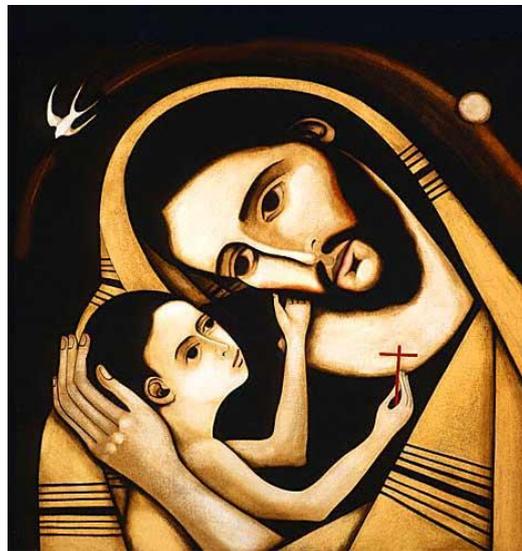




# St. Joseph's Catholic Primary School Clydach



## Teaching and Learning Policy



## **St. Joseph's Catholic Primary School**

### **School Mission Statement**

All policies and procedures adopted by the Governing Body shall be followed in the context of our Mission Statement:

“Together in Christ – Living, Learning and Growing.”

### **Policy for Teaching and Learning**

A Teaching and Learning Policy is at the very heart of the school. It is central to all that goes on and is ‘The way we do things’ around here’. It provides the answer to the question ‘What do we want to witness in our classrooms?’

As human beings we are unique individuals yet we are social beings and we all need to make connections with others to progress. At St. Joseph's we believe that the social and emotional security and development of children guides and enhances their academic learning. Therefore we place proper prominence on social, emotional and spiritual development and see intellectual learning developing within this ethos.

This policy for teaching and learning has been approved by the staff and governors of St. Joseph's Catholic Primary School and will be reviewed regularly. It aims to ensure that our children are provided with high 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 an effective and well-managed learning environment in which the individual needs of each child can be met.

### **Aims of the policy**

- To encourage open and continued dialogue about learning and teaching.
- To encourage sharing of good practice among staff, promote trust and respect and improve standards of learning and teaching.
- To promote a shared understanding of criteria which underpin good learning and teaching.
- To extend and improve teacher confidence; teaching strategies and classroom organisation.
- To improve the quality of learning experiences provided for the children.
- To enable staff to identify areas for development.
- To provide an agreed focus for planned programmes of monitoring learning and teaching.

- To ensure that children can use Key Skills as learning tools.

At St. Joseph's Primary we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster ...

- A high level of Literacy and Numeracy and an enquiring mind which wants to learn more each day.
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

## **TEACHING AND LEARNING**

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 social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

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.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

### **Display**

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be 'interactive'.

### **Routines and Rules**

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.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

### **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- verbal and written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging of self esteem;
- the awarding of stickers, house points and certificates;
- sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by

the encouragement of self appraisal and target setting. Assessment is an integral part of the teaching and learning process.

## **CLASSROOM MANAGEMENT**

### **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. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- making children aware that the teacher does not always have to be first in the line of contact. Other children, teaching assistants, student teachers and parent helpers can be used.

### **Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call may be made to the school or to the supply teacher to discuss the children's work. The teacher's planning book will always be available showing lesson plans, timetables and necessary curriculum documents.

### **School Policies**

School policies are set out in the staff handbook and school policy file. It is the duty of each teacher to be familiar with school policies and to apply them.

### **Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome and should be offered refreshment at break times.

## **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate group work, especially when using the computer. All activities, including extra curricular activities at St. Joseph's are open to all children, numbers permitting.

## **Record Keeping**

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for planning, assessment recording and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teacher's professional discretion.

## **PHYSICAL ORGANISATION**

### **Furniture**

All classes should have:

Tables arranged for:

- ease of working;
- flexibility;
- purposeful discussion;
- 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 easily 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.

An annual inventory of furniture and a planned programme of renewal and decoration will be completed in consultation with staff and governors.

No furniture is to be removed from classrooms without the permission of the Headteacher.

### **Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. 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. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed.

The effective implementation of the Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classroom libraries have a selection of books covering all curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Each classroom has supplies and an inventory of appropriate equipment, including computers, interactive whiteboards, DVD players, digital cameras, digital microscopes Maths apparatus, calculators, Science equipment etc. Teachers should be able to account for the use and location of this equipment.

All missing, damaged or dangerous items should be reported to the Headteacher.

### **Resource Finance**

Curriculum areas are allocated money according to the needs identified in the School Development Plan. The Headteacher and staff will discuss resource needs regularly. Requests for all equipment should be made to the Headteacher.

### **Art and Craft Area**

Most classrooms have a designated 'wet' area. This area has suitable floor covering and a sink at the appropriate height.

This area should have:

- flat surfaces large enough for the activity;
- storage for completed work;
- utensils placed in suitable containers;
- water containers;
- brushes of different sizes stored in containers;
- round ended, left and right-handed, and speciality scissors;
- a variety of paints and dyes;
- 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;
- carpeted;
- well lit;
- not used as a thoroughfare.

It should have:

- at least one computer;
- sufficient shelving or level surfaces to display books, CD-ROMs and children's work;
- a wide range of both fiction and non-fiction books;
- books which reflect Welsh culture;
- books which reflect a diversity of culture and gender;

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

### **Role Play area**

Role Play Areas should provide a safe area where young children can creatively interact within a variety of settings, e.g. home, shop, café, museum etc.

The home corner should be:

- adaptable;
- imaginative;
- attractive and inviting;
- well lit;
- not used as a thoroughfare;
- private but safe.

It should have:

- furniture which can be adapted for a variety of uses;
- facilities for writing;
- costumes;
- a clear notice of its' current use.

It is very important that this area be kept tidy after each activity.

### **Mathematics, Science and Technology**

Mathematics, Science and Technology have accessible and well-labelled areas for the storage of equipment. Teachers should check that the resources are appropriate for their groups and that consumable resources are renewed regularly. Teachers should also be aware of the safety aspects of all technology equipment.

### **Cleaning**

Cleaning is carried out by a professional cleaner. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be given to the Headteacher. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs.

Child Protection - The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39,

42 (CRC)





