



St. Aloysius' Catholic Primary School

Teaching and Learning Policy

Welcome to our school. At St. Aloysius' we learn to grow in holiness, to become who we were made to be.

(extract from our School Mission Statement)

Introduction

At St. Aloysius' Catholic Primary School we believe that great teaching leads to effective learning. Our Teaching and Learning Policy aims to ensure that the children at our school are provided with valuable and purposeful learning experiences that lead to pupils being motivated to learn and make consistent improvement.

Rationale

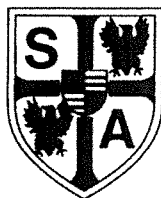
Our Teaching and Learning Policy is at the heart of all we are doing at St. Aloysius' Catholic Primary School. It sets out clear expectations, providing a basis for informative discussion on each child.

Aims and Objectives

We believe that people learn best in different ways. Our Creative Curriculum provides a basis for rich and varied learning environments and opportunities. Children can develop their skills and abilities to their full potential. Staff are prepared to adapt their teaching strategies where necessary to provide the optimum learning environment for children.

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 doing so, promote positive attitudes towards others.



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Growth Mindset

This is celebrated by children developing resilience and being prepared to 'have a go'. The learning journey is as important as the outcome. Teachers model this through discussion with children and providing activities that are appropriately challenging; consistent language and imagery is used across the school. Teachers are flexible in their approach to groupings in class. 'Low threshold and high ceiling', tasks are planned for so that all children have the chance to succeed at the same task, rather than cap a child's ability to progress.

Skills Based Learning

Real-life starting points are made use of in many areas of the curriculum. Investigative skills are used to teach knowledge in STEM subjects (science, technology, engineering and mathematics) Learning objectives are focused on skills and knowledge.

Effective Learning

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account different opportunities ensuring that all learning styles are catered for. Children will

- Know how to succeed.
- Feel that they can achieve more.
- Explain what they have learned.
- Apply it to other situations.
- Develop previous skills, knowledge and abilities.
- Teach skills and knowledge to someone else (peer work).
- Develop and improve self-esteem.

We encourage children to take responsibility for their own learning, reflecting on how they learn, what helps them learn and what makes it difficult for them to learn.



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Child Engagement and Child Learning

Children have ownership of their learning through the initial planning stage of each term's topic. This reflects their interests and curiosity for different areas of study. A wide range of stimulus is provided through visitors, objects, story, film clips, music, trips etc. Ideas are purposeful and relate to the School Mission Statement. Class 'working walls' can provide children with a record of their learning journeys. Outdoor learning has a specific purpose to develop a wide range of skills and knowledge. Children know how to succeed and feel that they can achieve more. They are encouraged to explain what they have learned and apply their knowledge to new situations. Children are encouraged to share and teach a skill to someone else.

Climate for Learning/Learning Environment

The learning environment aims to be:

- Challenging and stimulating
- Calm and organised.
- Well resourced.
- Encouraging and welcoming.
- A place of equal opportunities.

Displays

Working walls in classrooms provide a reflective and supportive aid to teaching and learning. Displays are developed for subjects in the curriculum ensuring pupil ideas and objectives are evident to support learning and provide a feeling of value amongst children. Corridor displays are a celebration of children's work.

Technology

A variety of tools are used to enrich and support teaching and learning including computers, Roamers, LearnPads, electric keyboards, cookers, etc.



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Formative Assessment and Marking/Feedback

Teachers use National Curriculum objectives within the school's management information system to mark, alongside children's work and performance on an increasingly regular basis. This provides useable data for key groups and focuses on 'closing the gaps' whilst providing a basis for dialogue with the Headteacher and SENCO each term. A Marking Policy is displayed in each class to share with children, parents and new staff. The value of oral feedback is recognised. Progress is evidenced in pupil's work, discussion with pupils; specifically themed adult learning walks or by a range of standardised scores. Cohort targets are set and reviewed regularly.

Achievement is celebrated through verbal/written praise by staff; displays of work, opportunities to perform or share work and the house points system.

Teaching and Learning Roles and Responsibilities

This policy is shared and part of on-going development by the whole school community including Governors; School Management Team (SMT/SLT); teaching staff; all staff; subject leaders; parents and pupils.

Role of Governors

Our governors determine, challenge, support, monitor and review the school policies on learning and teaching. In particular they:

- Support the use of curriculum by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful learning and teaching.
- Ensure effective learning and teaching.
- Monitor how effective learning and teaching strategies are in terms of raising pupil achievement and progress.
- Ensure staff development and performance management and appraisal policies promote good quality teaching.



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Parents can support their children's learning by:

- Supporting their children with homework tasks.
- Ensuring their children arrive on time with the correct equipment.
- Supporting the ethos of the school's Mission Statement and Code of Conduct.
- Avoiding absences in term time.
- Attending parent consultations.
- Encouraging independence.

Monitoring and Review

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, new staff, changes in the curriculum, developments in technology or changes to the physical environments of the school. It will be reviewed every 2 years.

Signed *TM Walker* Head Teacher

Signed *Cathy Lyle* Chair of Governors

Date February 2018

Review February 2020