**ARCHBISHOP RUNCIE CE FIRST SCHOOL**

**Teaching and Learning Policy**

*“Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms. If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen.” (****1 Peter 4:10-11*** *NIV)*

**Rationale**

Learning and teaching is what our school is about; the core business of the whole school. It is our wholehearted desire that we fulfil this purpose engaging children’s excitement, curiosity and wonder for the world. We are committed to delivering a vibrant, live curriculum, which is relevant to the children with whom we are working. As our mission we hope to light a spark and love for learning that will remain with each child for their lifelong learning journey.

**Aims**

The whole school community will work together to:

* create a caring, stimulating learning environment in which the uniqueness and individual worth of each member is recognised and developed, as an expression of the love of God and a witness to our Christian faith;
* enable children to become responsible, confident, resourceful, and independent learners;
* enable children to develop inner strength, resilience, with the ability to learn from their mistakes and adapt to change;
* stimulate their sense of curiosity and excitement about the world, thinking creatively and critically;
* appreciate the uniqueness of others and treat everyone with consideration and respect;
* foster children’s self-esteem, confidence and emotional well-being, helping them to build positive relationships which reflect love, forgiveness and respect for each other;
* enable children to understand and care for their community and help them feel valued as part of this community;
* strive for the highest standards of achievement in all areas of school life.

As a school we are committed to the lifelong learning for all - pupils, staff, governors, parents and the local community. Through this commitment we aim to enrich the educational experience and personal development of all those involved in our school.

**Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning we take into account different teaching and learning styles (Visual, Auditory and Kinaesthetic).

 Key Skills are developed by providing opportunities for children to learn in different ways. These include:

* investigation and problem solving;
* research and finding out;
* group work;
* pair work;
* independent work;
* whole-class work;
* asking and answering questions;
* use of ICT including DVD, sound clips etc;
* fieldwork and visits to places of educational interest;
* visitors to school;
* creative activities;
* debates, role-plays and oral presentations;
* designing and making things;
* participation in physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Children are regularly involved in self-assessment as well as checking and improving their work themselves and in response to feedback.

 **Effective teaching**

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 knowledge and understanding. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child’s level of ability and individual starting point. We acknowledge that all children have different experiences and prior learning and therefore do need the same tasks and activities.

When planning work for children with special educational needs (SEND) we give due regard to information and targets contained in the children’s Individual Education Plans (IEPs). We have high expectations of all children, including children in receipt of Pupil Premium.

We set end of year targets in Reading, Writing and Maths for the children in Reception, Key Stage 1 and 2. We review the progress of each child, termly and at the end of the academic year and revise targets accordingly. (see Assessment Policy)

We plan our lessons with clear learning objectives based upon the EYFS and National Curriculum alongside assessment criteria. Our lesson plans contain information about the tasks to be set and the way we assess the children’s work. Teaching is approached flexibly with fluidity of tasks in response to achievement. We evaluate all lessons and plan next steps, so that we can modify and improve our teaching in the future.

**Relationships and Behaviour**

Each of our teachers makes a special effort to establish good working relationships with all children in the class and their families. We treat the children with kindness, with respect, fairly and give them equal opportunity to take part in class activities. All our teachers follow the Promoting Positive Behaviour Policy. As a school, we have 5 school rules and we expect all children to comply with these to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the steps to support positive behaviour as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, (see Educational Visits Policy) we first inform parents and obtain their permission.

**Support staff**

 We deploy Teaching Assistants and other adult volunteers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

**Classrooms**

Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of resources including dictionaries, fiction and non-fiction books and Working Walls for English and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

**Staff**

All our staff are encouraged to reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Annual Appraisals (and half yearly reviews) and ongoing observations, book trawls and pupil progress meetings support this professional development.

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

**The role of governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

* support the use of appropriate teaching strategies by allocating resources effectively;
* ensure that the school buildings and premises are best used to support successful teaching and learning;
* monitor teaching strategies in the light of health and safety regulations;
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
* monitor the effectiveness of the school’s teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly head teacher’s report to governors as well as a review of the in-service training sessions attended by our staff.

**The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

* holding workshops on a variety of curriculum areas;
* sending information to parents at the start of each half term in which we outline the topics that the children will be studying during that half term at school;
* sending reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
* Explaining to parents how they can support their children (see below and Home-school Agreement).

**Homework**

From September 2018, homework will be set as follows:

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|  | **Reading**  | **Writing/spelling** | **Maths** |
| Nursery | Borrow a book from the library to share with an adult at home. | Children will be encouraged to write their names and use correct pencil grip when mark making. | Children will be encouraged to learn number rhymes and songs. |
| Reception | Children will be given 2/3 books each week to read to/with an adult at home. | Children are sent word cards & phonics activities to complete. | Maths activities and games will be suggested for adults to complete with their child. |
| Year 1 | Children are sent spellings home to learn, linked to the phonics they are learning that week in school. | Children will be asked to complete a page from a workbook, to consolidate the teaching in school. |
| Year 2 | Depending on the ability of the child, children begin to choose a book from a range provided by the teacher to read to/with an adult at home. | Children are sent spellings home each week to learn, to consolidate the teaching in school. | Children will be asked to complete a page from a workbook, to consolidate the teaching in school. |
| Year 3 | Children choose a book from a range provided by the teacher to read to/with an adult at home and independently. | Children are sent spellings home each week to learn, to consolidate the teaching in school. | Children will be asked to complete a page from a workbook, to consolidate the teaching in school. |
| Year 4 |

**Monitoring and review**

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| **Date** | **Action** | **By who?** | **Date for Review** |
| March 2018 | New Policy | KM | September 2018 |
| September 2018 | Updated | KM, LM & JB |  |
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