

## St Michael's RC Primary School and Nursery



### Teaching and Learning Policy

#### School Mission Statement



**St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.**

**"I came so that you may have life, life in all its fullness" John 10:10**

At St Michael's we believe in the concept of lifelong learning for both children and adults. We maintain that learning should be fun, engaging, challenging and start with the child's own experiences.

We believe that learning should be personalised to the child's needs. We are committed to improving the quality of learning and aspirational in our outlook.

#### Rationale

##### **Personalised Learning – A definition**

Personalised Learning is about looking at each child individually, seeing the potential within that child and thinking...

How can we get the best out of this child? How can we improve those areas of weakness and build on existing strengths? It is about offering each child a learning experience that gives them a chance of success and makes them feel valued. It is about taking a highly structured and responsive approach to each child's learning and to engage pupils and their parents as partners in learning.

## Aims

Through our teaching we aim to:

- Provide children with high quality learning experiences which lead to consistently high levels of achievement within a supportive framework.
- Enable children to become confident, resilient, independent learners who develop “ownership” for their learning.
- Foster children’s self esteem and enable them to build positive relationships with others.
- Develop children’s self respect and encourage them to develop respect for others.

## Effective Learning and Teaching

A variety of teaching strategies will be used in an appropriate and effective way to ensure different learning styles are catered for ie:

- Investigative work.
- Research work.
- Group / Pair/ Independent work.
- Educational visits / Outdoor learning.
- Debates / Role play / Oral presentations.

The following AfL (Assessment for Learning) strategies are consistently employed throughout the school.

- All staff from Year 1 – Year 6 use consistent planning formats which inform and develop teaching and learning methodology (FS 1/ 2 have separate planning formats).
- Learning Objectives are shared at the start of every lesson.
- A range of styles are employed during lessons to engage all learners ie: partner talk / pair work / hot seating.
- The teacher clearly models their expectations and indicates how the pupils can both meet, and exceed, the Learning Objective and Success Criteria.
- Steps to Success are used as part of this process and pupils are involved in setting the “steps to Success” along with the teacher just before the task is to be completed. These should be referred to in the form of “mini plenaries” during lessons.
- Lessons should be purposeful, well paced and challenging with high expectations set.
- During lessons, children should have a clear understanding of what they are trying to learn, how they can recognise achievement (learning outcomes), and what “Good” looks like (success criteria).
- Adult support is deployed strategically using information on Provision maps to support groups of pupils and individuals according to need. Differentiation of

independent work is used to carefully meet the personalised needs of each learner.

- Questions are chosen carefully to identify levels of understanding, misconceptions and extend children's learning ie: Second order questioning.
- All members of staff are encouraged to make links to other areas of the curriculum to engage pupils in their learning.
- Learning Walls are used in classes to reinforce key vocabulary and support the learning journey.
- Classrooms should be stimulating environments, where resources are organised to promote independent learning.
- Computing is consistently used in interesting ways to enhance learning and is embedded in the learning process.
- Plenary sessions at the conclusion of the lesson are used to clarify the key learning points and make links to future lessons.
- The School Marking Policy is consistently applied. Feedback should identify the next steps for the pupil and encourage pupils to reflect on their progress.
- Pupils are set appropriately challenging targets that are identified through the schools' assessment procedures.
- *Pastoral Meetings are also held during the year to inform teaching staff about personal issues which may impact on learning.*
- *Summative levels of achievement for Reading, Writing and Maths are updated 3 times per year using our internal tracking system*
- *Data is collated and then challenged three times per year in Pupil Progress Meetings attended by the SLT and presented by the class teacher*
- Consistent behaviour management strategies are applied across the school to develop a positive, purposeful atmosphere (see Behaviour Policy).

### **The Role of Governors**

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at St Michael's. Governors monitor practice in the following ways.

- Reports and presentations received at the Curriculum Committee, ie: Book Scrutiny.
- School visits to observe classroom practice.
- Feedback on the Appraisal process at the school.
- The H/T's termly report to Governors.

### **The Role of Parents**

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Holding class / year group housekeeping meetings at the start of each academic year to outline what pupils will be learning and explain key policies and procedures suc
- Issuing each parent with a termly housekeeping letter which will also be posted on the school website.
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies.
- Holding meetings to update parents on their child's progress. Twice per year where children's books and their child's targets are shared

### **Monitoring and Review**

This policy is reviewed in the light of internal and external monitoring and consultation that we conduct with all school stakeholders on an annual basis.

This policy was formally adopted in September 2016.

**Next Review Date: September 2017.**

Chair of Governors \_\_\_\_\_

Headteacher \_\_\_\_\_