



Christ the King Catholic Primary School



Policy

Issue

04

Effective Teaching & Learning

Date

20/04/16

Mission Statement

Christ the King Catholic Primary School provides an academically excellent, Christ centred education through inspirational teaching and empowerment of all pupils to reach their full potential spiritually, intellectually, physically, socially and morally, in a happy, caring, stimulating environment promoting self-esteem and confidence.

Introduction

Our Mission Statement is realised through the teaching and learning that takes place-for all members of the school community. The curriculum is a combination of values, attitudes and expectations which complement the formal programmes of study.

This policy supports our school aims and objectives and provides guidance on the whole curriculum. Individual curriculum policies contain guidance on teaching and learning specific to that curriculum area.

We aim to provide a relevant and stimulating curriculum through which each child will achieve his/her potential. We recognise that all children learn in a variety of ways according to their individual needs. It is essential therefore that a wide range of teaching strategies are used.

Personal and Professional Qualities Required by Staff

- Belief in the value of teaching as a profession.
- Commitment and enthusiasm for the job.
- A liking for young people.
- Clarity of communication.
- An ability to inspire a love of their subject.
- The ability to motivate pupils to learn.
- The ability to be self-critical and to reflect on their teaching.
- Receptive to new ideas and approaches.
- High expectations of pupils.
- The ability to provide an interesting, attractive and challenging learning environment.
- A sense of humour.

Curriculum Planning

Effective teaching and learning is rooted in careful planning and organisation. Rigorous learning objectives will be identified and lessons delivered with enthusiasm and pace. Curriculum planning is determined by curriculum policies, key stage plans and schemes of work. Teachers plan together on a termly basis and detailed weekly planning is done by

individual teachers. Assessment is part of the process.

Teachers should consider the following points when planning:

- Are the learning objectives clear?
- Do the activities relate to the objectives?
- Are there sufficient extension activities?
- Is there appropriate differentiation?
- Is it clear what the children will do and what resources are required?
- How will the children be grouped?
- How will the outcomes of learning be assessed?
- How will achievements be recognised?
- Is there sufficient time for participation?

Teaching

The style of teaching adopted depends on the task, outcome required, available resources, individual children and space available. A variety of strategies should be used appropriate to the task and the age and ability of the children.

The following are some characteristics of Effective Teaching:

- Exposition
- Explanation
- Demonstration
- Practical activity
- Investigation
- Testing
- Problem solving
- Practice
- Reviewing

Teaching Assistants should be involved in weekly planning, be given clear instructions and know the objective of the lesson and the expected outcomes.

Effective Learning

In order to be successful learners children need:

- Security
- New experiences
- Responsibility
- Praise and recognition
- Right attitude to learning
- Boundaries and framework
- Good relationships.
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Children should be actively involved in and enjoy their learning, developing their knowledge, skills and understanding through first and second hand experience incorporating a multi-sensory approach. Their experiences form a starting point for activities from which to move forward. As learners children need to understand the objective and intended outcomes and to be actively involved in the process.

The teacher should have the learning objective clearly written on the blackboard for Mathematics and English and should remind the children of the objective throughout the lesson.

The teacher should provide opportunities for the children to:

- Work within a variety of groupings
- Work co-operatively
- Work independently
- Make choices and decisions
- Initiate activities.

Children should be given the opportunity to participate in a wide range of activities and learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They should be striving for their own personal excellence. Independent learning requires a structured approach across all areas of the curriculum and school life.

Children should be given the opportunity to develop confidence and responsibility by:

- Development of self-esteem
- Having respect for others
- Developing relationships through work and play
- Being given increasingly complex responsibility for the class and school environment
- Learning to work well independently and in groups
- Setting personal targets and goals
- Recognising that their behaviour affects their learning and that of others
- Making choices and decisions and understanding the consequences.
- Reflecting on past experiences
- Feeling positive about themselves
- Working without teacher intervention for increasingly longer periods.

Independent Learning

Independent learning is not subject specific but should be part of the pupils' learning experiences. Independent learning underpins many of the skills promoted across the National Curriculum.

Children should be taught to develop their:

- Reasoning skills
- Information processing
- Enquiry skills
- Creative thinking
- Evaluation skills
- Problem solving.

The Learning Environment

Classrooms are places where children spend a great deal of their time in order to learn. Teachers have a responsibility to ensure the environment is well organised and well managed. Displays should incorporate information, inspiration and celebration of the children's work. The classroom should be a stimulating place where children feel involved, happy and motivated. Classroom rules should be clear and understood by all of the children.

Review

This policy will be reviewed periodically according to the School's policy review cycle.

Review history

Issue 01	Policy approved by Governors	22/04/13
Issue 02	Reviewed	20/04/14
Issue 03	Reviewed	20/04/15

