

Teaching and Learning Policy October 2017



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

Saint Augustine Webster Catholic Voluntary Academy

Teaching and Learning Policy

1 Introduction

1.1 At Saint Augustine Webster Catholic Voluntary Academy we believe in the concept of lifelong learning and 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; 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 appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

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

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- 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.

3 Effective learning

3.1 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 best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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

- investigation and problem solving
- research and finding out
- outdoor learning
- group work
- paired work
- independent work in class or around school in learning zones
- whole-class work
- asking and answering questions
- use of a wide range of technology
- fieldwork and visits to places of educational interest
- creative learning activities
- responding to audio visual material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity

3.3 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 teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the national curriculum and our creative curriculum plans to guide our teaching.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children, thus deepening learning. We strive to ensure that all tasks set are appropriate to each child's level of ability or understanding. When planning work for children with special educational needs we give due regard to information and targets contained within Education and Health Care Plans. We have high expectations of all children, and we believe that their work here at St. Augustine Webster Catholic Voluntary Academy is of the highest possible standard.

4.3 We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child through the academic year and set revised targets if appropriate.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or EYFS Development Matters. Our lesson plans contain information about the tasks to be set, the success criteria, the resources needed, and the next steps for learning. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 Our Mission statement influences all that we do. In our school each of our staff makes a special effort to establish good working relationships with all children in the class. 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 have set and agreed with children the school code of conduct, reflected in the words 'Ready, Respectful, Safe'. We expect all children to comply with these expectations 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.

4.6 Safeguarding is always a priority. We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

4.7 We deploy Teaching Assistants and adult helpers as effectively as possible. Sometimes they work with individual children and sometimes with small groups. Our adult helpers also assist with the preparation of resources.

4.8 Our classrooms are attractive learning environments. We change displays at least once a term, to ensure 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 fiction and non-fiction books, as well as displays relating to English and Maths. 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.

4.9 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 and meet the appropriate standards.

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 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 self-review processes. These include reports from subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6 The role of parents

6.1 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 parents' evenings to explain our school strategies for teaching English, Maths and Relationship and Sex education;
- updating the school website regarding information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents 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. We suggest, for example, regular shared reading with young children, and support for older 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 like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- 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;

7 Monitoring and review

7.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

A Morrisroe **October 2017**
Review Date: **October 2019**