



St Augustine's Catholic Voluntary Academy

# Teaching and Learning Policy

*We grow and learn as a family in the footsteps of Jesus*

Date: November 2020

Review: November 2022



# St. Augustine's Catholic Voluntary Academy

## Teaching and Learning Policy

**Mission Statement:** We grow and learn as a family in the footsteps of Jesus.

### Introduction

This policy reflects the vision for St. Augustine's to provide the highest quality of education within a Catholic ethos. The policy aims to ensure all children at our school are consistently provided with the highest quality teaching and learning experiences which meet the needs of all pupils, including those with special educational needs and disabilities.

#### 1. Rationale

Our teaching and learning policy lays out clearly the high expectations we hold for all teaching and learning provided at St. Augustine's that will be monitored and evaluated and ensures equal opportunities for all our pupils.

#### 2. Aims and Objectives

Our aim is to enable our pupils to be ready, resourceful, responsible, resilient, reflective, risk-taking learners who have the confidence, skills, knowledge and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

#### 3. The Learning Environment

There are positive effects on standards and motivation of pupils associated with the physical and emotional climate of classroom environments. Teachers are responsible for ensuring classrooms are a safe, stimulating and welcoming place.

##### ***Learning takes place in an environment that;***

- Is safe, accessible and meets the needs of all learners.
- Is well-organised, tidy and clutter-free and children are taught to take care of, select and return resources appropriately.
- Is well-resourced with resources labelled.
- Has furniture and resources are used imaginatively, accessible and arranged so they are conducive to learning.

- Has high-quality displays are used for a mix of working walls that support current learning, celebrate previous topic's learning and provide information about wider whole-school activities e.g. school council.
- Has in place clear routines that maximise learning time.
- Uses positive behaviour management techniques. (See Behaviour Policy)
- Is an environment where relationships between staff and pupils are positive and supportive.

#### **4. Quality of Education**

**All teaching staff are expected and will be supported by school leaders to;**

##### **Intent**

- have a firm and common understanding of the school's curriculum intent and what it means for their practice.
- Plan and deliver series of lessons that contribute well to delivering the curriculum intent.
- Provide work to pupils over time that consistently matches the aims of the curriculum.
- Work for pupils is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- Ensure pupils' work across the curriculum is consistently of a high quality.
- Ensure pupils consistently achieve highly, particularly the most disadvantaged pupils and those with SEND.

##### **Implementation**

- Have good knowledge of the subjects they teach.
- Present subject matter clearly, promoting appropriate discussion about the subject matter being taught. Teachers will check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Follow the school's curriculum and approach to the teaching of all subjects.
- Design teaching that helps pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- Use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
- Provide work to pupils that is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Prioritise reading to allow pupils to access the full curriculum offer.
- Ensure reading is taught to develop pupils' fluency, confidence and enjoyment in reading.
- Assess reading attainment at all stages so that gaps are addressed quickly and effectively for all pupils.
- Ensure reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- Sharply focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning.
- Ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well.

## **Impact**

- Develop in pupils detailed knowledge and skills across the curriculum so that they achieve well. This is reflected in results from national tests that meet government expectations.
- Ensure that pupils are ready for the next stage of education. They have the knowledge and skills they need and pupils with SEND achieve the best possible outcomes.
- Ensure that pupils' work across the curriculum is of good quality.
- Ensure that pupils read widely and often, with fluency and comprehension appropriate to their age.
- Enable pupils to apply mathematical knowledge, concepts and procedures appropriately for their age.

## **5. Role of Governors**

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report and school visits.
- Monitor that the school facilities are used optimally to support teaching and learning.
- Seek to ensure that our staff development and our performance management both promote good quality teaching.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.

## **6. Role of Parents & Carers at St. Augustine's**

***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 induction meetings to explain our school approach to teaching the National Curriculum and Early Years Foundation Stage to new parents.
- Sending information to parents at the start of each term that outlines the curriculum that their child will be studying that term.
- Using 'Class Dojo' to regularly update parents about learning in the classroom.
- Holding 'Open classroom' sessions where parents are invited into the classroom so children can share their learning with their families.
- Inviting parents to assemblies, liturgies, masses and productions.
- Holding parent-teacher meetings twice a year to inform parents of their child's progress and attainment.
- Providing an annual written report for parents that details their child's achievements.
- Holding meetings with parents of SEND children to discuss their child's SEN targets and progress towards these targets throughout the year.

***Parents have the responsibility to support their children and the school to implement this policy by:***

- Ensuring their child arrives at school on time and has the best attendance record possible.
- Ensuring that their child is equipped for school with the correct uniform and P.E. kit.

- Informing school if there are matters outside of school that are likely to affect the child's performance or behaviour.
- Promoting a positive attitude towards school and learning in general.

**Next review: November 2022**