

St Moninna's Primary School and Nursery Unit



Teaching & Learning Policy

*Ag foghlaim agus ag fás le grá
Learning and growing with love*

Agreed by Governors	
Review Date	
Principal	
Chair of Governors	

MISSION STATEMENT

Vision Statement

“Learning and Growing with Love”

Ag foghlaim agus ag fás le grá

Aims

In St. Moninna’s Primary School:

- We aim to enable **LEARNING** so that pupils develop to their full potential in all areas of the curriculum and become motivated, independent, life-long learners.
- We aim to enable pupils to **GROW** socially, emotionally, physically, spiritually and academically and to develop the attributes they need to be valuable, responsible, contributing adults.
- We aim to do this in an atmosphere of **LOVE** so that pupils embrace the virtues of respect, kindness, tolerance, compassion and faith while feeling happy, safe and valued as part of the St. Moninna school family.

Mission

In St. Moninna’s P.S. we believe we can achieve our aims by ensuring we are committed to

- Promoting the values of Catholic education within our school family
- Having high expectations for all pupils and a desire to see them reach their full potential
- Having inclusive, stimulating and supportive classrooms
- Working together for a common goal
- Valuing continuous improvement for all
- Investing in people and resources
- Working closely with home and the wider community

Values

- Kindness
- Respect
- Family
- Growth
- Trust

Introduction

In St. Moninna's PS Cloughoge we aim to create an atmosphere of enthusiastic, engaged learners. These learners are directed and encouraged by committed and skilled staff. Learning is supported at home by parents, working with the school, to help their children achieve their full potential. The governors and school management recognize the need to prioritise learning and ensure time and resources are targeted appropriately.

Pupils

Pupils in St. Moninna's P.S. will be successful learners when they:

- Engage actively in their own learning.
- Make ongoing progress in their learning which is reflective of their abilities and challenges their expectations.
- Develop lively, enquiring, imaginative and creative minds with the ability to question and argue rationally.
- Show value for their own opinions and the views of others in any learning situation.
- Work effectively in a range of settings and groupings.
- Be focused on achieving successful outcomes and meeting personal targets in their learning.
- Are reflective about their learning and can communicate this to others.
- Show resilience and perseverance in all aspects of their learning.

Teachers

In order to fulfil our whole school commitment to high quality teaching and learning teachers will:

- Provide an effective balance of challenge and support through effective use of both formative and summative data to plan, differentiate, track, assess and monitor progression at individual, group and class level on an ongoing and evaluative manner.
- Map their curriculum planning with a focus on continuity from year to year and progression within the year.
- Be clear about the planned learning focus in the short, medium and longer term; ensure success for all pupils through effective differentiation and support and respond flexibly to the needs of all learners.
- Evaluate pupil learning through a range of data capture methods with a focus on continuous, sustained, progressive and appropriate improvement.
- Use a range of teaching strategies, including modelled, shared, guided and independent as tools to ensure the effective balance of challenge and support.
- Provide purposeful opportunities for pupils to work in a range of groupings with a focus on promoting learning.
- Plan purposeful connections across the curriculum with a focus on promoting learning and transfer of skills.
- Ensure a balance of written and oral learning opportunities with a focus on promoting learning.
- Provide purposeful opportunities to involve children as active participants in their own learning with a focus on building resilience, perseverance and intrinsic motivation to learn.
- Reflect critically on their own teaching with a focus on continuous professional development.
- See themselves as active members of the learning community as evidenced in enthusiasm, self-reflection, openness to new/ variety of ideas, flexible responses to challenges and a willingness to be both learner and teacher.

- Engage with parents to promote childrens learning at school and home
- Make effective use of available resources including personnel, time and physical resources with a focus on enhancing children’s learning experiences.

Coordinators/ SLT

In order to fulfil our whole school commitment to high quality teaching and learning coordinators/ SLT will:

- Be proactive in disseminating current developments and changes in their respective areas. This will involve leading direct time in-service sessions, modelling good practice with team teaching and any other capacity-building activities.
- Liaise with other co-ordinators to support the development of transferrable skills in children's learning.
- Plan for clear, measurable learning targets across all learning areas.
- Use the professional development process as an opportunity to ensure all staff have the skills to fulfil their role effectively.
- Use the whole school monitoring and evaluation cycle to build and maintain a focus on effective teaching and learning, tracking and assessing practice, planning, measuring and supporting individual teacher capacity to self-evaluate effectively.
- Engage with the wider school community about teaching and learning.
- Provide regular opportunities to evaluate both teaching and learning successes. Update the teaching and learning policy to reflect pedagogical developments which mirror the school vision for teaching and learning.

Non-Teaching staff

In order to fulfil our whole school commitment to high quality teaching and learning, non-teaching staff (classroom assistants, learning support staff and learning agencies) will :

- Assist the teacher in the efficient and effective operation of classroom practice and routines.
- Assist pupils to learn as effectively as possible both in group situations and on their own by assisting with the management of the learning environment through:
 - Clarifying and explaining instruction
 - Ensuring the pupils are able to use equipment and materials provided
 - Assisting in motivating and encouraging pupils as required
 - Contributing to areas requiring reinforcement or development
 - Promote independent learning
 - Help pupils concentrate on and finish work set
 - Participate in classroom activities, including involvement with the curriculum under the direction of the class teacher.
 - Establish a supportive relationship with pupils.
 - Prepare work for pupils as directed by, and in support of, the class teacher.
 - Contribute to planning, education plans and the maintenance of pupil progress reports.
 - Provide regular feedback about the pupils to the teacher.
 - Support the teacher in creating a safe, attractive and challenging learning environment.
 - Engage in relevant professional development with class teacher and line-manager on both personal and collective targets.

- Take opportunities to support personal development with CASS or other relevant training providers.
- Participate in formal and informal dialogue on relevant school policy matters.

Parents

In order to fulfil our whole school commitment to high quality teaching and learning, parents will:

- be encouraged to take an active role in their child's education by keeping in regular contact with the class teacher through formal meetings and informal discussions where appropriate
- ensure that children's attendance and punctuality is given high priority
- check for notes in school bag and homework each day
- attend parent curriculum evenings in the Autumn term outlining detail of the new school year
- attend 1:1 parent meetings with teachers
- attend other school events – information sessions
- prepare children for school by ensuring adequate sleep and coming to school prepared each day
- ensure that children only play age-appropriate computer games, limiting time and monitoring usage
- support school policies and procedures

Governors

The role of the Board of Governors is outlined in the Department of Education document – Every School a Good School – The Governors Role. In the section Education Standards the following roles are detailed:-

- acquire an in-depth knowledge of the school, its Principal and staff and the standards achieved by the pupils
- become part of a strong and effective leadership team of the school
- promote strong links with parents, families and the community
- ensure the school provides effective teaching and learning in the context of the curriculum
- monitor the school's performance and address under performance at the earliest opportunity
- promote the effective use of data to support target setting and assessment for learning
- promote regular and robust self-evaluation
- promote effective school development planning

Teaching and learning is at the core of life in St. Moninna's PS Cloughoge. On a daily basis the school community strives for improvement in this area. This policy touches on, but because of the breadth of the area, cannot cover all aspects of teaching and learning. The area is constantly being reviewed and amended.

Monitoring, Review and Evaluation of this Policy

This policy will be reviewed in line with our 3 year cycle of policy reviews / when changes in policy are required. Any changes in provision or policy will be relayed appropriately. The review process will be assisted by feedback from teachers, parents, governors, outside agencies and pupils.