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Teaching and Learning Policy

Policy Reference:	TL1
Responsibility:	Headteacher / Curriculum Committee
Reviewed by:	Mrs Kate Licence – Deputy Headteacher
Consultees:	
This Review:	November 2014
Next Review Due:	November 2017
Cycle:	3 yearly
Ratified by Full Governing Body on:	1 st December 2014
Signed:	
Mr Chris Richardson	Chair of Governors

With Christ as our guide and example we celebrate the uniqueness of the individual.

Together we will try to:

Learn from Jesus;

Love like Jesus;

Live like Jesus.

Aims and Expectations

It is a primary aim of our school that every member of the school community has access to a broad and balanced curriculum. We understand that all children have the right to an education that builds on their strengths and takes account of their interests and preferences and that will enable them to achieve their full potential in all areas of development.

This policy will guide 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 an effective and well-managed learning environment in which the individual needs of each child can be met.

At St Patrick's School, we believe that effective teaching and learning requires:

A positive Learning Ethos

- High expectations clearly communicated to all children
- A supportive and positive ethos which promotes and celebrates achievement
- The encouragement of active and collaborative learning
- The use of high quality and stimulating display which acts as a resource for learning
- A commitment to the achievement of all pupils
- High expectations of behaviour which supports learning
- Where pupils, parents and teachers work together

We believe that children learn best when they:

- Are happy
- Are interested and motivated
- 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

The Learning Environment

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 their social skills
- Develop independence
- Use initiative
- Receive support
- Achieve academically

The learning environment will include:

- The school grounds
- A rights, respects and responsibilities agreed class agreement
- A welcoming and attractive classroom
- Displays which will reflect high expectation and the broad curriculum, celebrate achievement and stimulate children's learning
- A classroom which is organised so as to facilitate both independent and co-operative work
- A system for retrieval and replacement of materials
- Free access for the children to materials, tools, equipment and artefacts and a chance to be taught to use tools and equipment safely.
- Giving pupils progressive responsibility for organising their learning and managing their time.

As a staff we believe that the following factors are fundamental in order for teaching and learning to be effective.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of the children's level of attainment. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning for SEN children we give due regard to information and targets contained in the children's Individual Education Plans (IEP's).

Target setting is ongoing and based on frequent Assessment for Teaching (AFT) and Assessment for Learning (AFL). Our lessons are planned with clear learning objectives. We take these objectives from the National Curriculum. Our planning takes into account prior learning and assessment opportunities.

We ensure that all tasks and activities that the children do are safe. We carry out a variety of risk assessments for on site and off site activities

We deploy learning support assistants and other adult helps as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

All teachers and Learning Support Assistants (LSAs) reflect on their strengths and weaknesses and regular performance management meetings where realistic targets are set to continuously improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

Quality of Teaching and Learning

Teaching and Learning is monitored by the Head teacher and rest of LMT once a term with a focus on one of the key objectives from the SSDP.

Subject managers monitor the teaching and learning in their subject area once a year through class observations and also through monitoring of children's work, displays and through tracking documents and Pupil Level Data Analysis (PLDA) reports.

Assessment for Learning

- A range of assessment strategies, including effective marking, which provide regular feedback to the children
- Learning objectives are shared with children
- Involving children in their own assessment including self and peer assessment
- Ongoing daily assessment in maths and English
- Assessment used to provide feedback and to inform future planning
- Assessment opportunities planned into schemes of work

Related Policies

Creative Curriculum Policy