



**St Augustine of Canterbury
Catholic Primary School**

Teaching and Learning Policy

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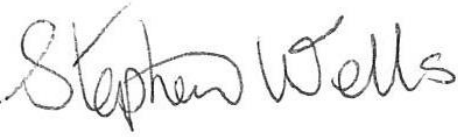
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“Created by God to love and learn”

Table of Contents

I.	Document Information	2
II.	Introduction	3
III.	Section A: Policy, Aims and Objectives.....	4
	1. Policy	

Document Information

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TEACHING AND LEARNING POLICY

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

“Created by God to love and learn”

1 Introduction

1.1 St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are... “Created by God to love and learn.”

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives. This policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and framework Act 1998 amended by Education Act 2002
- Education Act 2002
- Education Act 2011

2 Aims

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 We believe the following statements help define high quality teaching:

enable children to become confident, resourceful, enquiring and independent learners;
Meet the needs of all learners by using different teaching strategies
foster children's self-esteem, and help them to build positive relationships with other people;
develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
to talk regularly with learners about their learning
show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
enable children to understand their community, and help them feel valued as part of it;
to reflect on our own practice and challenge our own thinking
To deliver interesting and purposeful lessons that challenge with rigour.
To link lessons wherever possible with real life problems and local context.
Help children grow into reliable, independent and positive citizens.
Set high expectations which inspire, motivate and challenge pupils.

To use open-ended question techniques
Promote good progress and outcomes by pupils.
Demonstrate good subject and curriculum knowledge.
Plan and teach well-structured lessons.
Adapt to respond to the strengths and needs of all pupils.
Make accurate and productive use of assessment.
Manage behaviour effectively to ensure a good and safe learning environment.
Fulfil wider professional responsibilities e.g. deployment of support staff and communication with parents.
To use the outdoor environment and out of school experiences to promote learning opportunities.
Use I.T. to support and develop learning

3 Effective learning

3.1 Research tells us a lot about how to maximise learning. We know that people learn in a variety of ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence to inform our planning and provide a tailored, child-centred learning experience.

3.2 We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed by developing positive learning behaviours.

3.3 Concerning the structure of a lesson, learning-theory tells us:

to connect the learning with previous work;
to give learners the 'big picture' of the whole lesson;
to explain the learning objectives, and why the lesson is important;
to present the information in a range of styles;
to allow opportunities for the pupils to build up their own understanding through various activities;
to review what has been learnt, and so increase recollection;
to provide feedback, celebrating success and reviewing learning strategies;
to outline the next step in the learning before moving on.
Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
Show maximum engagement, concentration, application and productivity.
Develop skills and capacity to work independently and collaboratively.
Use visual, auditory, kinaesthetic and other styles to access learning.
Reflect, evaluate, edit, improve and present their work using 'next steps' comments from teachers, use pink and green highlighters for strengths and weaknesses and 'target' evaluation comments.

3.4 We offer opportunities for children to learn in different ways. These include:

investigation and problem-solving;
research and discovery;
group work;
pair work;
independent work;
whole-class work;
asking and answering questions;
use of computers and digital stimulus;
fieldwork and visits to places of educational interest;
creative activities;
debates, role-plays and oral presentations;

designing and making things;
participation in physical activity.

Whole-class work, talking partners, mixed ability seating

ICT as a tool for learning and the use of the computers, tablets and audio visual resources.

Watching and responding to live drama and musical presentations.

Use of games and fun competitions and challenges;

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching

4.1 When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We map out a long-term curriculum plan to guide our teaching. This sets out the aims, skills, objectives and values of the school.

4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets for each child contained within class provision maps. Teachers modify teaching and learning as appropriate for children with SEND. We value each child as a unique individual.

4.3 Academic targets for the children are set and ongoing and we share these targets with children and their parents. We review the progress of each child during and at the end of the academic year, and set revised targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate lessons formally and informally, so that we can modify and improve our future teaching.

4.5 Teachers make a special effort to establish and maintain good working relationships with all the children. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policies with regard to discipline and classroom management. Children and staff abide by the '3Bs'; be safe, be ready and be respectful. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. If children misbehave we follow the guidelines for sanctions as outlined in our behaviour policies.

4.6 We ensure that all tasks and activities that the children perform are safe, though with acceptable levels of risk. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

4.7 We deploy learning assistants and deploy other helpers as effectively as possible. As leaders of learners, they work with individual children, and in small groups.

4.8 Our classrooms are attractive learning environments. We change displays termly, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and extra fiction books, as well as English and mathematics working walls. We also use displays to celebrate work and as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

4.9 All our teachers reflect on their strengths and development needs, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

5.1 Our governors determine, support, monitor and review the school's approach to teaching and learning in a strategic fashion. In particular they:

support the use of appropriate teaching strategies by allocating resources effectively;
ensure that the school buildings and premises are used optimally to support teaching and learning;
check teaching methods in the light of health and safety regulations;
seek to ensure that our staff development and our appraisal procedures both promote good quality teaching;
monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the Head Teacher's report to governors, and a review of the in-service training sessions attended by staff.
Monitor this policy and report back to Governors regularly

6 The role of parents

6.1 We believe that parents have a fundamental role to play in helping children to learn. We regularly inform parents about what and how their children are learning:

by holding parents' evenings to explain our school strategies for English, mathematics, early years and Relationships and Sex Education (RSE);
by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
by enabling parents to receive regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
explaining to parents how they can support their children with homework, and suggesting and promote, for example, regular shared reading with children of all ages. Also to support children with their projects and investigative work.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

to ensure that their child has the best attendance record possible;
to ensure that their child is equipped for school with the correct uniform and PE kit;
to do their best to keep their child healthy and fit to attend school;
to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
to promote a positive attitude towards school and learning in general;
to attend class assemblies and masses

to support homework
to support the school's Code of Conduct

7.0 The role of the Headteacher

7.1 The Headteacher will:

Ensure compliance with this policy
Provide leadership and vision in respect of this policy
Provide guidance and/or training and/or support to fulfil this policy as resources allow
Ensure where possible continuous professional development for all teaching and support staff
Ensure teaching staff have their statutory planning, preparation and assessment time
Monitor teaching and learning through:- lesson observations, learning walks, book scrutiny, planning checks, pupil conferencing, marking scrutiny, checking pupil targets are challenging

8.0 The role of the Senior Leadership Team

8.1 The SLT will:

- Monitor the teaching and learning performance through observations and learning walks liaising with the subject coordinator
- Provide appropriate resources to fulfil this policy
- Organise INSET
- Work with partner schools for peer support and moderation
- Monitor planning to ensure challenge, differentiation and coverage of subject material including skills and knowledge
- Review the long term curriculum plan
- Liaise with governors
- Ensure equality of opportunity
- Undertake pupil conferencing, marking scrutiny and target checks
- Ensure assessments are compiled, reported and analysed in order to liaise with staff regarding pupil performance

9 Monitoring and review

9.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

Equality Impact Assessment -Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	x	x

Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x