

Pope Paul Catholic Primary School

'Learning in the Light of Christ'



TEACHING AND LEARNING POLICY

Mission Prayer

**We believe that we are all God's work of art.
We strive to respect and care for each other
and to use our talents to do our best
to build a better world.**

**By doing this, we are:
'Learning in the Light of Christ.'
Amen.**



Teaching and Learning Policy



March 2025

Pope Paul Catholic School

‘Learning in the Light of Christ’

Validation grid

Title	Teaching and Learning Policy
Author	Liz Heymoz, Catherine McNamara
Associate Author/s	
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Stake holders consulted	All staff & Governors
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New Policy or Review of existing policy.	Review
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Signed*E Heymoz*..... Headteacher

Signed.....*C Mathew*..... Chair of Governors

1. Rationale

Jesus, whose teachings are at the heart of all we do, is the divine inspiration for us as teachers.

At Pope Paul School we believe that by providing a high quality education, based firmly in the teachings of the Catholic Church, we will give the children in our care the necessary skills, knowledge, attitudes and understanding essential for them to lead happy, healthy and rewarding lives and make valuable contributions to British life.

We want our children to develop into life-long learners and to experience teaching and learning in our school that is rewarding and enjoyable for all.

2. Aims

It is our overall aim at Pope Paul School to provide high quality teaching that leads to successful learning.

To do this, we aim to:

- Provide a rich, varied, creative and Catholic curriculum that inspires and motivates children and adults alike and equips them with the skills, attitudes and knowledge they will need to be successful members of society;
- Provide a safe and stimulating learning environment where children and adults feel supported and encouraged to reach their full potential;
- Enable children to become confident, resourceful, enquiring and life-long independent learners;
- Ensure all children experience success in their learning, at a level appropriate to them;
- Foster children's self-esteem and help them build positive relationships with other people;
- Help the children learn to not only respect and value our Catholic culture and faith, but to develop an understanding of and respect for other faiths and cultures.
- Encourage the children to make positive contributions to the school community, to the parish community and to the wider community beyond the school;
- Enable children to feel valued.

3. Purpose of the Policy

This policy will:

- Provide classroom based staff with clear criteria for good practice;
- Ensure that staff will be able to recognise how they can move to the next level of competence, thus setting the agenda for continuous improvement of teaching and learning in the school;
- Help the school community carry out our mission statement and aims.
- The policy should be read in conjunction with the Professional Standards for Teachers.

4 . Equal Opportunities and Inclusion

We strive to ensure all our children can access the full curriculum, whatever their level of ability or need. Children's contributions to learning are valued equally, regardless of race, gender, culture or ability and we take account of any specific needs when planning for learning.

Where a child is identified as having a specific difficulty or particular ability, the class teacher will liaise with the Special Educational Needs coordinator. The SENCO will work with the class teacher to provide support and may seek further assessments and advice from external support agencies, in line with the Special Needs Policies.

5. Effective Teaching and Learning

Effective teaching involves creating a positive learning culture in the classroom in which pupils understand the value of education and are active and engaged learners. They know their contributions will be valued and are confident to take risks in their learning. They know that making errors is a natural part of the learning process and that any errors will be treated with sensitivity and respect.

Effective learning happens when pupils have a good understanding of where they are on their learning journey. They are able to build upon existing skills and understanding and have been given a good idea of where they are heading. They are able to make independent use of appropriate resources and identify when they need additional support.

The following headings are not an exhaustive list, but provide the key elements that teachers must consider to ensure effective teaching and learning is happening in their classroom.

Planning

- Teachers' planning builds upon previous learning and is informed by on-going teacher assessment.
- Learning intentions WALTs (We are learning to) are focused on learning (not the task) and are pitched at an appropriate level of challenge for the children's age and stage.
- Learning intentions are shared with the children in language that is appropriate to their ages and stages but that does not diminish the level of challenge.
- Success criteria or WAGOLL (What a good one looks like) help the children to understand what they are aiming to achieve in their learning and children can articulate their understanding of these.
- Success criteria can also be used to support self- and peer-evaluation.

Achievement and Progress

- Teachers' planning is focused on challenge and progress in learning. They use on-going assessment to pitch lessons correctly to ensure good or outstanding progress over time for all abilities.

- Teachers understand the progression of skills in key areas that they must teach their children to ensure they make good or outstanding progress over time.
- Regular quality marking and feedback supports and extends children's learning.
- Lessons are well-paced and teaching engages children, who are motivated to do well.
- Teachers use a range of resources well to promote good or outstanding learning.
- Teachers strive to ensure that children are increasingly aware of their learning journey in any curriculum area (where they have been, where they are now, where they need to get to).

Classroom Environment and Practice

- Children respect the classroom environment and move around the classroom and school in a calm and orderly way.
- The classroom environment is supportive and provides prompts and stimuli for independent and successful learning.
- Learning walls and displays contain a range of children's work and ideas.
- Resources are well-managed and easily accessible for independent learning.
- Areas beyond the classroom are also well-used to promote good learning.

Active Learning

- Teachers have high expectation of pupils' learning behaviours and establish effective classroom routines and rules that ensure these expectations are consistently met.
- Relationships between children and children, and between adults and children, are positive and based on mutual respect. Good manners are valued.
- Pupils are encouraged to participate in group or class discussions to reason, justify, explain, draw conclusions or offer hypotheses across the curriculum.
- Pupils are encouraged to be open to new challenges, to persevere in the face of difficulties and to be pro-active in seeking support when they need it.
- Opportunities are offered for children to evaluate and comment on each other's learning. This is facilitated in a climate of care and respect.
- Pupils are encouraged to articulate their learning

Safety

- Teachers carry out regular risk assessments for learning tasks.
- Children must be taught safe practices for all aspects of school life.

6. Parents and School Partnership

We acknowledge parents as the first educators of their child and we seek to support them in this role by:

- Giving parents opportunities to discuss their child's learning with the class teacher through Consultation Evenings and information sessions, such as curriculum;
- Providing on the school website an overview of the learning planned for each term;
- Providing an annual written report on the progress made by each child in the year and giving targets for further progress.

Teachers are always available to meet with parents at a mutually convenient time should there be specific concerns.

In turn, parents have a responsibility to support their children and the school by:

- Ensuring their child attends school regularly and on time and that they do not remove them from school during term time
- Ensuring their child is correctly dressed in the appropriate school uniform and adequately equipped for learning
- Actively promoting the value and importance of education and encouraging a positive attitude in their child towards school and learning
- Fulfilling the requirements set out in the Home School Agreement.

7. The Role of the Pupils

The children have an important role to play in ensuring good teaching and learning takes place in their class by:

- Adopting positive learning behaviours that allow everyone to participate in the learning happening in class.
- Completing learning tasks to the best of their ability and in good time (including home learning).
- Being open to new learning and being willing to take risks by having a go at unfamiliar tasks.
- Treating everyone's contributions in class with respect.
- Making every effort to join in discussions and group work.
- Making every effort to fulfil their part of the Home-School Agreement

8. Role of the Governors

The Governing Body is responsible for ensuring the current policy on teaching and learning is implemented effectively by:

- Allocating sufficient budget to ensure appropriate resources are available for effective teaching and learning.
- Ensuring that sufficient budget is available to provide safe, secure and stimulating learning environments.
- Ensuring that sufficient budget is allocated to professional development for staff.
- Monitoring teaching approaches in the light of health and safety regulations
- Monitoring the impact of teaching and learning on pupil attainment;
- Ensuring that staff performance management policies promote good or better teaching

9 Monitoring and Review

- This policy will be reviewed regularly as part of the school's drive towards continuous improvement.