we follow the guidelines for sanctions as outlined in the behaviour and discipline policy.
- 4.9 All tasks and activities that the children carry out must be safe. When children are taken out of school risk assessments and consent forms are required in line with the school's educational visits policy.
- 4.10 The role of support staff is important and the focus of their role is to help children with their learning. From time to time support staff will work with individual children, small groups or the whole class.
- 4.11 A stimulating and well-organised learning environment is essential for effective learning. This promotes independent use of resources and high-quality children's work.

- 4.12 Displays are changed at least once a term to ensure that the classroom reflects the topics studied by the children. All children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books as well as displays relating to literacy, numeracy and RE. One display should be a “working wall”.
- 4.13 The school is committed to supporting staff members in developing their skills so that they can continually improve their practice.

5 The role of governors

- 5.1 The school’s governors determine, support, monitor and review the school policies on teaching and learning. In particular they:
- Support the use of appropriate teaching strategies by allocating resources effectively;
 - Ensure that the school buildings and premises are best used to support successful teaching and learning;
 - Monitor teaching strategies in the light of health and safety regulations;
 - Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
 - Ensure that staff development and performance management policies promote good quality teaching;
 - Monitor the effectiveness of the school’s teaching and learning policy through school self-review. This includes reports from subject leaders and termly reports from the headteacher.

6 The role of parents / carers

- 6.1 Parents / carers have an important role in helping children to learn. We inform parents / carers about what and how their children are learning by:
- Holding parents’ evenings each term;
 - Inviting parents / carers to workshops to tell them how we teach literacy and numeracy etc.;
 - Inviting parents / carers in to school to spend a session in Reception class when their child first starts school;

- Sending them information at the start of each term outlining topics that the children will be studying;
- Sending regular reports explaining progress made and how the child can improve further;
- Explaining to them how they can support their children with homework;
- Family reading sessions;
- Story time workshops in the nursery.

6.2 We believe that parents / carers have a responsibility to support their children and the school in implementing school policies. We ask that parents:

- Ensure their child has the best punctuality and attendance record possible;
- Ensure their child is equipped for school with the correct uniform and PE kit;
- Inform us if there are matters outside of school that are likely to affect their child;
- Promote a positive attitude towards school and learning in general;
- Support the school's home-school agreement.

7 Related policies

See also:

- Principles of learning;
- Assessment;
- Educational visits;
- Health and safety;
- Safeguarding;
- Marking;
- Curriculum policies

