



Teaching and Learning Policy

St. Patrick's RC Primary

"Christ with me as I learn, grow and shine"

April 2023

To be reviewed April 2025

Teaching and Learning Policy

St Patrick's RC Primary School

At St Patrick's RC Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to **learn**, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who **grow** to lead rewarding lives as responsible citizens, giving them the chance to **shine**.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resilient, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture diversity
- To encourage children to take pride in their work and the work of others

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning
- Can retrieve previously taught knowledge
- Feel safe – respect, value and support each other as learners
- Take risks
- Are resilient and see mistakes as learning opportunities
- Set high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'Growth Mindset'

and where adults:

- establish positive working relationships with all children in the class
- model learning and expected behaviour for the children
- treat all children fairly and with kindness, dignity and respect with encouragement, praise and rewards for all

This learning culture needs to be actively taught.

Effective Learning

All children have the capacity to learn. Learning opportunities should incorporate a range of strategies in order to engage children and meet the needs of all learners. These could include:

- investigation and problem solving
- research



- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- retrieval practice
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges.

Effective Teaching

The knowledge to be taught will be evident in planning and lessons to ensure learning opportunities are well paced and all pupils make progress. Prior assessment of the pupils' understanding should be used to inform the starting point for lessons with a clear progression in skills.

- **Learning Objectives**
 - clear and focused - based on learning rather than task
 - displayed
 - discussed and explained to the children
 - based on prior attainment, knowledge and understanding
 - written in the format: to...
- **Success Criteria**
 - include the steps or 'ingredients' the children need to be successful in their learning
 - could be identified by the teacher during the planning process
 - could be generated with the children during the lesson
 - are written up and referred to during the lesson
- **Plenary**
 - planned times during, and at the end of, the lesson
 - reviews progress towards the learning objective and success criteria
 - allows adults and children to address misconceptions, make improvements and add further challenge
 - learning may be applied to different contexts
 - time to reflect on the 'how' of learning in addition to 'what' has been learnt
 - should be used during lessons only when the progress of the class, group or individuals will be furthered
- **Outcome**

- what will be achieved by the children by the end of the lesson
- the learning activity/evidence of learning
- sufficient time given to enable children to achieve meaningful learning
- matched to the children's next steps in their learning
- **Challenge for all**
 - takes place throughout the lesson
 - is matched to children's next steps learning
 - may occur through adult support; range and level of resources, time, task and different outcomes
 - when planning work for children with Special Educational Needs, information and targets contained in the children's Targeted Learning Plans (TLPs) are addressed
- **Adult Input**
 - engages children in the learning
 - is active and interactive
 - has appropriate pace to ensure maximum learning takes place
 - responds to, and is adapted to, ongoing assessment during the lesson
 - clearly models successful learning/the learning activity
 - generates success criteria
 - is flexible according to the learning taking place eg.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc
- **Questioning**
 - questions will be asked to assess learning, challenge and deepen thinking and understanding
 - the range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
 - will be matched to the children's understanding and ability
 - opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking (See policy)**
- **Active Learning**
 - Children are given opportunities to be involved in the learning throughout the lesson
 - A range of strategies are used
 - There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- The school environment sets the climate for learning.
- Classrooms should be engaging, and should be word and number rich.
- Displays might be used to:
 - Celebrate success
 - Support class organisation – visual timetables, clearly labelled resources



- Promote independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help.

The Role of Curriculum Co-ordinators

- monitor progress and attainment in subject areas and action plan to address areas of need
- support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development
- have responsibility for the purchase and organisation of resources
- keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- sending interim and annual reports to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the pupils.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors



Governors 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 policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was written in April 2023 and will be renewed in April 2025

