



# **LEARNING & TEACHING POLICY**

October 2017  
(Review October 2018)

***This policy document is underpinned by the Mission Statement for Our Lady and St. Philip Neri School, which permeates and is central to all aspects of school life.***

This policy describes the overall approach to learning and teaching at Our Lady and St Philip Neri Primary School. It is essential reading for anyone involved with the school who needs to incorporate its principles into their practice. It can only be fully understood in the context of the whole range of the school's other policy documents. The policy is in three sections: 'Effective Teaching', 'Successful Learners' and 'Conditions for Successful Learning'. This policy also has a section on 'Curriculum Planning'.

## **Successful Learners**

All teachers are also learners and should be striving to evaluate and improve their practice.

This means understanding both the learning and teaching process and building on pupils'

skills, knowledge and understanding. We at Our Lady and St Philip Neri Primary School have

identified the following characteristics of successful learners and strive to provide opportunities for all our pupils to develop these skills and qualities. Where learning is effective, pupils are motivated to:

- Take an active interest in their studies through encouragement and support from parents/carers.
- Improve their performance and are willing to learn from areas for development as well as strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Care about the presentation of their work and look after resources
- 'Think outside the box'.
- Be creative and use their imaginations.

Take responsibility for

- Their learning.
- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively when appropriate.
- Developing the confidence to ask questions.
- Helping each other and working collaboratively as well as independently.
- Developing over time the ability to work autonomously and to take responsibility for their own learning, increasingly taking initiative.

Have developed or are developing the following skills

- Perseverance with tasks they find difficult and can call on a range of strategies to tackle problems.
- Positive response to opportunities given to extend their learning.
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work and with home.

Understand the implications of social learning by

- Making decisions which will keep them safe and healthy.
- Understanding others ideas and opinions and showing a willingness to take on board other ideas.
- Being punctual.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and making realistic judgements about it.
- Being able to decide the best methods to adopt and the resources they should have.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by their teachers and that their achievements are being recognised.

Have the opportunity to experience

- Independent, shared, paired and whole class teaching.
- Presenting their ideas and celebration of success and participation.
- A safe, secure and supportive learning environment.
- Creative and inspiring lessons, delivered enthusiastically.
- Resources which allow them to choose their own learning environment.
- Questioning which challenges their understanding and thinking.
- A change from negative into positive especially in relation to behaviour.
- Routine.
- Clearly modelled paired and shared work to encourage collaboration.
- A linked the curriculum enabling learners to make links between their learning more easily.
- Differentiated lessons
- Flexibility, allowing the learning to be taken where the children lead.
- A range of teaching styles (thinking about different types of learners).
- Inspirational teaching.

## **Effective Teaching**

These observable features of effective teaching, proven to promote high quality successful learning, are the policy of Our Lady and St Philip Neri Primary School and as such are part of our agreed daily practice. The partnership between home and school is a vital element in the success of every pupil at Our Lady and St Philip Neri we aim to develop the best possible relationship between parents and school.

All teachers will aim to:

- Carefully plan, structure and paced lessons.

- Making the learning objective and steps to success clear to all pupils during each lesson and involve pupils' actively in their evaluation of the success criteria.
- Differentiate lessons – meeting children's individual needs, learning styles extending children's learning.
- Match teaching styles to the class dynamic.
- Promote and celebrate independence, autonomy and risk taking.
- Planning and prepare learning with is in a context relevant to our children.
- Use self–assessment as a tool to improve learning.
- Maintain a high standard to subject knowledge by keeping up to date through Professional Development opportunities.
- Use consistent, fair behaviour management strategies.
- Maintain an excellent knowledge of the class through the use of assessment and by reflecting and evaluating on a daily basis.
- Make all learning inclusive learning.
- Providing measurable and reliable targets.
- Use assessment data to inform planning.
- Mark core subjects regularly, positively and in line with the schools Feedback & Assessment guidelines as a means of personalising learning.

#### Personal Qualities

- Patience and caring
- The ability to build a good relationship with parents, children and other stakeholders.
- Self reflection, evaluation and the capacity to change and learn.
- Creativity, motivation, engagement and positivity.
- Confidence.
- Team player.
- An understanding of teachers as learners and how this impacts on children as learners.
- The ability to differentiate questions and to ask open ended questions.
- Uses ICT to enhance learning.

### **Conditions for Successful Learning**

Teachers are managers of the learning environment facilitating all pupils to reach their full potential.

- Safe learning environment.
- Positive atmosphere.
- Happy and cheerful staff and children.
- Good attendance and timekeeping.
- Welcoming physical environment.
- Bright, attractive, stimulating displays and resources.
- Lighting, heating and ventilation.
- Clear and consistent discipline, rules, understood and accepted by all.
- Calm purposeful learning environment.
- High achievable expectations for all.
- Curriculum differentiated to meet individual needs.
- Clear and concise rules and instructions.
- Brightly coloured visuals.
- Positive and respectful relationship between pupils, teachers and parents.

- Open and welcoming classrooms, providing opportunities for parents to contribute positively to the school community.
- Consistency throughout the school.
- Provision of learning beyond the classroom through after school clubs and class trips.
- Eco/Sustainable school.
- Provision of water bottles for each child.
- Brain Gym to stimulate the right and left brain.

## **Curriculum Planning**

Our Lady and St Philip Neri Primary School planning is based on the requirements of the National Curriculum, the Literacy and Numeracy Strategies and the QCA programmes of study for the Foundation subjects. Planning in the Foundation Stage follows the Early Learning Goals and the Foundation Stage Profile.

## **Long Term Planning**

Our whole school curriculum map plots the content and covered from Year One to Year Six. It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

## **Medium Term Planning**

For Literacy and Numeracy we use and adapt the medium term planning provided by the National Strategies, altering sections in order to meet the needs of our own pupils. For the foundation subjects our medium term planning is currently based on the QCA units of work. The plans identify learning objectives, key vocabulary, differentiated activities and resources for learning and provide guidance on activities to extend gifted and talented pupils.

## **Schemes of Work**

As a school we use Literacy Evolve as a basis for English, The Way the Truth and the Life for RE and the Abacus Evolve scheme of work for Maths. Other published schemes of work are available in the school to support planning by providing resources and ideas for activities, but these are not used prescriptively and in particular the school favours using more exciting, relevant practical activities wherever possible in preference to worksheets.

## **Short Term Planning**

Detailed, daily short term plans are drawn up by year groups for Literacy and Numeracy each week. The plans identify learning objectives, key vocabulary, direct teaching input, key questions, differentiated activities at different levels and resources for learning as well as identifying success criteria for the children.

Planning Files and Record keeping

All teachers must maintain an up to date planning file which contains;

- Hard copies of weekly plans with annotations, evaluations and assessments

- Medium Term Planning (amended to reflect any alterations)
- Curriculum Overviews for the Year group
- Assessment data

Planning is taken in by the SLT for monitoring on a planned basis according to school improvement priorities each term.

This policy should be used in conjunction with Feedback & Assessment Guidelines, Inclusion Policy, Behaviour Policy, Foundation Stage Policy, Staff Handbook

Signed ..... (Headteacher)

Signed .....(Chair of Governors)