

St Bernadette's Catholic Primary School

Teaching and Learning Policy



Introduction

At St Bernadette's Catholic Primary School our Teaching and Learning Policy encompasses our Mission Statement and our School Aims.

“to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.”

As a Catholic community we recognise that in loving others we love Jesus and so help each other to reach our full potential.”

Rationale

We believe in the concept of life-long learning and the idea that both adults and children learn new things every day. We maintain that all children should enjoy their learning and achieve to their full potential.

We believe that all children are born with the capacity to be creative and that we have the responsibility to ensure that children's individual creativity is nurtured. Creativity enables all children to develop socially, morally, intellectually, emotionally and physically.

We believe that creativity is fundamental to successful learning.

- By being creative children learn to make connections between the areas of learning and extend their understanding
- It improves their self-esteem, motivation and achievement and increases the pace of learning
- It prepares pupils for life

It enriches their lives and encourages them to see the richness of creativity in our multi-cultural society.

At St Bernadette's school we strive to provide a rich and varied environment that stimulates teaching and learning and visibly reflects the school's creative learning ethos.

Aims

Through our teaching we aim to:

- Enable children to develop as confident, resourceful, enquiring and independent learners
- Foster children's self-esteem, help them build positive relationships and recognise that good relationships are key to promoting good learning
- Provide equal access to a broad and balanced curriculum for all children that allows pupils to discover creative skills through carefully planned and structured activity including play and adopt a variety of teaching styles to fit the needs of the children and the curriculum
- Proclaim the Gospel message and endeavour to share the spirit of love in all that we do and say by providing a warm family atmosphere reflecting the fact that all children need to feel respected, trusted and loved. We show respect for all cultures and, in doing so promote positive attitudes towards other people
- Develop links with the Parish and wider community and help children feel valued as part of this community
- Help children grow into reliable, independent and positive citizens.

Effective Learning

At St Bernadette's School we acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

In planning our teaching and learning strategies we offer a wide variety of opportunities for children to learn and make creative use of computing across the curriculum.

We encourage pupils to enjoy a broad range of opportunities to discover creative skills.

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum policy to set out the aims, objectives and values of the teaching in our school. We base our curriculum on the National Curriculum and in particular the year group expectations in all National Curriculum subjects. We use our curriculum plan to set out the details of what is to be taught in each year group and to guide our teaching.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual

Educational Plans (IEPs). We have high expectations of all children, encouraging them to produce work of the highest possible standard.

We set academic targets for the children for each term and we share these targets with the children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

All staff follow the school policy with regard to discipline and classroom management. At the beginning of the academic year, we set and agree with the children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. In consultation with the children we have developed and review a 'Keeping Safe Charter' which is visible around the school and sets out our expectations for all children to maintain a conducive and stimulating learning environment.

We praise children for their efforts and by doing so we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the agreed guidelines for sanctions as outlined in our school Behaviour Management Policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We also ask them to complete an emergency medical consent form. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom resources.

Displays reflect learning processes and successful learning outcomes as well as high quality finished work. We ensure that all children have the opportunity to display their work at some time during the year. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children.

At St Bernadette's School we conduct all our teaching in an atmosphere of trust and respect for all. We support our teachers through professional development of their skills, so that they can continually improve their practice. We encourage all our teachers to reflect on their strengths as well as the areas they wish to develop and to plan their professional development needs accordingly.

We do this through:

- School Improvement Plan;
- Role of the Subject Leader;
- Continuing Professional Development;
- Appraisal Objectives.

The Role of the Governors

At St Bernadette's School, our Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and the appraisal of staff promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation process. These include reports from subject leaders and the termly Headteacher's report to the Governors.

Senior Managers and Governors will:

- Build creativity into the school's curriculum and the teaching and learning policy
- Manage time effectively and adventurously, building flexibility into the curriculum to allow for sustained creative learning and events
- Provide a stimulating physical environment
- Have commitment to all learning and ensure appropriate time is provided to each subject per key stage.
- Set key creative entitlements for all pupils to provide opportunities for pupils to work with creative people and experience creative events
- Celebrate creativity and value the process as well as the product
- Encourage professional learning and development for all staff
- Work with partnerships to enrich learning.

Teachers

- Plan and teach tasks and activities that give pupils opportunities to be learn in relation to their ability and National Curriculum year group expectations
- Fire pupils' imaginations through learning experiences
- Use first hand resources, visits and visitors as much as possible
- Structure and teach specific skill development and provide opportunities for skills to be used creatively
- Give pupils opportunities to work together
- Decide on the criteria for success and share these with the pupils

- Capitalise on unexpected learning opportunities recognising that sometimes children's creativity is far greater than our planning may anticipate
- Ask open-ended questions, encourage openness to new ideas and encourage critical reflection
- A curriculum overview for all subjects in each year group for each term is placed on our website www.st-bernadettes.org.uk
- Regularly review and evaluate work in progress and adapt their planning accordingly
- An End of Term Report (Autumn and Spring terms) and an End of Year Report is sent to all parents to inform them of their child's/children's progress and attainment.

Teacher teams will:

- Key Stage teams meet regularly to ensure everyone has a common understanding of and expectations about National Curriculum expectations
- Look at which aspects of creativity can best be promoted through the team
- Review and explore ideas and alternatives to further promote creativity and where appropriate involve parents and / or community in creative projects and so work together as a community of learners.

Monitoring, Evaluation and Review:

- Subject Leaders will monitor their subject through on going monitoring of planning practice and outcomes.
- Senior Managers will monitor the implementation of the policy through observations, discussions and looking at outcomes and will report to the governor curriculum committee
- The curriculum committee will lead the governing body in monitoring and reviewing the policy.

The Role of the Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning and encourage them to participate in creative learning projects and so work together as a creative learning community.

We believe that parents have the responsibility to support their children and the school through the Home-School Agreement. We encourage parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside school that are likely to affect a child's performance or behaviour;
- Promote a positive attitude towards school and learning in general;

- Attend Parents' Evenings twice a year and school curriculum information evenings
- Fulfil the requirements as set out in the Home-School Agreement.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy on a regular basis so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes in the physical environment of the school.