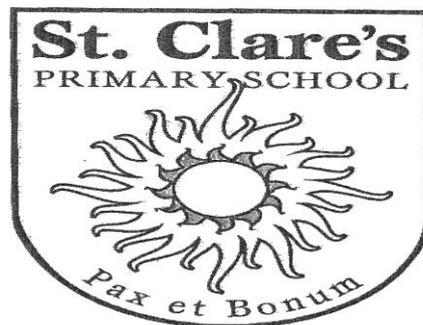


St. Clare's Primary School



Learning and Teaching Policy

Our School is a Rights Respecting school and Article 28 of the United Nations Convention on the Rights of the Child (CRC) underlines our RSE Policy:

"Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity." A28

Ratified by Board of Governors May 2021

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at St. Clare's Primary School. The policy reflects the beliefs of the governors and the staff. The implementation of this policy is the responsibility of all members of the St. Clare's Primary School Community.

Aims & Principles

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

Our aims for teaching and learning are that all children will:

- achieve their potential in terms of spiritual awareness, academic achievement and aesthetic appreciation.
- be tolerant and understanding with respect for the rights, views and property of others.
- develop a responsible and independent attitude towards work and towards their roles in society.

Purpose

Education is the purpose of our school. We offer a curriculum which is broad and balanced and meets the requirements of the Revised Northern Ireland Curriculum. This Learning and Teaching policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission Statement and Aims, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

School Ethos and Pastoral Care

All members of St. Clare's community (teaching and non-teaching staff, parents, pupils, governors and visitors) are expected to work towards the school's aims by:

- valuing pupils as individuals and respecting their right to education in a caring, nurturing, secure environment.
- being inclusive, particularly towards our Newcomer pupils, fostering and promoting good relationships and a sense of belonging to the school community.
- providing a well ordered environment in which all are fully aware of behavioural expectations as stated in our Positive Discipline Policy
- offering equal opportunities in all aspects of school life.
- encouraging, praising and positively reinforcing good relationships, behaviour and work.
- working as a team, supporting and encouraging one another.
- being proactive by implementing our Pastoral Care, Attendance and Positive Discipline Policies.

Effective Learning

We believe that effective learning takes place when:

- pupils feel valued as individuals and are actively involved in the learning process.
- classroom relationships are built on mutual tolerance and respect, for both pupils and teachers.
- pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement.
- there is a common awareness that high standards of self-discipline and order are expected.
- the environment in which pupils and teachers are working is stimulating, comfortable and safe.
- lessons are well prepared with tasks and resources appropriate to pupils learning needs.
- pupils know, understand and are able to actively engage in their own learning showing enjoyment and creativity
- pupils learn collaboratively – group/paired work
- pupils' work is differentiated, matched to their learning ability and takes into account different learning styles
- pupils ask questions and reflect on their learning (Plenary Session)
- pupils are able to transfer their learning, skills and capabilities to other contexts
- pupils have high expectations of themselves and are willing to 'have a go'/risk take
- pupils with special educational needs are identified and supported in line with the Inclusion and Diversity Policy, Special Educational Needs Policy, SENDO and the Code of Practice.
- pupils progress in their learning and achieve suitably high standards in line with their ability, including those on IEPs and Newcomer children
- pupils are provided with homework activities that reinforce class learning.

Effective Teaching

We believe that effective teaching takes place by:

- target setting in Literacy and Numeracy, based on COMET, GL Assessment results, samples of work and teacher judgement.
- providing a stimulating programme of study ensuring that lessons take cognizance of pupils' learning styles and needs and are structured as follows:
 - ❖ Introduction – WALT/WILF success criteria, connected learning building on previous learning, interactive, fun and of interest to pupils, development of vocabulary
 - ❖ Active learning and teaching approaches – well paced, challenging, planned progression, variety of approaches based on differentiation, linked to class, group and individual targets, effective questioning used –open ended, challenging pupils' understanding and requiring them to draw conclusions and justify their thinking, planned use of resources e.g. practical equipment, organised play-based or activity-based learning allowing for real life contexts, pupils encouraged to work independently
 - ❖ Development of Cross-Curricular Skills – Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities
 - ❖ Plenary – pupils will develop the ability to talk about their learning, share what they have learnt, what will help them in the next lesson, how they could improve their work and have the opportunity to comment on the opinion of others
 - ❖ Teacher reflection – evaluation of lesson, self-evaluation

Assessment

We believe good practice within the area of assessment should adhere to the Assessment Policy and include:

Incorporating the development of Assessment for Learning to include

- Sharing Learning Intentions/Success Criteria through WALT and WILF boards
- Involving pupils in the planning process – K W L approach used with older pupils
- Help pupils reflect on their learning and target setting
- Giving formative feedback praising achievement and highlighting area for improvement, in line with the Marking and Feedback Policy
- Peers sharing and responding to each other's work, both oral and written
- Effective questioning techniques

Celebrating achievement and success through:

- Displays of pupils' work
- Whole school achievement/celebration assemblies
- Class/Whole school reward system
- Recognition by Principal & Teachers
- Notes giving positive feedback to parents

Development of Pupil Profiles to include:

- Pupil achievement through samples of pupils' work
- 6 weekly class assessments
- Standardised test results –PTE, PTM, Baseline, Comet, CCEA Tasks, Dyslexia and Dyscalculia Screener
- Teacher/parent interview (First term)
- Pupils annual report to parents

Monitoring pupils learning:

- Baseline pupil attainment at beginning of academic year to target set for groups and individuals
- Regularly monitor and review pupils' progress throughout the year
- Evaluation of individual teacher planning and teaching strategies
- Use of Formative & Summative Testing
- Book Sampling
- Formal/Informal teacher discussions
- Observing other teachers, Team Teach
- Liaising with parents as required
- Annual review of statemented pupils
- Continuous teacher record keeping of pupils' progress through observations and written evidence
- End of Year 'Round Table Talks' between teachers and relevant SLT members to discuss pupils' achievements, underachievement and general progress. This will be evidenced with samples of pupils' work. Pastoral Care issues will also be discussed at these meetings and how they have impacted on pupils' performance.

Roles and Responsibilities

Pupils work towards the school's aims by:

- respecting and cooperating with each other and the staff in the classroom and playground.
- respecting school equipment, supplies, furniture and other pupils' property
- being positive and encouraging to other pupils.
- using appropriate language.
- attending school regularly, being punctual and ready to begin lessons on time as outlined in the Attendance Policy

Parents work towards the school's aims by:

- ensuring that their pupils attend school regularly and punctually.
- ensuring that pupils arrive at school with the correct uniform and equipment.
- providing support for behaviour management within the school and the teacher's role.
- participating in discussions concerning their pupil's progress and attainments and offering encouragement and praise.
- keeping the staff informed of any changes in the pupil's circumstances which may affect their learning.
- giving due importance to homework.

Teachers work towards the school's aims by:

- supporting the aims and purpose of the school
- facilitating pupils' learning by employing a range of teaching styles to cater for all learning preferences adhering to practices outlined in 'Effective Learning' and 'Effective Teaching' in this document
- supporting pupils as they learn and develop skills.
- model positive behaviour and attitudes, acting fairly and ethically towards all
- communicate with parents as appropriate
- supporting substitute teachers within year group

Co-ordinators work towards the school's aims by:

- developing detailed knowledge of their subject area within the N. I. Curriculum
- disseminating knowledge and good practice to members of staff
- monitoring and evaluating the quality of planning, learning and teaching within their subject area
- informing Principal of current practice within subject area
- leading a curriculum team in subject area
- liaising with outside agencies where and when appropriate

Governors work towards the school's aims by:

- determining, supporting, monitoring and reviewing the school's policies on learning and teaching.