

St Gregory's Teaching and Learning Policy

Aims of St Gregory's

We aim to develop a stimulating, yet secure environment in which staff and children feel confident. We aim to enable all learners:-

- To develop skills and attitudes, fulfilling their potential
- To enjoy and use learning
- To be able to think, co-operate and to partake fully in the life of the community.

At St Gregory's we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding, enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Learning ethos

Through our interaction we aim to:-

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self esteem and help them build positive relationships with other people
- Develop children's self respect and encourage children to respect ideas, attitudes, values and feelings of others
- Show respect for other cultures and traditions, and in doing so to promote positive attitudes of other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent and positive citizens

Quality Learning

We want learners to;

- have high expectations of themselves
- work with adults or pupils to achieve their personal targets
- develop skills to select and use appropriate resources independently
- communicate in different ways to a variety of audiences
- be able to take risks in learning without fear of failure
- be willing to listen attentively and respect the opinions of others
- feel happy and secure in an environment where they and their work are valued 2

Children and staff at St Gregory's think a good learner is someone who;

- Actively listens
- Pays attention
- Shows resilience and doesn't give up
- Has an 'I can do' approach
- Is enthusiastic and joins in
- Shows curiosity
- Shows motivation to do well
- Takes pride in their work
- Challenges themselves
- Practices skills taught at school and at home
- Respects people equally

We believe an effective learning environment:-

- Is an appropriately managed area which is stimulating and interesting, providing for flexible learning groups
- Has explicit evidence of the religious life of the school
- Recognises that spiritual, moral and social issues are an integral part of school life, where everyone is encouraged to take responsibility for their actions
- Provides plentiful appropriate resources, labelled and easily accessible
- Adheres to the equal opportunities policy
- Utilises other areas outside the traditional classroom as part of the learning environment
- Is inclusive
- Recognises and responds to different learning styles and multiple intelligences

Quality Teaching

At St Gregory's, we believe that good teaching results in good learning and that children who are aware of their learning are more likely to make progress.

We aim to ensure;

- Planning incorporates specific learning objectives building on prior learning or assessment
- Appropriate methods of differentiation are used when appropriate across the ability range
- Tasks are appropriate for all pupils, linked to the theme of work with planned use of support staff identified
- Time is well utilised and learning maintained throughout the time available
- There is a balance of different teaching styles
- Appropriate objectives are stated on several occasions during the lesson.
- The teacher sets an appropriate pace to the lesson, matching to the range of ability groups.
- A range of open and closed questions are used,
- Children are challenged
- There are high expectations for all children
- AfL strategies are used to target individuals pupils
- Effective behaviour management strategies are employed
- Children understand what work is expected of them during the lesson, remain fully engaged throughout and make clear progress in the lesson
- The learning process is modelled and scaffolded
- Verbal feedback is provided in the lessons
- Work provided is clearly linked to learning objectives
- Systems are created to support groups working both independently and collaboratively
- Pupils are encouraged to take full responsibility for their learning