



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol,
BS7 8HP**

Teaching & Learning Policy 2017

Policy Owner	Headteacher
Governing Body Committee	Standards
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This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>

Version History

Version	Date	Page	Description of Change	Origin of Change



Introduction:

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad, balanced and relevant and which meets national requirements.

Aims:

Our aim for teaching and learning is that all children:

- develop a responsible and independent attitude towards work and towards their roles in society
- achieve their potential in terms of academic achievement, spiritual awareness and aesthetic appreciation
- take pride in achievement and have a desire to succeed
- are tolerant and understanding, respecting the rights, views and property of others

At St Bonaventure's we see teaching and learning as a process of cooperative teamwork, encouraging the involvement of parents and others in the community.

All members of the school community, teaching, non-teaching staff, parents, carers, pupils, governors, work towards the school aims by:

- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- raising self-esteem by treating children as individuals, respecting their values/cultural background
- offering equal opportunities in all aspects of school life
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another

What this means in practice - what will you see:

The staff in the classroom will be:

- giving classroom instruction;
- sharing learning objectives and success criteria of lessons which are understood by all pupils;
- involving children in their own learning by setting targets, by providing reinforcement and consolidation, developmental feedback, and constructive criticism;
- providing challenge to encourage children to exceed their expectations in English and Maths through reference to growth mind-set character (YETI);
- offering a range of different teaching and learning styles;
- giving opportunities for ICT to be included across the curriculum;
- asking questions to consolidate/enhance learning;
- treating everyone fairly;
- providing appropriately differentiated tasks;
- setting clear expectations of what pupils are expected to achieve at the end of a lesson;
- giving thoroughly prepared lessons where children's previous learning and interests are built upon;
- asking open ended thought provoking and challenging questions;
- encouraging children to be aware of learning behaviours and ELLI characters to support progress.

The children in the class will:

- Discuss their work, asking relevant questions;
- Work independently;
- Learn from each other;
- Exhibit high self-esteem by perseverance and willingness to contribute and take part;
- Be prepared to take risks;
- Interact and learn from each other;
- Show respect and appreciate for their peer's work;
- Share responsibility for their own learning;



- Show understanding of their work, asking relevant questions;
- Be motivated, happy and engaged in tasks;
- Work collaboratively;
- review and reflect on their own learning;
- Use higher order thinking skills;
- Be able to use different learning styles, including visual, auditory and kinaesthetic.

The learning environment will:

- Give children the opportunity to celebrate their work;
- Engage children in their own learning through interactive displays;
- Display learning objectives where relevant;
- Show children's work is valued and celebrated through displays;
- Show informative learning posters/displays/word walls/relevant key vocabulary;
- Display rewards system;
- Display Class Rules;
- Provide strategies for self-help;
- Give access to a range of learning resources.

In and around school the children will:

- Act responsibly, taking on a variety of roles, both formal and informal (i.e. showing adults around school, performing tasks for staff etc.);
- Interact confidently and politely with adults;
- Show good interpersonal skills;
- Take pride in their school;
- Show care for others.

The children's work and books will:

- Be well presented;
- Be marked with comments and guidance to enable children to make progress;
- Where appropriate to age and relevant to Key Stage contain children's responses to teachers' comments;
- Be rewarded for both effort and achievement.

Out of the classroom staff will:

- Show care and consideration for children;
- Plan interesting lessons;
- Work as a team;
- Be involved in professional development.

Parents work towards the school's aims by:

- Ensuring that children attend school in good health regularly and punctually;
- Providing support for good behaviour within school;
- Participating in regular discussions concerning their children's progress and attainment;
- Ensuring early contact with school to discuss matters which might affect a child's happiness, welfare, progress and behaviour;
- Giving due importance to home work, hearing reading and assisting in learning of times tables.

Governors work towards the school aims by monitoring the effectiveness of teaching and learning through the school's Self Evaluation Process, including the Head teacher's report to The Governing Body and the work of the Standards Committee.



Strategies for Teaching and Learning

The St Bonaventure's curriculum is informed by the revised Curriculum and the Foundation Stage Curriculum. The framework created by Staff outlines:

- the content to be covered by each year group each term
- is supported by themes of work
- is cross curricular

Modes of working include:

- individual work
- group work
- whole class

Other key strategies are:

1. Groups are usually mixed ability although ability groups are sometimes used in Mathematics and English.
2. Teaching by specialist teachers is arranged where appropriate, e.g. some Music, French and PE lessons.
3. Learning Support Assistants (LSAs) work with individual children or with groups of children mainly in the classroom. They are a valued team of trained colleagues who communicate clearly with class teachers to ensure that time and skills are best used to support children in class.
4. Commercially available Schemes of Work are used where appropriate to support the teaching of reading, handwriting, mathematics and science.
5. Pupils with Special Education Needs are taught mainly within class and receive extra-differentiated curriculum or are supported by specifically deployed LSA.
6. Regular homework tasks are considered to be a valuable element of the teaching and learning process. It is expected that all children will read at home and share books with parents/carers.
7. Expectations for each year group are communicated at the start of the academic year.
8. Children are encouraged to take control of their own learning through ELLI learning characters and growth mind-set.
9. Investigative work features in planning.
10. Children are given lessons where their understanding is developed through practical and first-hand experience involving:
 - collaborative talk,
 - exploration,
 - questioning,
 - predicting,
 - investigating
 - communicate findings in different ways.
11. Opportunities are provided for children to become involved in decision-making.
12. Educational visits and visits by experts are arranged to support class work.
13. Lesson plans are drawn up by year group teams and are monitored by key stage leaders. Regular staff meetings /key stage meetings are used for curricular-based training.

This policy should be read in conjunction with other school policies namely, Behaviour Policy, Anti Bullying Policy, Homework Policy, Marking Policy, etc