St Mary's Catholic Primary Blackbrook
Teaching and Learning Policy

This policy aims to ensure that the children at our school are provided with quality learning experiences that lead to a consistently high level of pupil achievement.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create a well managed learning environment in which the individual needs of each child can be met.

This policy lays the foundation from which all other policy documents should be written and read.

Aims and Objectives from our Mission Statement

"Love of learning, love of one another,
love of life itself and love of God"

Aims

"We will strive to be a safe and secure place of educational excellence. Each child will be encouraged to develop their talents to the full and continue to increase their enthusiasm for their own learning. We will love one another as Jesus loves us and extend a warm welcome to all".

Objectives

1. To identify each person's special gifts and talents, providing experiences and challenges to fully develop these abilities.
2. To plan effectively –
   i. acknowledging individual needs and abilities
   ii. having clear learning targets
3. To provide a wide range of subjects taught in a creative way.
4. To respect one another and each other's work
5. To celebrate individual efforts and achievements.
6. To make sure that children are making good progress and trying their best.

The overarching aim is that all children shall develop as confident, independent and lifelong learners.

10 Key Principles

1. The best way to prepare children for their adult life is to give them what they need as children.
2. Children are whole people who have feelings, ideas, and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
3. Children learn best in an integrated way. Effective learning is most meaningful when it builds on previous knowledge and makes links with the world around them.
4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices and respected as autonomous learners.
5. Self discipline is emphasised and promoted as the most desirable form of discipline. Reward systems need to be consistent and manageable as children need their efforts to be valued.
6. There are times when children are especially able to learn particular things; therefore, we need to leave some flexibility in planning/review to respond to children's interests.
7. What children can do (rather than what they cannot do) is the starting point of a child's education.
8. Imagination, creativity and all kinds of symbolic behaviour (e.g. reading, writing, drawing and dancing) develop and emerge when conditions are favourable.
9. Relationships with other people (both adults and children) are of central importance in a child's life.
10. Quality education is about three things:
    - the child
    - the context in which learning takes place and
    - the knowledge and understanding which the child develops and learns.

Teaching and Learning

We believe children learn best when they:

- are happy
- achieve success and gain approval
- are given tasks which match their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

Approaches to Teaching

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities.

Understanding Learning Styles

Children learn in different ways. Some learn best by seeing, others by hearing, and still others by touching. Knowing our preferred learning style helps us learn and remember new things.

There are three basic learning styles:

-**Auditory** (hearing the information)

-**Kinesthetic**
-**Visual** (seeing the information)

Even though we may have a preferred learning style, we can still learn in other ways. People have varying degrees of preference - some are highly auditory, some are highly visual, some are highly kinesthetic-tactile (k-t), while others seem to have a moderate preference for all three styles of learning.

At any age, a child will learn more easily using their preferred learning style, but this doesn't mean they can't and won't learn any other way. In fact, they should be encouraged to use and improve *all* modes of learning. The more senses we use to learn about anything, the more information we get! Young children are all kinesthetic-tactile learners. Visual and auditory preferences may emerge later. Schools have traditionally used visual and auditory teaching styles, especially in KS2. Children who learn easily through these modes are usually successful in school, while k-t learners often find school difficult. Most of us - not only young children - learn better if we are actively involved in our own learning.

All future learning is affected by early learning experiences. If these experiences are positive and satisfying, the foundations are formed for enthusiastic lifelong learning. Attention to learning styles when children are young will help to make learning positive and enjoyable.

Learning Style Checklist

Auditory learners often:

- enjoy oral discussion
- remember by talking out loud
- need to have things explained orally
- have trouble with written instructions
- talk to themselves while learning something new
- repeat a telephone number in order to remember it

Visual learners often:

- remember visual details
- prefer to see what they are learning
- like to have paper and pens handy
- doodle while listening
- have trouble following lectures
- like to write down instructions or telephone numbers

Kinesthetic-tactile learners often:

- prefer activities
- want to actually do whatever is being talked about or learned
- like to move around while listening or talking
- often "talk" with their hands
- like to touch things in order to learn about them
- remember things by recalling who did what rather than who said what

The Home/School Partnership

Parents contribute to the teaching of their children in a very powerful way, indeed they are their main educator.

All parents teach their children at home by:

- providing opportunities and resources to develop their abilities
- recognizing and valuing their children's learning
- interacting with them to extend their understanding
- acting as a model for purposeful learning

St Mary's works in partnership with our parents

- by recognizing that parents are the primary educators of their children
- by understanding that both have a common purpose in the education of their children
- by striving to develop easy and effective channels of communication
- by offering help, advice and support to parents

All parents are encouraged to assist the school at home by:

- praising and supporting their children and helping set a positive ethos
- reading with their children every day
- encouraging their children to complete any homework set
- supporting their children through the provision of occasional resources for topics
- keeping in close touch with the teacher and participating in discussions formal and informal, concerning their children's progress and achievements
- providing support for the teacher's role and the discipline of the school
- encouraging respectful behaviour towards all adults and children

The Learning Environment

The learning environment of the school and each of its classrooms reflect our commitment to enhance learning and the learning experience and the underlying value we place on our children.

This should be organised to ensure that children have the opportunity to:
- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop independence

Learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a working atmosphere
- recognises diversity of culture and gender
- celebrates children's successes in and out of school.

Children should be encouraged to develop organisational skills and independence through

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities
- following the example set by adults

A Standardised Approach to Presentation

Setting Out Of Work

Whilst acknowledging professional individual strengths as an asset to the energy and enrichment of the school, we also recognise that it is in the interests of the children to experience a consistent approach from teachers with certain areas of work. This approach should run throughout the school.

The following areas have been agreed as focal points for a common approach.

The aim is to develop pride in presentation to the best attainable standards, whilst recognising the individual abilities of children.

Book Cover/Care

Attitudes start here. Staff will ensure, as far as possible, that no additional markings be accepted on notebooks beyond those directed by the teacher.

Most notebooks already have printed labels and this approach will be accepted as a common mode, i.e

Name
Class
Subject

It is recommended that notebooks be stored communally rather than in individual tray where they can get invariably bedraggled.

Daily Presentation of Work

Key Stage1

The focus of that particular lesson should be recorded at the top of the page. It may be felt to be more appropriate for a member of staff to record this for the child throughout Year 1 and depending upon the ability of the child.

Staff will work towards children becoming more independent in setting out their work in line with the school policy.

- The larger top line is to be left blank.
- Children start work on the first normal line.
- Begin writing i.e. the date in words, from the margin.
- Underline on the line immediately beneath the date.
- A line space is left.
- The Learning Target is to start from the margin and be underlined.
- Another line-space is left and the main piece of writing should start from the margin.
- Start on a new page if more than half of the page has been used.
- Rule a line across the page and leave a line if there is less than half a page used.

	Monday 21st January 2017
	To use complex sentences

Numeracy

- Squared notebooks will be used in Year 2 and KS2 (some children in Y3 may need additional time to adjust to the junior format)
- A margin (3 squares) is to be inserted.
- In most cases new work should be set out on a new page
- Each piece of work should be dated in numerical form, 26/9/08.
- A line should be left
- The LT (Learning Target) should then be written and underlined or printed on a label when appropriate.
- In most cases one digit should occupy each square.
- One clear line should be left between each calculation.
- The answers to a calculation or problem should be underlined.
- At the end of a complete piece of work a full line is drawn across the page.
- The children will write in pencil.
- Rulers will be used to draw lines.
- The use of rubbers is at the teachers' discretion.

			2	6	.	9	.	1	7										
			L	T	:	C	o	u	n	t	i	n	g		O	n			
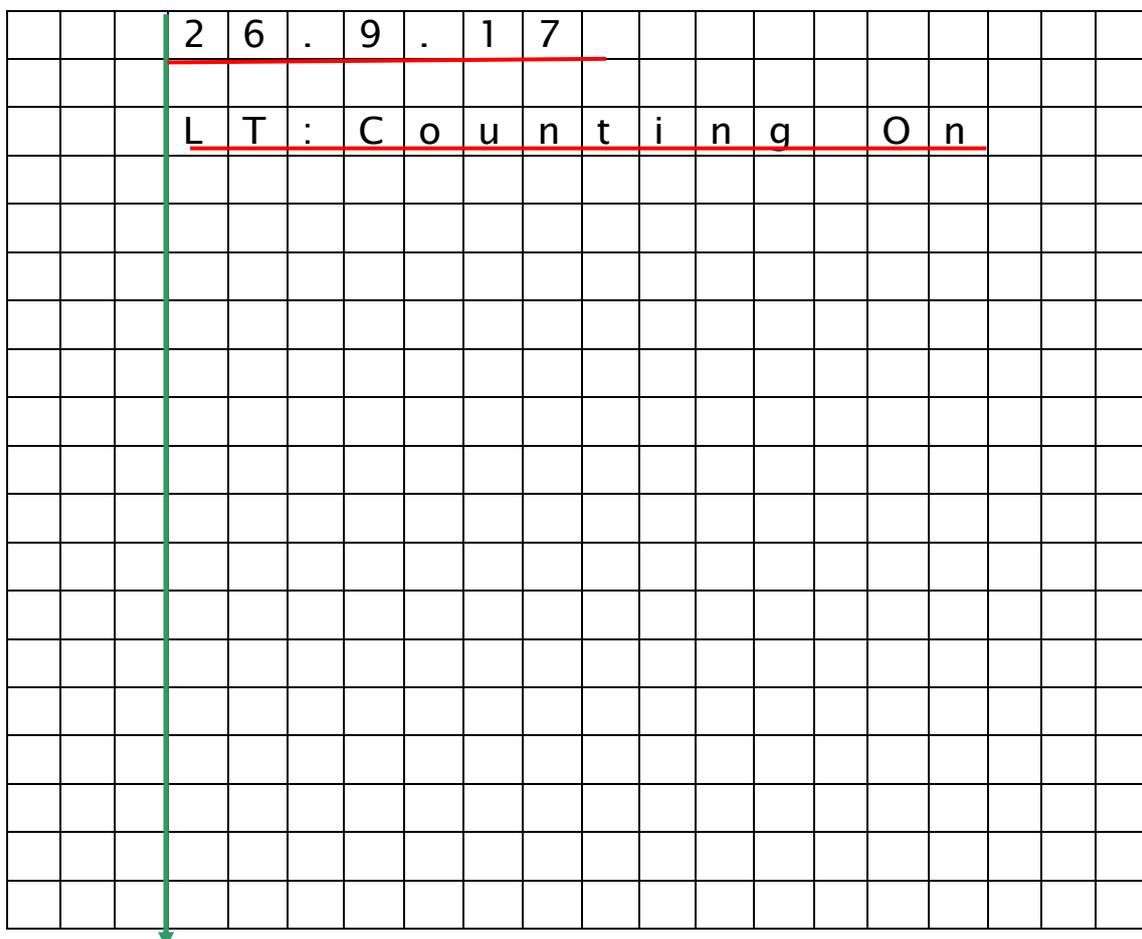
Pupil Self Assessment

Children need to evaluate their work, to identify progress and help the teacher in their assessment of the child's progress.

This can be achieved by using a code:

I understand

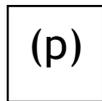I need more practice

I do not understand - I need help

Marking Code

Ongoing Assessment

Children should draw a box, next to the Learning Target for teacher evaluation. The teacher should then assess using the code below.

@	(p)	(✔)
Target achieved	partly understood	need to explain further

Once work has been completed

The ideal situation is to mark alongside the pupil, but this is not possible for a whole class. After work is complete 2 symbols are used

Teacher comment …
 Specific praise

N   Next Step

(TP)– Can be written in the margin to indicate a teaching point for the next lesson.

(TA) – Can be written in margin to indicate when pupils have been supported in their task by a teaching assistant.

(TS)– Indicated that the child has received additional support from the teacher to complete their work.

(V) – Indicates that a child has been given verbal feedback on completion of their work. – This should not replace a comment in the book but may indicate that the comment in the book has been explained more fully to the child.

(Child's initial) (RA) (KS2) Indicates that the child has read to feedback written by staff in their book.

It may also be appropriate to annotate the learning process E.g. Jack was able to hear the first sound in the word and find them of the alphabet chart.

Colour of pen for marking

Staff have agreed that the colour chosen to mark work should stand out so that the children can easily see their feedback. No specific colour has been chosen, however felt tip pens will not be used to mark work.

Indicating Errors

Numeracy

Errors in Numeracy will be highlighted with a dot. E.g $3 + 4 = 8$.
If the member of staff would like the child to correct their work they will draw a box next to the error. E.g. ☐ $+ 4 = 8$.

Literacy

Staff will mark towards the learning target for that lesson. It may be appropriate to indicate key spelling errors but this should not overpower the feedback being given.

Homework

Research shows that when used properly homework extends the challenge open to children and ensures that teaching time is used to maximum effect. Homework is seen as part of the school's overall learning and assessment strategy and parents are treated as partners in this process.

The Purpose of Homework

- Homework should consolidate and reinforce skills and understanding particularly in literacy and numeracy.

- Homework should extend school learning, for example through additional reading.

Types and Amount of Homework

Throughout the primary school regular reading is vital.
For children in Key Stage One, homework should very largely consist of regular reading with parents.

Other literacy related homework will at times include learning spellings, practising correct punctuation and comprehension.

Number activities will be set regularly for all children. In addition to these regular activities older children will be given some homework, gradually increasing in demands, of other kinds. This will include:

- finding out information
- reading in preparation for lessons
- preparing oral presentations
- more traditional written assignments

Years 1 & 2	Approximately, one hour per week	Reading, spellings, other literacy work and number work
Years 3 & 4	Approximately, one and a half hours per week	Literacy and numeracy as Years 1 & 2 with occasional assignments in other subjects
Years 5 & 6	Approximately, thirty minutes per day	Regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum

As children become older their expected daily reading programme will not always be part of the allocated homework schedule.

Display

Display in our school should be used to create a quality, attractive, celebratory and stimulating environment. The work displayed should be at a high standard and use both 2D and 3D in a variety of media and be changed frequently. Work displayed should reflect a broad and balanced curriculum. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as

ability. Ideally, Maths and Science displays should stimulate discussion and be accompanied by children's questions and answers.

Work should be mounted and have a border and title. Whilst work stapled to the walls should be of the highest standard, more spontaneous work can be displayed on strings.

Children's work should not be displayed on windows, indeed windows should be kept clear. Staff are also asked not to use sticky tape on paintwork.

Rules and Routines

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- daily activities with which the children are familiar

In addition, the mission statement should also be clearly displayed.

Physical Organisation

Furniture

Considerable investment has been made in the past year to update each classroom as we feel our children deserve quality equipment and furniture.

Tables should be arranged for

- ease of working
- flexibility
- provision of quiet corners
- large working surfaces

Chairs should normally

- be sufficient in number for the activities in the classroom
- leave enough room for children to move around the room

Storage units arranged to

- support different areas of the curriculum
- support a project or activity

- give character to a room
- house children's personal belongings

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, and well labelled. As far as possible, materials should be easily accessible. Stocks should be checked and replenished regularly.

Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money. Relevant textbooks should be available in each classroom. Each classroom has ICT equipment which may at times need repairing. It is the responsibility of the teacher to report any damage so that equipment can be back in use as quickly as possible. There is a yellow form (Weekly Log) in which equipment for repair can be logged so that it can be dealt with as quickly as possible. Please do not take equipment from another classroom. All connected with St Mary's are expected to show respect for the classrooms and other working spaces by keeping them tidy and well ordered. 'A place for everything and everything in its place'.

Art and Craft Area

In each classroom or just outside in a shared area, there is a designated 'wet area'. This area has linoleum on the floor and a sink.

This area should have:
- flat surfaces large enough for the activity
- storage for completed work
- utensils placed in suitable containers
- water containers
- round ended, left and right-handed and speciality scissors
- a variety of paints
- sponges, combs etc to give a variety of paint effects
- chalk, charcoal and crayons
- glue
- collage material
- speciality paper
- modelling materials

Book, Language and Information Technology Area

This area should be
- attractive, comfortable and inviting
- well lit and not used as a thoroughfare

It should also have

- a multimedia computer
- sufficient shelving and level surfaces to display books and children's work
- books which reflect diversity of culture and gender
- cassette player and headphones

This area should be tidied daily and variety provided by regularly changing the display. The computer should always be switched off at the end of the day.

Role Play Area

It is excellent practise to have an area for role play area and is encouraged throughout the school.

This area should be:

- adaptable
- imaginative
- attractive and inviting
- carpeted
- well lit
- not used as a thoroughfare
- safe
- positioned were speaking and listening can be maximised

It should have

- furniture which can be adapted for a variety of uses
- facilities for writing
- facilities for number work
- a clear notice of its current use

All areas should be tidied daily. Adults and children should show respect for all shared areas by leaving them as they would wish to find them.

Mathematics, Science and Technology

Mathematics, science and technology need well labelled resources. Teachers should check that the resources are appropriate for their groups and that consumable resources are renewed regularly.

Classroom Checklist

See appendix 3

Monitoring and Evaluation

In order to ensure accuracy of judgements, as a school we have a duty to monitor all areas which influence the quality of teaching and learning at St Mary's. Please refer to the monitoring and evaluation policy.

This will take a number of forms:

- Classroom Environment Checklist and Learning Walks
- Quality of Teaching/Quality of Learning
- Scrutiny of work (books)

Copies of forms used in this process are included in the appendices.