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Teaching and Learning Policy

'Caring, learning and achieving together as part of God's family'

Margaret Roper is a Catholic school. Everything that happens is informed by gospel values and the teachings of Jesus Christ. We are a loving community where all are treated with respect and where the presence of God is reflected in our daily routine.

At Margaret Roper learning is never dull, routine or narrowly focused. The curriculum is broad and all subjects draw from one another. To unlock the potential of each child, we explore a wide range of educational approaches. Additional support is given where learning difficulties are identified, and also where exceptional ability demands a greater challenge. Our pupils work hard and are motivated. They are academically ambitious, confident and accomplished young people.

Margaret Roper School functions like a large, loving family. Each child is perceived as a precious individual whose learning journey is the joint responsibility of parents/carers, staff, fellow pupils and the local, wider community. Our children are taught to develop their own skills and work effectively, independently and collaboratively. Each child's future is seen in a very positive light and we consider it our duty to help pupils to identify their areas of strength, their preferred learning styles and to establish areas for personal development.

Our children tell us that they feel safe at school. Healthy living is continually promoted in its broadest sense. Our pupils are encouraged to be very active and physical activity is highly valued. There is opportunity for pupils to participate in sport before, after and during the school day. We try to create an environment which encourages pupils to be enterprising and innovative and where their creative skills are nurtured and valued.

The aim of this policy is to

- provide a consistency of teaching and learning across the school
- enable teachers to teach as effectively as possible
- to enable children to learn as efficiently as possible
- to provide a working environment that is stimulating and effective
- to provide an inclusive education for all children
- to give children the skills they require to become educated citizens of the future

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel safe and secure and are aware of boundaries;
- are challenged and stimulated.

- feel confident to ask staff for advice and support

We believe that classrooms should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.
- work without being disturbed by others

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a positive working atmosphere.

Curriculum

We use the 2014 National Curriculum to guide our teaching and to provide a broad, balanced curriculum. (See Curriculum policy)

Enrichments to the Curriculum

First hand and memorable experiences inspire learning and enrich the curriculum therefore we support our lessons with a wide range of enhancement activities. Teachers are encouraged to arrange visits and visitors to support their classroom practice.

We organise themed weeks to bring together the whole school in a joint learning exercise e.g. Arts Week, Science Week, Book week etc

In Years 4, and 6, we organise residential visits and offer a wide range of after school clubs for all ages.

The Learning Environment

A stimulating environment sets the climate for learning and should be well managed, attractive and inspiring.

Displays are changed regularly to ensure that the classroom reflects the topics being studied and should include interactive displays where children can engage and respond.

All children's work should be displayed at some point during the year.

Working Walls for literacy and numeracy should be highly interactive, lively and relevant.

Display in the classroom should be used to create a **striking** and **stimulating** environment. Work displayed should be of a high standard. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;
- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers, house points and certificates;
- sharing success with parents and the community

Assessment

Secure knowledge of each pupil's current progress is a core element of teaching and learning. Lesson plans should consider AFL and show progressive learning (next steps).

Interventions

The great majority of pupils will make at least the expected rate of progress through quality first teaching and learning. However, for some pupils this may not be sufficient and these pupils may benefit from additional small group or individual support.

Some may receive 1:1 support, specific intervention programmes or small group teaching, to enable them to make the progress required to achieve their full potential.

Monitoring the effectiveness of Teaching and Learning

The Headship team will monitor learning and teaching through regular lesson observations, pupil interviews, drop ins, book looks and moderation, subject leaders are also expected to do this. A member of the Headship team will also meet termly with teachers to discuss pupil progress.

Linked policies

Curriculum

Assessment

Policy date – October 2021

Review - October 2023