TEACHING AND LEARNING POLICY

Introduction

At St. Bernard's Primary School we believe in the concept of lifelong learning and the idea that both adults and children should learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; 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 future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

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

Through our teaching we aim to:

- Ensure that all children make good or better progress in relation to
- their starting points .
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people –both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all 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 this community;
- help children grow into reliable, independent and positive citizens;
- take a pride in their work and the work of others;

Effective learning

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 suit them best. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways which are enhanced in our School Mission Statement. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and tape-recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;

- guest visitors and performers.
- and allowing them to access relevant resources.

Effective teaching
When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement.

Our curriculum is based in the National Curriculum (2014) and breadth and balance is added through our school curriculum maps, which include details about what is to be taught to each year group.

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. Key Learning Indicators of Progress (KLIPS) are used to monitor progress and to identify any gaps in learning. 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 contained in the children's Individual Education Plans (IEPs). Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.
We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
In the Dolphins class teachers work from the Early Years Foundation Stage Curriculum towards the Early Learning Goals.

It is essential that all children receive quality first teaching. We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and the National Literacy and Numeracy Strategy.
If a child is not making sufficient progress or is working below age related expectations, then additional support will be provided. This intervention may include any of the following:

- small group support Maths
- small group support English
- Small group support behavioural, social, emotional development (BESD)
- 1:1 Support during school time in Maths/English /BESD
- Acceleread/accelewrite
- Toe by Toe
- IDL dyslexia support programme
- Phonics
- Spelling, Punctuation and Grammar
- Reading Programme

If a child is still not making significant progress, 1:1 sessions out of school hours may also be offered.

Each of our teachers establish a good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly

and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.
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. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.
We ensure that all tasks and activities that the children perform are safe. 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.
We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed as effectively as possible.

All children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.
All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we consider:

- classroom observation / environment.
- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- Pupil progress – evaluation and analysis
- internal moderation of pupils' work.
- discussion with pupils'.
- book and planning scrutiny

Role of the Head Teacher and Governing Body

- 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.

Role of the Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding termly parents' evenings to discuss children's progress.

- sending termly report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- explaining to parents how they can support their children with homework.
- holding events suych as "stay and play" or "come and learn" to explain relevant developments in their child's education.

We believe that parents have the responsibility to support their children and the school. We would like parents to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school for partaking in activities.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, Performance Management and CPD

The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when

evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

The Head Teacher and staff will review this policy during spring term 2018. Any suggested amendments will be presented to the Governing Body.

This policy should be read in conjunction with the following policies:
Behaviour, Marking and Feedback, Single Equality, Performance Management, EYFS