

# St. John Bosco RC Primary School



## Teaching & Learning Policy

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## INTRODUCTION

St. John Bosco RC Primary School's approach to learning and teaching is radically distinctive, for at the heart of Catholic education lies the Christian view of the human person. We recognise and acknowledge the hugely important role that adults in the school play in the learning process and we also recognise our role to support parents in the education of their child.

- We believe that God is experienced as Trinity – Father, Son and Holy Spirit. This simply means that we recognise God as a God who is relational. We acknowledge that all human beings are relational and that we cannot love God without loving ourselves and our neighbours. Therefore all learning in our school has to be rooted in positive, loving relationships.
- We believe in the Incarnation of Jesus Christ – that God chose to become fully human. This calls us to recognise the unique dignity of each individual as made in the image and likeness of God with a divine origin and an eternal destiny, worthy of deep respect. Everyone in this school community is therefore of equal value – this is reflected in our approach to learning and teaching.
- We believe in the Catholic truth of Sacramental reality. We believe that God is everywhere and that there is no distinction between the sacred and the ordinary. Because of this we recognise God's presence among us in all areas of the curriculum and life. We celebrate this belief in worship and liturgy – and believe that all learning and teaching is sacred.

In light of these fundamental Catholic truths, we believe children learn best when:

- ❖ They are happy, safe and secure;
- ❖ They are stimulated, motivated, challenged and engaged in their learning;
- ❖ They achieve success which is recognised and celebrated;
- ❖ Tasks match their potential;
- ❖ Activities are clearly understood and match the learning objective;
- ❖ They understand the boundaries of acceptable behaviour;
- ❖ They are in a learning environment where mistakes are used as opportunities for growth;
- ❖ They receive support and encouragement from home;
- ❖ All adults involved in the learning process recognise the significance of their role in this Catholic school.

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### 1. POLICY FOR TEACHING AND LEARNING

In order to achieve this for our children, we have agreed the following:

- i. **To help children be happy, safe and secure, we will:**
  - Encourage positive relationships;
  - Value everyone's opinion;
  - Ensure there are clear routines and expectations.
- ii. **To help to be stimulated, motivated, challenged and engaged in their learning we will:**
  - Ensure all our classrooms are stimulating and well organised;
  - Ensure there is appropriate pace, challenge, support and rigour;
  - Encourage children to give us feedback about our teaching, *e.g. what do I do that helps your learning?*
- iii. **To help children to achieve success which is recognised and celebrated we will:**
  - Ensure children take responsibility for their own learning;
  - Give rewards to all children but for different reasons – in line with our school positive behaviour policy;
  - Recognise that children learn in different ways always teach accordingly.
- iv. **To help children to undertake tasks which match their potential we will:**
  - Plan learning that meets the needs of the individual learner;
  - Use our professional judgements to assess progress;
  - Set realistic but challenging targets.
- v. **To help children undertake activities which are clearly understood and match the learning objective we will:**
  - Display and/or explain the main learning objective at the start of each lesson;
  - Explain what outcomes are expected;
  - Use plenary sessions to review what has been learned.
- vi. **To help children to understand the boundaries of acceptable behaviour we will:**
  - Apply the school's behaviour policy consistently;
  - Praise good behaviour;
  - Discuss the impact of poor behaviour.
- vii. **To help children to understand they are in a learning environment where mistakes are used as opportunities for growth we will:**
  - Praise learning behaviour not just the child;
  - Encourage self marking as an assessment tool;
  - Acknowledge the importance of our humanity – all of us make mistakes.
- viii. **To help children to receive support and encouragement from home we will:**
  - Encourage all parents to show an active interest in their child;
  - Affirm parents in their role as parents and educators of their children's learning;

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- Provide opportunities for parents to visit school regularly and access to curriculum workshops to enable them to support their children's learning;
- Provide different types of home learning tasks with different levels of challenge.

ix. **To ensure that all adults involved in the learning process recognise the significance of their role in this Catholic school we will:**

- Make regular use of reflection on staff development days;
- Begin all staff meetings with prayerful reflection;
- Emphasise the distinctive nature of our school in our induction programme for all new members of staff.

## 2. OFSTED CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING AND ASSESSMENT

**Difficult ideas or skills taught in an aspiring and highly effective way indicate excellent teaching.**

### Outstanding

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

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- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

### Good

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

### Inadequate

**Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.**

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.

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- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

### 3. MONITORING OF TEACHING AND LEARNING

- Monitoring of teaching and learning is the responsibility of Leaders at all levels.
- Leaders and Managers follow an established timetable of rigorous monitoring activities.
- Each cycle of monitoring adheres to a tight focus for improvement to address identified priorities within the school improvement plan.
- Each cycle of monitoring will include some or all of the following activities:
  - ❖ Planning scrutinies;
  - ❖ Work trawls;
  - ❖ Lesson observations;
  - ❖ Learning walks;
  - ❖ Pupil interviews;
  - ❖ Analysis of data;
  - ❖ Analysis of parent/pupil views.
- Link Governors will be actively involved in monitoring teaching and learning activities which address their areas of responsibility.
- Outcomes from monitoring activities will inform feedback to staff. The information collated will address targets for improvement for the whole school and/or individual staff.
- Teachers will receive written feedback which will identify strengths and areas to improve from each of the monitoring activities undertaken.
- Evidence from monitoring of teaching and learning will be used to inform performance management.

### 4. STANDARDS FOR TEACHERS

- Senior Leaders in partnership with the Governors will establish an ambitious vision for the school through their active engagement in driving the school improvement agenda forward to ensure that all outcomes are outstanding and never less than good.

All teachers are expected to:

- ❖ Make the education of their pupils their first concern;
- ❖ Be accountable for achieving the highest possible standards in work and conduct;
- ❖ Act with honesty and integrity;
- ❖ Have strong subject knowledge;
- ❖ Keep their knowledge and skills as teachers up to date
- ❖ Be self critical;
- ❖ Establish positive professional relationships;
- ❖ Work with parents in the best interests of their pupils.

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### TEACHING

#### *All teachers must:*

1. Set high expectations which inspire, motivate and challenge pupils
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well structured lessons
  - impart knowledge and develop understanding through effective use of lesson time
  - promote a love of learning and children's intellectual curiosity
  - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - reflect systematically on the effectiveness of lessons and approaches to teaching
  - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all pupils
  - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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6. Make accurate and productive use of assessment
  - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - make use of formative and summative assessment to secure pupils' progress
  - use relevant data to monitor progress, set targets, and plan subsequent lessons
  - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment
  - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
  - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
  - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities
  - make a positive contribution to the wider life and ethos of the school
  - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - deploy support staff effectively
  - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
  - communicate effectively with parents with regard to pupils' achievements and well-being.

### PERSONAL AND PROFESSIONAL CONDUCT

*All teachers are expected to demonstrate consistently high standards of personal and professional conduct:*

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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**Signed:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Date:** \_\_\_\_\_