St. James the Great RC Primary and Nursery School

Teaching and Learning Policy

Date Created: Summer 2005
Date Reviewed: Autumn 2012
Date Reviewed: Spring 2017

Rationale

The Mission Statement for St. James the Great School states that the school belongs to the parish communities it serves and exists to educate the children of these communities with the Gospel values, traditions and beliefs of the Catholic faith at the centre of its ethos whilst recognising the individuality of the "faith journey".

We aim to foster a respect for self and others within a framework that enables all pupils to develop the highest possible standards of academic, moral, physical and spiritual potential whilst recognising and valuing the natural differing abilities among the children.

The school will deliver the National Curriculum in the context of its Catholic ethos, outlined in further detail within the school's Curriculum Policy. The Teaching and Learning Policy outlines the principles of teaching and learning all members of staff at St. James the Great adhere to.

Key Principles of Learning

Pupils need a balance of activities and experiences if they are to develop and become independent learners within the environment of St. James the Great School. Pupils will be encouraged to:

- Learn from first-hand experience e.g. investigation and problem solving and observation.

- Explore tasks in a practical manner.

- Participate in both lessons and extended opportunities.

- Work both independently and collaboratively.

- Take part in healthy competition.

- Take control over their own learning.

- Think and reflect on their learning.

- Become resilient learners.

- Have a progressive role in the evaluation and assessment process.

- Use subject specific vocabulary.

- Use vocabulary linked to learning.

Key Principles of Teaching

Staff at St. James the Great aim to:

- Foster Christian values and attitudes throughout the curriculum.

- Use a variety of teaching methods and approaches, planning creative and cross-curricular lessons where appropriate, with a promotion of discussion and dialogue.

- Offer a differentiated curriculum to all pupils and use support staff effectively to aid pupil learning.

- Create a stimulating, happy and secure learning environment.

- Have high expectations and use daily assessment and tracking to monitor progress made.

- Share learning objectives and success criteria with pupils to ensure they know how they are doing.

- Maintain discipline and promote good behaviour.

- Ensure home, school and parish work in partnership.

Agreed Principle **Foster Christian values and attitudes throughout the curriculum** **Practical Application**	
There will be evidence in the learning environment of :	Staff will endeavour to:
- Activities chosen to foster specific attitudes. - A class prayer. - A set of classroom rules as agreed by pupils. - Pupils supporting each other. - An open and sensitive environment where pupils feel able to contribute. - Equal opportunities, cultural differences and gender roles addressed in teaching and in choice of resources. - Gospel values explicitly identified and known by pupils through the R.E. scheme of work.	- Match teaching methods to the attitudes being fostered. - Ensure pupils are aware of other faiths, cultures and equal opportunities and these differences respected. - Promote the dignity and self esteem of pupils at all times. - Encourage good role models. - Publish achievements and reward pupils for their good work and values. - Ensure time for reflection. - Consider Spiritual, Moral, Social and Cultural (SMSC) links when planning. - Create links with other communities at a local level e.g. faith, disadvantaged etc. - Maintain good relations and communications with parish, home and school. - Work alongside external agencies to support these principles.

Agreed Principle

Use a variety of teaching methods and approaches, planning creative and cross-curricular lessons where appropriate, with a promotion of discussion and dialogue.

Practical Application

There will be evidence in the learning environment of :	Staff will endeavour to:
• Ability and mixed ability groupings.	• Offer an inclusive curriculum.
• Individual and paired work.	• Co-ordinate support staff and other adults working within the classroom.
• Shared and guided work.	• Have prepared appropriate resources for the lesson.
• Planned educational visits.	• Build on cross-curricular links.
• Opportunities for talk.	• Differentiate the curriculum and resources.
• Catering for VAK learners.	• Ensure an appropriate balance of pupil-teacher talk.
• Cross curricular links in books and displays.	• Promote a secure and positive learning environment.
• Individual SEN programmes and resources.	• Work alongside and share good practice with colleagues.
• Intervention programmes.	• Try new ideas in line with best practise.
• Specialist agency support teaching where appropriate.	• Use the most appropriate teaching methods to meet the needs of pupils.
• Use of EAL resources and pre-teaching where appropriate.	• Monitor the teaching and learning of their subject area (where leadership responsibility is held) and be aware of the needs of the staff.
• ICT being used to support teaching and learning.	• Utilise available resources and ensure appropriate usage and storage.

Agreed Principle

Offer a differentiated curriculum to all pupils and use support staff effectively to aid pupil learning.

Practical Application

There will be evidence in the learning environment of :	Staff will endeavour to:
• Recognition of a pupil's effort and achievement.	• Match work to the ability of the pupil.
• Well planned group and individual learning outcomes.	• Meet individual needs using a variety of approaches.
• A variety of teaching strategies.	• Utilise an appropriate range of resources.
• Appropriate resources to match the needs of all pupils.	• Organise the classroom to aid the learning process.
• A variety of groupings.	• Ensure equal access to curriculum for all pupils irrespective of ability, race and gender.
• Differentiation by task, support and outcome.	
• Recognition of previous experiences and learning to inform planning.	• Prepare support staff for the lesson ahead.
	• Plan and provide specifically for vulnerable groups including SEN, EAL and FSM.
• The participation of support staff and their effective facilitation of learning.	• Consistently apply the Assessment Policy.

Agreed Principle	
Create a stimulating, happy and secure learning environment.	
Practical Application	
There will be evidence in the learning environment of :	Staff will endeavour to:
• A range of displays of pupils'work that inspire learning. • Pupils who feel safe and secure and care for each other and their environment. • Pupils who have an enthusiasm for school. • Celebrations of achievement. • Friendships and buddies. • Progress • Range of resources.	• Be supportive of each other and the pupils. • Provide clear evidence of good organisation and sound planning. • Foster pupils' self esteem and independence. • Value the relationship between home, school and parish. • Take advantage of opportunities for developing working and social relationships. • Contribute to a pastoral care register.

Agreed Principle

Have high expectations and use daily assessment and tracking to monitor progress made.

Practical Application

There will be evidence in the learning environment of :	Staff will endeavour to:
- Work of excellence (for the pupil) celebrated on display. - An agreed approach to feedback and marking. - A variety of AfL techniques in use. - Pupils understanding the expectations of presentation. - Effectively organised classrooms. - Continuing dialogue with pupils. - Pupils acting on information gained from assessment. - Pupils' involvement in self and peer assessment.	- Have consistently high expectations. - Encourage good role models. - Agree standards through regularly moderated work. - Use a range of AfL practises to track progress. - Encourage pupils to take pride in their work. - Ensure appropriate levels of support are given to all children. - Given pupils opportunities to respond to and improve their work. - Act upon information gained from assessment. - Inform parents of school practice to allow support of school policies including homework.

Agreed Principle	
Share learning objectives and success criteria with pupils to ensure they know how they are doing.	
Practical Application	
There will be evidence in the learning environment of :	Staff will endeavour to:
• Positive and constructive comments in pupils' books. • A variety of work showing progression. • Self assessment against the learning objective. • Personal target setting. • Positive communication. • Visual prompts.	• Set high but attainable targets. • Work within the school's Marking and Feedback Policy. • Make every child feel valued. • Make pupils aware of the purpose for which the task has been set. • Provide information to parents with which to support their children. • Share learning objectives and success criteria with support staff. • Equip pupils with the language with which to talk about their learning. • Regularly assess pupils, or help pupils self assess, against personal targets. • Ensure continuity and progression. • Maintain pupil records that inform future planning.

Agreed Principle

Maintain discipline and promote good behaviour.

Practical Application

There will be evidence in the learning environment of :	Staff will endeavour to:
• Respect for everyone – courtesy and consideration. • Well mannered pupils. • Respect for the environment, possessions and school property. • Pupils working effectively in a given situation. • Pride in classroom and school appearance. • Orderly conduct around school and on visits off site. • Increasing awareness of self discipline by pupils. • Learning taking place in well disciplined environment. • Good behaviour being recognised.	• Work with the school's Discipline and Behaviour Policy. • Ensure pupils are aware of class rules, rewards and sanctions. • Ensure a consistency of approach. • Provide good role models. • Provide opportunities to celebrate, recognise and acknowledge achievement. • Support one another and follow the hierarchy structure. • Ensure all adults uphold the dignity of the child.

Agreed Principle

Ensure home, school and parish work in partnership.

Practical Application

There will be evidence in the learning environment of :	Staff will endeavour to:
• The clergy being involved in the life of the school. • The clergy being involved in school worship e.g. class masses. • Parents volunteering help within the school and on class trips. • Parental support with homework. • Visits to the church by pupils for guided tours, masses and concerts.	• Parents are used and valued. • Liaise with the clergy regarding visits. • Inform parents about their child's needs and progress. • Support the home and parish in Sacramental preparation. • Support Friends Association activities. • Use the Oratory for collective acts of worship. • Attend agreed events – in school and parish. • Participate in home visits (Nursery and Reception). • Recognise families who need support from school and parish. • Liaison with external support agencies. • Invite parents to school events..

CLASS MANAGEMENT FOR ACHIEVEMENT

Individual

What do we mean by the term?
- A child working alone.
- A child working one to one with a teacher/adult.

When is it most appropriate?
- Individual assessment, reinforcing skills, reading, top copy work from draft.
- Conferencing, clarification, personal reflection, extension work.
- Promoting self discipline and self esteem, comfort, feedback etc.

How is it organised?
- Separate room, quiet room use, separate seating arrangements, creation of space near the teacher.

What attitudes/values can be fostered?
- Fostering teacher/pupil relationship, independence, self reliance, creativity, responsibility, self control, self esteem.

Implications for the teacher
- Class management.
- Arranging room to facilitate space.
- Less direct input from teacher for others in the class.

For children and their learning
- Quality time on one to one.
- Confidence building
- Trust placed in the child.

CLASS MANAGEMENT FOR ACHIEVEMENT

Group

What do we mean by the term?
- More than one child and less than a whole class.

When is it most appropriate?
- For differentiated tasks e.g. ability group.
- Collaborative work. For problem solving and investigative work.
- For consolidation and development of tasks. As a choice.
- For assessment purposes.

How is it organised?
- Friendship, ability, gender (mixed and single), mixed ability, interest, colour teams, personalities, peer group support.
- Groups may work with or away from the teacher.

What attitudes/values can be fostered?
- Teamwork, leadership, co-operation, self esteem, respect for others, tolerance, curiosity, reconciliation, enquiry, reflection, conflict resolution.

Implications for the teacher
- Classroom organisation.
- Keeping track.
- Forward planning.
- Balance of personalities and behavioural needs.

For children and their learning
- Independence.
- Responsibility.
- More direct support.
- Co-operation.
- Socialisation.

CLASS MANAGEMENT FOR ACHIEVEMENT

Focus Group

What do we mean by the term?
- Planned target group identified by teacher for specific purpose which could be taught by teacher or other adult.

When is it most appropriate?
- Skill development, specific teaching points, consolidation, assessment, observations, revision.

How is it organised?
- Dependent on need or activity.

What attitudes/values can be fostered?
- Listening skills, respect for others, patience, consideration, commitment and application to task.

Implications for the teacher
- Classroom organisation.
- Planning clear objectives and assessment opportunities.

For children and their learning
- Quality time.
- Leadership for children.
- Development of confidence.
- Developing strategies for group work.
- Chance to question and explain ideas in a secure environment.

CLASS MANAGEMENT FOR ACHIEVEMENT

Whole Class

What do we mean by the term?
- Whole class gathering together for one purpose or activity.

When is it most appropriate?
- At the beginning or end of activity.
- When introducing, briefing, brainstorming, collecting evidence, planning or evaluating an activity e.g. storytelling, tv, music, P.E. etc.

How is it organised?
- Carpet area, P.E. – Hall/playground.
- At tables – as long as teachers/children have eye contact.

What attitudes/values can be fostered?
- Community, sharing, belonging, turn-taking, respect.

Implications for the teacher
- Differentiation by task or outcome.
- Higher order questioning.
- Discipline.
- Equal opportunities.
- Space, organisation, furniture, focus point.

For children and their learning
- Behaviour.
- Peer pressure.

Governor Involvement

Governors have a responsibility to ensure that the application of this policy is monitored. This will be done through information gathered from Governor meetings, Headteacher's report to Governors, Governors' Curriculum Committee meetings, informal visits to the school, SATs results, behaviour of pupils and demand for places at the school.

Linked Policies

- Curriculum
- R.E.
- Discipline and Behaviour
- Assessment

Next Policy Review Date: Spring 2019