



Christ the King Catholic Primary School



Christ be our light and our guide

Our Vision: To provide an outstanding Catholic education with Christ as our light and our guide.

Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

RATIONALE

This policy makes explicit both teacher and pupils role in the learning process, and includes approaches and activities which we believe contribute to effective learning.

These principles apply to learning experiences across the curriculum and to relationships inside and outside the classroom. This policy deals with our views on:

- Effective teachers
- Classroom climate
- Effective planning
- Effective lessons
- Adults' roles
- Subject leader roles
- Learning styles
- Independent learners
- Equal opportunities
- Raising standards

Please note: these are not in order of importance

What a teacher does and the way the teacher does it can make the difference between the pupil learning or failing to learn

We recognise that teaching is the most important direct influence on how well pupils make progress. Effective teachers enable pupils to become confident, successful and effective learners.

Effective teachers are aware of their role in ensuring pupils become literate and numerate and have access to a broad and balanced curriculum. They also acknowledge this is the responsibility of all staff.

We believe that effective teachers demonstrate the following characteristics:

Personal characteristics

They are able to:

- display a confidence in their own teaching ability
- value and respect all pupils
- create a climate of trust
- challenge and support
- adapt and be flexible in a variety of situations
- be a good role model for pupils.
- Be reflective so they can continually adapt and change to the needs of the pupils

Thinking Skills

They are able to:

- use analytical thinking to question, challenge and reflect on their teaching
- use conceptual thinking to formulate, plan and organise programmes of work.

High Expectations

They have a desire to:

- be effective and make a difference
- bring about improvements and raise standards
- be ambitious for their pupils
- meet the needs of all pupils
- collect information to aid target setting
- prioritise and set targets for improvement.

Relating to Others

They are able to:

- relate effectively to their pupils
- motivate and enthuse

- influence their pupils' attitudes to learning
- work effectively with other staff • establish good relationships with parents/carers.

Teaching Practice They are able to:

- employ appropriate classroom management skills
- produce a stimulating and organised classroom environment
- facilitate learning
- use support staff effectively
- adopt new approaches, take calculated risks and be open to innovative ideas
- use a wide repertoire of teaching skills and methods
- have a sound subject knowledge
- make use of information technology in the classroom
- set clear expectations in both behaviour and work
- assess pupils' progress and use this information to inform future planning • encourage pupils to become confident and independent learners • accept responsibility for pupils' learning.

CLASSROOM CLIMATE

Good teachers create a learning environment or "climate" in which their pupils learn and develop. An effective classroom climate impacts pupil on motivation and performance.

To produce an effective classroom climate teachers must:

- ensure that pupils feel secure and valued
- praise pupils' efforts and acknowledge their achievements
- demonstrate a willingness to be flexible in teaching methods and behaviour
- provide opportunities for pupils to take on responsibilities
- give clear instructions of what is expected of the pupils
- provide consistent, fair and appropriate behaviour management
- provide an environment where mistakes are accepted as part of the learning process
- provide opportunities for pupils to co-operate and collaborate with others
- encourage an atmosphere of trust • display a sense of humour
- raise self-esteem and confidence.

EFFECTIVE PLANNING

Effective planning is the first step towards effective teaching and learning

As a staff we have agreed that teaching is more effective when lessons are well planned and when learning intentions and success criteria are shared with pupils. Good planning identifies the activities and strategies needed to bring about progress in knowledge, skills and understanding. Assessment is an integral part of the planning process and enables the teacher to monitor pupils' progress as well as inform future planning.

As a staff, we have agreed to ensure a broad and balanced curriculum is that the heart of all we do. We want to offer a curriculum to engage and inspire our children.

In planning we need to ensure that:

Pace lessons proceed at a good pace in order to hold pupils' interest and maximise teaching and learning time

Content the content covered is relevant and appropriate to pupils' needs and abilities

Differentiation individual needs are catered for so that all pupils can access the work and achieve success

Support appropriate support is planned and that support staff are aware of the learning intentions and outcomes of any given task

Extension opportunities are provided for the more able to pursue or investigate a task in greater depth

Assessment opportunities are planned to assess pupils' understanding, skills and knowledge to inform future planning and target setting

Technology appropriate use is made of technology to enhance the learning process and develop new skills.

AN EFFECTIVE LESSON

Lessons should be structured so that the teacher has a clear picture of what the learning will look like and a secure understanding of how pupils will learn. This should then be modelled and demonstrated to the pupils.

Lessons should:

- be well planned with a clear structure
- have clear learning intentions and success criteria which should be communicated to pupils
- be appropriate and relevant to pupils' abilities and experiences
- make explicit links to previous learning
- provide differentiated work including extension activities for the more able
- be stimulating and lively
- display good classroom and behaviour management
- provide good pace, efficient use of time, and ensure pupils stay on task
- show evidence of sound subject knowledge by the teacher
- use open-ended questioning to challenge pupils' thinking or reinforce their learning
- promote listening, thinking and reflective skills
- be interactive and involve all pupils
- make use of appropriate resources including technology
- provide opportunities for assessment
- make effective use of support staff
- encourage risk-taking and allow pupils to make mistakes
- provide opportunities to praise and reward success
- promote self-esteem and confidence • raise attainment and enable all pupils to make progress.

LEARNING STYLES

If we wish to engage pupils in meaningful learning activities we must first understand how pupils learn

It is essential that teachers recognize that within a class there are pupils who have a preferred learning style and therefore it is important that teachers use a variety of teaching styles in order that all pupils have the opportunity to use their preferred method.

However, it is important that pupils learn to develop the ability to use all learning styles

Therefore, to enable the pupils to operate and learn to the best of their ability, we aim to incorporate a variety of teaching styles and activities into our teaching including:

- Whole class, individual and group work
- Paired work
- Supported self study
- Independent and collaborative activities
- Problem solving and investigative tasks
- Creative and designing activities
- Computer assisted learning
- Role play and drama

We also aim to enable the pupils to report back and present their learning in a variety of ways, such as:

- written reports
- oral presentations
- projects
- drama
- practical work e.g. models
- photographs, diagrams, posters, computer aided reports.

EFFECTIVE LEARNING

To promote learning pupils require an environment that nurtures and encourages their development

Pupils learn best when they:

- feel safe and secure
- have they have a high chance of success and have achievement rewarded
- understand the relevance of their work
- have a clear understanding of the learning outcome
- feel others care about their progress
- feel positive about themselves as learners
- receive positive encouragement and support
- are provided with a stimulating learning environment
- develop confidence in their own ability
- listen attentively to teaching staff and to other pupils
- are self motivated
- are helped to make connections between new learning and past knowledge and skills
- have opportunities to work practically before moving onto abstract concepts
- have clear classroom routines and consistent class rules
- receive parental support and interest.

INDEPENDENT LEARNERS

Pupils should be developed so that they are involved and value their own learning. It is through this that they become motivated and develop independence.

Schools should provide the foundation for life-long learning and therefore we wish to provide our pupils with the skills, confidence and opportunities to accept responsibility and motivation

for their own learning. To achieve this, pupils need to be supported and taught how to acquire these skills and be given the opportunities to trial and improve their skills. It is also important to recognise that individual pupils will be at different stages along this route and this must be taken into account when planning for these activities.

We need to structure our teaching so that by the end of Key Stage Two, many of our pupils will have developed the skills to:

- plan and organise their own work
- apply their knowledge and skills to new situations
- solve problems and carry out investigations
- use modern technology to effectively assist their learning
- be able to self-assess their own learning and contribute to target setting
- work collaboratively with others on a task
- know when to seek assistance
- take risks and learn from their mistakes
- take a pride in their work
- take responsibility for their own learning.

EQUAL OPPORTUNITIES

Pupils will have equality of access to all curriculum provision and learning opportunities irrespective of gender, ethnic background, age or disability. Decisions concerning teaching groups will always be made in the best interests of all pupils.

THE ROLE OF ADULTS IN ACHIEVING EFFECTIVE LEARNING

Relationships within a school have a direct impact on pupils' attitudes, motivation and achievement

All members of the school community should work towards the school's aims by:

- valuing pupils as individuals and respecting their rights and values
- fostering and promoting good relationships and a sense of belonging to the school community
- supporting the school's mission statement and core values
- encouraging, praising and positively reinforcing good behaviour and work
- offering equal opportunities in all aspects of school life
- helping to provide a well ordered and safe environment
- acting as a good role model for pupils
- communicating with each other
- looking for the positive in pupils and adults alike
- working as a team, supporting and encouraging each other.

THE ROLE OF THE SUBJECT LEADER

No one teacher can become an expert in all areas of the curriculum, but all can benefit from the expertise of others.

Effective teaching depends on a number of factors but a key factor is the teachers' knowledge of the subject material and how it is learned. The subject leader plays a vital role in developing staff expertise by:

- planning and leading staff CPD
- taking a lead in policy development and helping staff to be aware of cross curricular links
- advising and supporting staff in their planning, implementation of the scheme of work and assessment procedures
- monitoring progress in their subject and advising the Headteacher/Head of School on action required to support staff
- taking responsibility for the purchase and organisation of central resources for their subject area
- developing his/her own subject knowledge through reading and attending relevant courses
- demonstrating good practice
- collating and analysing data
- collaborating with other subject leaders on issues such as planning, schemes of work and assessment
- being accountable for his/her role in delivering the School Improvement Plan.

TO RAISE STANDARDS IN TEACHING AND LEARNING

- Pupils show respect for adults, their peers and their environment
- Effective planning and schemes of work are fully implemented
- Appropriate assessment procedures are in place
- Clear guidelines on marking and feedback on pupils' work are followed
- Records of pupils' progress are kept and passed to appropriate staff
- Pupils' work is monitored and evaluated by their teachers, subject leaders and Headteacher
- Pupils' work is differentiated according to ability
- Achievement is celebrated and opportunities to raise pupils' self-esteem are encouraged
- Target setting is used to focus on areas for improvement and raise standards
- High teacher expectations are evident
- Summative assessments are used as an indicator of individual pupils' progress and that of the school.
- Summative assessments are analysed and individual pupils' progress tracked
- Support is provided for those in need and opportunities are provided for the gifted and talented
- Professional development is valued as a means of raising staff expertise
- There is respect and co-operation between all staff
- The Senior Leadership Team will provide clear leadership in all areas
- Subject leaders will take a leading role in their area/s of responsibility

- Parents are kept informed and partnership encouraged
- Governors to take an active interest in the curriculum and in raising attainment
- There is on-going review and evaluation in all areas of school life.

We believe that education should provide each and every child with the skills and the attitudes to help prepare them for their life's journey so they can be all they can be.