



THE MARIST CATHOLIC PRIMARY SCHOOL

Together, Achieving, Loving, Learning

With God as our Guide we will value each other and work together to achieve our best

Learning and Teaching Policy

Policy compiled by:	Headteacher
Responsible committee:	Learning and Welfare
Approved by Governing Body:	Autumn 2014
Review Date:	September 2016

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Mission Statement

The Marist School is a place of teaching and learning:

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are; a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

Preamble

The Governors and Staff of The Marist Catholic Primary School believe that children learn most effectively when they feel secure within a well-managed, stimulating environment; and are actively involved and enthusiastic about their work. We value self motivation, independence, responsibility, perseverance and pride in all aspects of achievement; whilst encouraging children to work co-operatively in the school community.

AIMS

Our Learning and Teaching policy sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils. We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- provide a disciplined, challenging yet caring atmosphere where children develop confidence, moral awareness, a sense of responsibility, inquiring minds and discover how best to learn;
- enable children to become confident, resourceful, inquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the world that they live in.

OUR SHARED UNDERSTANDING

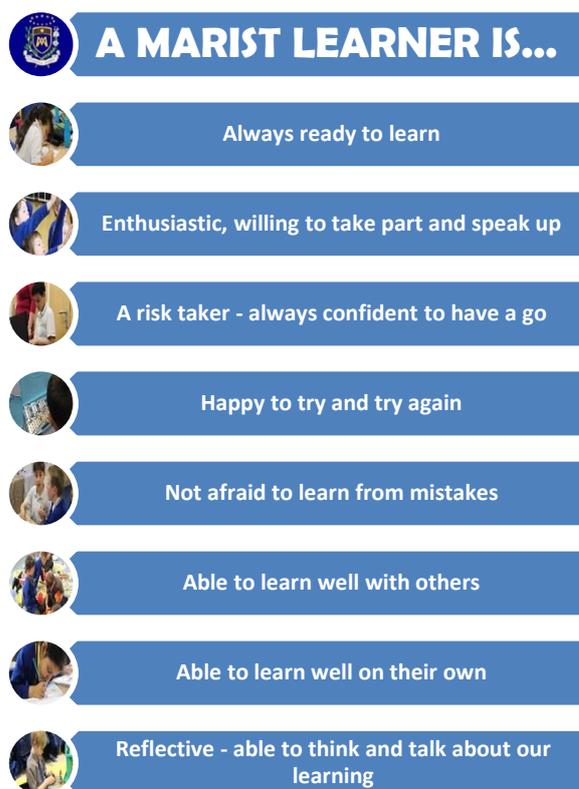
We take into account different forms of intelligence ensuring wherever possible that there is a visual, auditory and kinaesthetic and interactive element to each of our lessons and that every learner is given the best possible opportunity to learn effectively.

Our approach to effective learning and teaching

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of *all* children.
- We set targets for the children in each academic year and we share these targets in a meaningful way with the children and with their parents at parent teacher meetings. We review the progress of each child termly and may set revised targets.
- Lessons are planned with clear learning objectives or questions and success criteria and we evaluate all lessons so that we constantly look for opportunities to improve our teaching.
- Our teachers make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.
- Teaching Assistants provide valuable support to our teachers and pupils in a variety of ways. The class teacher will seek to maximise their impact by ensuring that the Teaching Assistant has planning in advance of the lesson and has all the necessary information to carry out their role effectively. The Teaching Assistant will ensure that they are familiar with the lesson plans and seek clarification on any points as required, prior to the lesson.
- All teachers reflect on their strengths and weaknesses and are actively encouraged to continually improve their practice through continuing professional development.
- Personal development, well-being and economic awareness are encouraged through our curriculum, in particular in RE and EPR lessons and our work with and for charities.

A Marist Learner

At The Marist, an effective learner has some or all of the following attributes and behaviours (a “Marist Learner”):



In addition we hope that our learners will:

- Have an “I can do” attitude and always wants to improve;
- be motivated, positive and want to learn;
- be curious and full of questions;
- be independent and proactive in their learning;
- Link ideas and understanding and use others’ ideas too;
- Listen carefully;
- Reflect on and evaluate their learning;

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.

A Marist Teacher

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. At The Marist, an effective teacher (a “Marist Teacher”) ensures that all lessons involve the following:

- Effective prior preparation and planning resulting in a purposeful, well prepared learning opportunity;
- A clear learning objective or question shared with the children both visually and auditory;
- A clear link to previous and future learning;
- A clear contextual link to the learning;
- Clear criteria for success in the learning by the end of the lesson;

- Time for reflection on the learning;
- Appropriate challenge for all children;
- Teacher modelling good learning;
- Well planned resources;
- Good questioning;
- Pace;
- Enthusiasm;
- Fun and relevance;
- Excellent behaviour management;
- Opportunities for independent learning;
- Elements of visual, auditory and kinaesthetic learning.

Our expectations are clarified as The Marist 10:



A Marist classroom

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. We always aim to ensure that each classroom provides a learning environment that is attractive, well ordered, well resourced but always welcoming and safe. Our learning environments are organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- developing collaborative working skills through group work or paired work;

- independent work;
- whole-class work;
- asking and answering questions, using higher order questioning and probing questions;
- use of ICT;
- creative activities;
- designing and making things;
- role play and presentations;
- practical and physical activities.

A Marist TA:

We believe that additional adults assisting in the classroom can have a real impact on learning and progress. We aim to have Teaching Assistants in every classroom for up to 3 hours every day. We believe that these additional adults can make a positive impact and that this happens best when:

- They are positive and enthusiastic about learning;
- They are truly part of a classroom team with:
 - good communication between them, the Classroom Teacher and the children;
 - a shared understanding of the classroom ethos and boundaries, expectations, rewards and sanctions;
- Their role in the learning is planned and shared;
- They know and understand the learning objectives or questions for the learning;
- They know and understand the progress expected of the children they are working with and what the next steps in learning are for each child;
- They know and understand the expectations of them by the classroom teacher and the freedoms they have to use their own initiative to move learning forward with the children with whom they are working;
- They are part of a well organised classroom

Educational Visits and Visitors

We try always to make good use of opportunities for educational visits and for visitors which are relevant and meaningful to the children's learning.

Achievement

We take every opportunity to celebrate achievement in learning through:

- displays of work;
- opportunities to perform or share;
- Certificates and rewards.

THE ROLE OF PARENTS AND CARERS

We recognise parents as the first educators of their children. We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding parent meetings with teachers twice a year to discuss progress and targets for the future.
- The provision of summary progress reports at each half term not ending with a parent teacher meeting or full annual report.
- The provision of a full written report of their child's educational and social progress at the end of each school year.

- Holding an annual Open Evening to allow parents to view the school and see the work completed by different classes.
- Providing curriculum webs for each year group each half term in which we outline the topics that the children will be studying during that period at school and also providing ideas for how parents can help their children at home;
- Holding parent information evenings each year at which particular areas of the curriculum are explored in a practical way and ideas given for how parents can help and support their children with their learning.

We believe that parents have the responsibility to support their children's learning and encourage them to ensure that:

- their child has the best attendance record possible (recognising that, in particular, holidays during term time interrupt their child's learning and should be avoided);
- their child is equipped for school with the correct uniform and PE kit;
- they inform the school if there are matters outside of school that are likely to affect a child's happiness, progress or behaviour at school;
- they are informed about the Marist Learner and encourage their children at home and out of school to practise and develop the 8 attitudes to learning;
- they promote a positive attitude towards school and learning in general;
- they fulfil the requirements set out in our Home School Agreement.

REVIEW AND EVALUATION

This policy was reviewed following consultation with all staff and governors. It will be monitored annually for effectiveness and updated in the light of experience.

Policy reviewed and updated: October 2014
Date of next review: September 2016