



Sacred Heart Catholic Primary School

Teaching and Learning Policy

At Sacred Heart we have evolved the three core foundations of our curriculum.

We are explorers

At Sacred Heart, our curriculum:

- Provides our children with challenging, engaging experiences which promote their natural curiosity and self-reliance.
- Inspires our children to make choices and decisions to inform their own learning and faith journey.
- Engages our children through encouraging risk taking, developing life-long, critical thinkers.

We are achievers

At Sacred Heart, our curriculum:

- Utilises our children's innate fascination to develop the skills and knowledge that they need to become self-assured learners.
- Encourages resilience and perseverance as they grow in mind, body and spirit.
- Celebrates the pride that we take in our achievements.

We are problem solvers

At Sacred Heart, our curriculum:

- Leads our children to solve problems in more ways than one, through enquiry and investigation.
- Produces practical learners who will anticipate problems, imagine, evaluate, amend and problem solve as they progress.
- Recognises and commends the uniqueness of each child made in God's image.

PURPOSE

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.



CONTENTS

1. Aims
2. Teaching
3. The supportive learning environment
4. The physical environment
5. Display
6. The curriculum
7. Focus weeks/days
8. Pupil Outcomes
9. The learning journey
10. Structure
11. Questioning
12. Learning styles
13. The assessment priority is assessment for learning
14. Equal opportunities
15. Working with others
16. Extended provision



1. AIMS

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

2. TEACHING

We recognise that the organisation and effectiveness of teaching has a direct impact on the quality of the child's learning experience. Within our work we aim to develop the following attributes:

- Have high and realistic expectations of ourselves and our pupils
- Be well planned and organised
- Be a role model
- Be supportive colleagues by working collaboratively as part of a whole staff team
- Have appropriate levels of subject knowledge
- Take a reflective approach to our work
- Seek to improve our skills and understanding through professional development
- Develop classroom systems and organisation to support learning.

We aim for our teaching to demonstrate:

- Good quality planning and appropriate levels of resourcing
- Clear and shared learning objectives and success criteria
- Appropriate use of grouping
- Differentiated and matched activities reflecting an understanding of pupils ability
- A range of teaching styles and methods
- Good pace with effective use of time
- Lesson organisation that involves children in their learning
- Developmental and effective questioning
- Challenge for all, encourage risk taking and learning from mistakes
- Good quality feedback which helps children know how to improve
- Assessment to have an impact on planning and intervention.
- Children to be involved in setting and reviewing their own targets.

3. THE SUPPORTIVE LEARNING ENVIRONMENT

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. At Sacred Heart, we recognise the importance of building positive self-esteem in children.



The essentials of positive self-esteem being:

Belonging: each child has a contribution to make. We value and encourage these

Aspirations: every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach

Safety: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behavior is recognised and rewarded

Identity: a sense of self knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community

Challenge: acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes

Success: teachers reinforce success and build an environment where risk taking is encouraged. Success is celebrated as part of our learning culture.

4. THE PHYSICAL ENVIRONMENT

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment
- Creating an environment which stimulates interest in the theme of study for example, wall display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning. Creating a space for each student
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment
- Providing an attractive book corner.

5. DISPLAY

The aim of display is to enhance and accelerate learning and to build self-esteem and belonging. We use display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Each child should have the opportunity to have work displayed in school.

Each class should have:

- Literacy and maths displays and working walls
- English working wall which shares the Purpose, Audience, Learning outcomes and Success criteria (PALS) of the focus of study
- Class rules
- Learning tools in the form of key words and questions for topic/literacy/maths, posters, prompts, number lines, spelling aids, punctuation pyramids, word banks etc.
- A 'Recall area' where children can use long term memory techniques to retrieve prior learning
- Traffic light behaviour management system
- Esteem raising well-presented displays of high-quality children's work that reflects their achievements



- Interactive displays reflecting current topic to promote investigation and curiosity including artefacts
- Visual timetable on display at all times during the day using symbols where appropriate.
- The school's Mission Statement.

6. THE CURRICULUM

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

We use the objectives from the National Curriculum and strategies for literacy and maths to underpin the taught curriculum. As a Catholic school, Religious Education remains at the core of our Curriculum

Teachers plan lessons using national frameworks to ensure children receive their entitlement. Wherever possible, links are made to real life experiences to make the curriculum relevant. Links are made between areas of the curriculum with non-fiction reading and writing being taught through cross curricular links.

We aim to make the curriculum reflective of, and responsive to the cultural background of our pupils.

7. FOCUS WEEKS/DAYS

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas, for example, Local History Week, Art Day and Holy Week to health or community-based events e.g. Healthy Living week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

8. PUPIL OUTCOMES

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended school's provision we aim to integrate and promote these ideals through the curriculum so that all pupils can:

- Grow in mind, body and spirit
- Recognise their uniqueness as a child of God
- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

We provide opportunities for learning in these areas through the PSHE and wider curriculum, through the use of visits, visitors and through the participation in community or charity based events.



9. THE LEARNING JOURNEY

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs, Targeted Learning Plans, language stage, cultural backgrounds and interests) it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively.

Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning.

At Sacred Heart, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through assemblies, displays and performances is very important to us at Sacred Heart. We ensure that there is a broad range of opportunities for everyone to excel. Children are grouped according to the aims of the lessons. For literacy and maths this is sometimes by academic ability, however throughout the day it may be mixed ability, by gender or friendships. Activities are differentiated to meet learning needs and SENDCo coordinates and monitors support for those with special educational needs.

10. STRUCTURE

The present learning experience is explicitly situated between what has been learned and what is to come. Learning is incremental, not packaged into discrete units; effectively connecting the elements of the learning journey enables pupils to see and make progress. The way lessons and units of work are structured reflects our understanding of the learning process.

Connect

- Topic and units of work are introduced by sharing the big picture through Unit Overviews; this orientates the learner by giving an overview and shows how the learning will be organised.
- Summarise what is to come and provide initial exposure to key ideas and vocabulary. By doing this we aim to engage curiosity and stimulate interest.
- Link the learning to previous and future learning.

Describe the outcomes

- Learning objectives and success criteria are shared, prominently displayed and referred to as a key element of each lesson.
- Make the outcomes and reasons explicit
- Curricular targets for writing and maths are explicitly referred to and the skills needed to achieve them taught, at the start of and throughout lessons.

Activate

- Give the key information and vocabulary needed for the lesson
- Use a multi-sensory approach
- Pose questions and engage curiosity
- Use speaking and listening activities with thinking time
- Use a variety of groupings
- Make it memorable – use props, stimulating resources and music
- Ensure tasks are clearly understood by using questioning and recall.



Demonstrate

- Provide opportunities for children to show they know and can transfer their skills
- Take into account multiple intelligences by allowing choices in the way's children present/share their understanding
- Teach specific skills required to access the learning in the lesson/unit of work
 - Use movement as a demonstration and memory tool
 - Provide opportunities for collaborative, collective and individual activity
- Insist on high standards of presentation and achievement

Review

Teachers are responsible for ensuring feedback leads to improvements in learning, it should: build self-esteem, encourage and motivate, support development, be relevant to the aims of the lesson and lead to progress.

- Planned review sessions happen during and at the conclusion (plenary) of learning experiences
- Opportunities for feedback, peer and self-evaluation are built into all lessons.
- Children are taught to reflect on and evaluate their learning, progress towards their targets and the aims of a lesson using the success criteria and feedback to plan next steps in their learning.
- Teachers give planned time for reflection and for improvements to be made. Next steps and amendments in books are followed up using a purple pen of progress.
- Teachers give written and oral feedback in line with the school's policies on feedback and Assessment.

11. QUESTIONING

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed: talk partners, think-pair-share etc... We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions which have been posed.

12. LEARNING STYLES

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, differentiated approach to engage all learners. A wide range of resources, including those available on interactive whiteboards are available. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things.

Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We make good use of 'talk partners' and we model, encourage and praise cooperative learning.



13. THE ASSESSMENT PRIORITY IS ASSESSMENT FOR LEARNING

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

A Learning Objective is shared during each session so children understand the purpose of the lesson, at the end children are guided to assess their progress and discuss how they have achieved.

Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work where possible is marked alongside the child. Marking is a dialogue and teachers often ask a question or give a challenge when marking written work. We also value summative assessments of learning, where the children are assessed against national standards. We use assertive mentoring tests and use the results intelligently to record progress and to predict future levels of attainment.

Twice yearly, teachers in Years 1 – 6 record the attainment in reading, writing, maths and science on the Lancashire tracking system for each individual pupil. These are informed by the descriptors of national curriculum expectations at each level of attainment. Children will be assessed throughout each term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Early Learning Goals which are based on the teacher's ongoing observations and assessments in the areas of learning. Each child's typical developments and achievements are recorded on the Lancashire tracking system and evidenced in the child's learning journey.

Teachers meet with senior leaders regularly to discuss assessment and to find ways to remove barriers to learning. In pupil progress meetings Senior leaders meet with teachers to discuss any children who are not making progress and to plan additional support.

Teachers meet with parents individually to discuss progress, mid-Autumn term, mid Spring term, and then at the end of each school year, when teachers write detailed reports for each child.



14. EQUAL OPPORTUNITIES

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

15. WORKING WITH OTHERS

Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.

- Parents are informed of their children's targets, learning foci and ways to support learning through a termly information sheet written by the class teacher.
- Four official parent/teacher meetings are held across the year but parents are entitled to make an appointment to see the teacher at other times. Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through drop ins, craft afternoons etc

Teaching assistants

TAs have regular meetings during which new policies, strategies and general observations are discussed and implemented. TAs should work with a variety of children across the week and many are trained in the implementation of second and third wave intervention programmes.

Pupil voice

We encourage and respect pupil voice. We have a School Council, and Eco-Council and Mini Vinnies who work collaboratively and meet regularly to make recommendations and undertake work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the headteacher and other key staff.

Specialist support

Additional support is provided to identified pupils so all children can access and fulfil their potential. Support may be given to support pupils with special educational needs, to pupils who speak English as an additional language or to extend those with a specific gift or talent.



16. EXTENDED PROVISION

We provide a varied menu of activities to support and enrich learning; these include breakfast club, a wide range of lunchtime clubs such as Cakes and Classics, after school clubs and sports tournaments and competitions.

Reviewed annually



To be read in conjunction with the with the School's Teaching and Learning Policy

Religious Education – Teaching and Learning Statement

As a Catholic School, Religious Education is firmly embedded in everything that we do think and say. We perceive Religious Education to be at the core of the core curriculum and so, we embark on our learning journey through life together as disciples of Christ adhering to the focus areas outlined by Lancaster Diocese.

The Religious Education Subject Leader, has developed yearly class overviews for each class to ensure that the children are accessing the Diocesan Curriculum Directory using a range of resources to promote best coverage and progression of skills. Such resources include: Come and See; The Way, The Truth, The Life and Caritas in Action and provide a depth of engaging learning outcomes for all children.

Each class from EYFS onwards uses a Religious Education Log to record progression and coverage half termly. This is a useful resource used to record aspects of learning that cannot be produced in written form, for example, verbal reasoning.

Throughout Key Stage 1 and Key Stage 2, all children are given written, attainable, differentiated targets which they can refer to throughout the course of their learning. At the beginning of each new unit of work, the children throughout the school, are encouraged to create a concept map to show prior learning and knowledge on the subject matter. This assessment tool is then revisited at the end of the unit and completed (in purple pen of perfection) to show new learning accrued and consequently, provide crucial information surrounding progression of the child.

Furthermore, at the end of each lesson, all children are encouraged to produce a 'thought of wonder' which promotes higher order thinking and can assist children in reaching the critical next level in their learning.

In house and school cluster moderation of work takes place termly alongside with Diocesan moderation in the Summer Term enabling all teachers to compare, confirm and adjust judgements.

The Parish Deacon is a regular visitor to school and his visits are timetabled to coincide with Religious Education lessons across the school. This enables the Parish Deacon to assist with planning and delivery of Collective Worship and promote higher order thinking through in-depth questioning techniques.

At Sacred Heart, we celebrate our Catholicity through whole school celebrations and acts of worship in the form of whole school assemblies, whole school masses and class masses at Sacred Heart Catholic Church. We work closely within our cluster of schools to come together and celebrate important events in the Church calendar such as the annual Advent Service facilitated by Our Lady's Catholic High School.

Reviewed annually



History – Teaching and Learning Statement

At Sacred Heart we recognise and work on the basis that History shows us models of good and responsible citizenship. History also teaches us how to learn from the mistakes of others, it is essential to the past, present and future.

Our bespoke History curriculum has been designed to meet the National Curriculum requirements with the needs and interest of *our* children in mind. It provides each child at Sacred Heart with challenging, engaging experiences which are relevant to them and their life experiences. The History curriculum has been designed based on the chronology of key events in history providing all learners with an understanding of the cause and effect of those events and consequently the ability to step back and view the 'big picture'

All Key Stage 1 and Key Stage 2 classes use a Unit Overview at the beginning of each new unit of work. This makes the children aware of the skills that they will be developing over the course of the unit and the progression that they will make. Further to this, each new unit of work begins with a picture 'hook' designed to question and engage the children's natural curiosity and encourage them to start using the skills of enquiry and investigation from the outset. This serves as an essential assessment tool as the children re-visit the 'hook' at the end of the unit. This aids in showing the new learning accrued and consequently, provides crucial information surrounding the progression of the child informing teachers' planning for future coverage.

We begin our academic year at Sacred Heart with a Local History study. This is designed to engage the children using local real-life experiences which will be pertinent to all learners and make the learning experience more 'real' To support this key area, local historians are invited into school to share their experiences and knowledge.

The History Subject Leader is a member of the Historical Association which enables her to keep abreast of changes in the content and delivery of the subject and of any new CPD opportunities for teaching staff.

In-house moderation of books and planning are held termly as are Subject Leader, Subject Reviews with the Curriculum Leader, enabling all teachers to compare, confirm and adjust judgements and planning as necessary.

At Sacred Heart we celebrate our role as Historians and ambassadors for the future by sharing our successes as a whole school in assemblies and into our wider community through the use of the school website.

Reviewed annually



Geography – Teaching and Learning Statement

Geography enables children to make sense of their world. At Sacred Heart we work to enable our children to develop a connection and understanding of the world and their place within it.

Our Geography curriculum has been designed to meet the National Curriculum requirements and provides each child at Sacred Heart with challenging, engaging experiences which are relevant to them and their life experiences. Through this we ensure that all our children begin to understand the potential of their role and the impact that they might have through their actions and interests. Our Geography curriculum has been developed to take the learner beyond their immediate world and what they currently know, to deepen their environmental knowledge and nurture their stewardship of places.

At Sacred Heart we teach Geography both as a stand-alone subject and discretely, making cross-curricular links wherever possible. This is evident in our Religious Education coverage of Stewardship of God's Earth and the many good works done in and around the school and our local community by the school's Eco Council.

All Key Stage 1 and Key Stage 2 classes use a Unit Overview at the beginning of each new unit of work. This makes the children aware of the skills that they will be developing over the course of the unit and the progression that they will make. Further to this, each new unit of work begins with a picture 'hook' designed to question and engage the children's natural curiosity and encourage them to start using the skills of enquiry and investigation from the outset. This serves as an essential assessment tool as the children re-visit the 'hook' at the end of the unit. This aids in showing the new learning accrued and consequently, provides crucial information surrounding the progression of the child informing teachers' planning for future coverage.

In-house moderation of books and planning are held termly as are Subject Leader, Subject Reviews with the Curriculum Leader, enabling all teachers to compare, confirm and adjust judgements and planning as necessary.

At Sacred Heart we celebrate our role as Geographers and ambassadors for the world and creation by sharing our successes as a whole school in assemblies and in our wider community through the good works of the Eco Council.

Reviewed annually



PSHE – Teaching and Learning Statement

At Sacred Heart we recognise that we are in the privileged position as educators to help children develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Through delivering a robust Personal, Social, Health and Economic education we help all our children stay healthy and safe, while preparing them to make the most of life and work in the future.

During Key Stages 1 and 2, PSHE at Sacred Heart offers both explicit and implicit learning opportunities and experiences which reflect the children's increasing independence and physical and social awareness as they grow physically and emotionally. The PSHE curriculum has been designed to build on the skills that our children start to acquire in Early Years Foundation Stage to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. We pride ourselves on delivering a PSHE education which helps all our children to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

When delivering PSHE, whether it be implicitly or explicitly, all teachers use the National Strategy for Social, Emotional Aspects of Learning (SEAL) as a focus to inform their planning. As a Catholic School, we also take in to account the necessity to adhere to the Diocesan guidelines when delivering Relationship and Sex Education and ensure that such coverage is in accordance with our HRSE policy and coverage through Religious Education, Science and of course, PSHE. The PSHE governor is our Parish Priest, Father Francis, who attends meetings with the Head Teacher, the Chair of Governors and the PSHE Subject Leader to represent the Church's position on such matters.

Through PSHE we promote children's understanding of themselves on a physical and emotional level. All children learn how to stay healthy and keep safe. Children are also taught to respect the differences between people. As with all aspects of learning, children are naturally curious and we recognise that many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding.

In-house planning scrutinies are held termly as are Subject Leader, Subject Reviews with the Curriculum Leader, enabling teachers to compare, confirm and adjust judgements and planning as necessary.

The manner in which our school operates on a day to day basis is testament to the skills and attributes delivered and developed through our PSHE coverage throughout the school. This skill development begins on the very first day that each child enters through the school gates.

Reviewed Annually



Art and Design – Teaching and Learning Statement

The teaching of Art and Design at Sacred Heart Primary School instils an appreciation and enjoyment of the visual arts. It stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and Design promotes careful observation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures.

Our Art and Design curriculum has been designed to fulfill the National Curriculum requirements, providing a broad and balanced curriculum, ensuring the progressive development of knowledge and skills. We strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities.

The school follows a two year rolling programme focusing on one art form per term. The whole school studies the same art form at the same time as we see this as an opportunity to clearly show progression across the school and also to inform any staff training needs. As part of each unit, children will also study the work of a named artist (see key Learning document). By the end of KS2 children will have studied the work of a range of artists from different eras, ethnicities and cultural backgrounds.

	YEAR A (2020-21)	YEAR B (2021-22)
AUTUMN	Drawing	Textiles
SPRING	Painting	3-d
SUMMER	Printing	Collage
ONGOING	*Objectives for digital art are planned into each term by the class teacher	

See also: Key Learning in Art and Design document

All Key Stage 1 and Key Stage 2 classes use a Unit Overview at the beginning of each new unit of work which is put in their sketchbooks. This shows the skills that the children will be developing over the course of the unit. Each new unit of work begins with a picture 'hook', which would usually be an image by the focus artist for the unit. This is designed to question and engage the children's natural curiosity and to encourage them to start using their evaluative and critical thinking skills. Our school has a range of resources to support the teaching of Art and Design across the school. Resources are stored at the back of the school hall.

Children's work is recorded in individual Learning Journey files in EYFS and in sketch books from Year 1 to Year 6. We assess Art and Design using the Key Learning documents which allow teachers to record the progress that children make by assessing work against the learning objectives. Assessments are based on the evidence gathered through discussion and observation and by the child's art work. In house moderation of sketch books and planning are held termly as are Subject Leader, Subject Reviews with the Curriculum Leader, enabling teachers to compare, confirm and adjust judgements and planning as necessary.

At Sacred Heart we celebrate children's achievements in Art and Design and also nurture individual talents, sharing our successes as a whole school in assemblies and through our school website.

Reviewed Annually



Computing – Teaching and Learning Statement

Computing skills have become essential over recent years due to the change in technology and the way we use the internet in our everyday life. At Sacred Heart we recognise that we are in a privileged position to teach the skills children will need outside of school, especially how to stay safe when using the internet and how it can affect their social, mental and emotional wellbeing.

Our Computing curriculum has been designed to meet the National Curriculum requirements with the needs and interests of our children in mind, we have also thought about what experiences we would like them to have before they leave us and how we can challenge them.

The Subject Leader has ensured that we follow the Rising Stars scheme, this ensures there is a progression on skills from KS1 to KS2. The children have opportunities to take risks and apply their learning to new situations. The children use a range of websites and apps:

- Scratch, children learn to code algorithms so that they can create their own animations, quizzes and games, they then learn to debug these games and problem solve.
- Audacity to learn about creating a sound effects.
- Inkscape to create tessellating patterns.
- AppInventor, in Year 6 the children complete a year-long project where they create an app at the end the year.
- Book Creator to create their own E-Book.

The Subject Leader has ensured the children have the appropriate hardware to make progress in computing – the school now have access to 60 iPads, this ensures children can work on their own iPads and their learning can be individualised and they can be supported and challenged.

As a school we are focusing on E-Safety, this is necessary due to the advances in technology and social media. We celebrate Safer Internet Day as a school and we also complete work around cyberbullying throughout the year. Each class has an E-safety display and the expectations are displayed every time the children login to a computer. The Subject Leader and Headteacher have access to Impero Console, this is a program that captures any E-safety concerns and allows us to deal with immediately.

In-house moderation of evidence and planning are held termly as are Subject Leader, Subject Reviews with the Curriculum Leader, enabling all teachers to compare, confirm and adjust judgements and planning as necessary. The Computing Subject Leader also attends appropriate CPD and feeds back to staff.

At Sacred Heart we celebrate our role as technological sound learners and ambassadors for the future by sharing our successes as a whole school in assemblies and into our wider community through the use of the school website.

Reviewed annually



Science – Teaching and Learning Statement

Science allows children to think creatively and take risks in their learning. At Sacred Heart we work to enable our children to test their knowledge through a range of practical activities and learn about what great scientists have discovered so far.

Our Science curriculum has been designed to meet the National Curriculum requirements with the needs and interests of our children in mind, we have also thought about what experiences we would like them to have before they leave us and how we can challenge them. Our Science curriculum has been designed based on the knowledge we want the children to learn and the working scientifically skills we want them to show.

All Key Stage 1 and Key Stage 2 classes use a Unit Overview at the beginning of each new unit of work. This makes the children aware of the skills that they will be developing over the course of the unit and the progression that they will make. Further to this, each new unit of work begins with a series of statements, each child sorts the statements into true, false and not sure. This allows the children to think about their prior knowledge on a subject. It also allows the teacher to plan appropriately and ensure there is progression between prior learning and new learning – it also allows misconceptions to be addressed.

In-house moderation of books and planning are held termly as are Subject Leader, Subject Reviews with the Curriculum Leader, enabling all teachers to compare, confirm and adjust judgements and planning as necessary. The Science Subject Leader also attends appropriate CPD and feeds back to staff.

At Sacred Heart we celebrate our role as Scientists and ambassadors for the future by sharing our successes as a whole school in assemblies and into our wider community through the use of the school website.

Reviewed annually



Music – Teaching and Learning Statement

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Sacred Heart the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Sacred Heart is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances across the course of the year, the learning of instruments, and the joining our school choir.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom, students learn how to play an instrument and, in doing so, understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. At Sacred Heart, our interest in music spans further than the classroom and our use of home learning service YUMU enables children to experience music independently in order to follow their own interests.

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Reviewed Annually



French - Teaching and Learning Statement

Children at Sacred Heart School learn to speak French in Key Stage 2. As educators we know the importance of language acquisition. We know that learning a new language at an early age is much easier than trying to learn later, because the language center of the brain is still developing. We teach the children to French as learning a new language helps stimulate a child's curiosity and makes him or her more receptive to learning in other areas. Learning a second language helps boost children's cognitive development, which helps their overall academic progress.

At our school we use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit by a short assessment completed by each class.

Our intention is for all pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

Reviewed Annually



English – Teaching and Learning Statement

At Sacred Heart we recognise that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Through daily reading and targeted readers, early reading is the top priority within school. Accompanied with the Talk for Write programmes (Lancashire Literacy Team), which has a dedicated reading phase, the children are developing a love of reading. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. Each class's timetable is organised to enable daily guided reading sessions and class libraries are used regularly within the classroom. These contain an up to date selection of books to provide quality-reading materials for all children to promote reading for enjoyment. The children also take part in organising and developing their classroom reading area and regular poetry competitions to show off their skills.

When planning literacy lessons, teachers make links to other areas of the curriculum to ensure that cross curricular links provide further context for learning. Teaching blocks focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lessons sequences themselves build progressively towards an extended piece of writing. Handwriting is also taught within literacy lessons, and



outcomes in all classes are recorded in literacy books to promote a high level of pride and presentation across all written outcomes.

Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

The organisation of the English curriculum, has realised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both literacy and topic books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Reviewed Annually



Design and Technology Teaching and Learning Statement.

At Sacred Heart children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. The children are taught to combine their designing and making skills in order to design and make a product. Design and technology skills are taught in progression to ensure all children are able to build on prior learning and to practice and develop as they move through the school. D and T allows children to apply the knowledge and skills learned in other subjects, particularly maths, science and art. The design and technology curriculum is taught in units with a final outcome with some cross curricular links and a final product often linked to other subjects they are learning that term. Children learn basic sewing and cooking skills.

At Sacred Heart our whole curriculum is shaped by our vision and our curriculum drivers. This enables children, regardless of background, ability or any additional needs to flourish and learn and practice skills to help develop them as a whole person.

We teach the National Curriculum, supported by clear skills and knowledge progression. This ensures that over both key stages and from year group to year group that skills are built on to maximise and consolidate learning.

All Key Stage 1 and Key Stage 2 classes use a Unit Overview at the beginning of each new unit of work. This makes the children aware of the skills that they will be developing over the course of the unit and the progression that they will make. Further to this, each new unit of work begins with a picture 'hook' designed to question and engage the children's natural curiosity and encourage them to start using the skills of enquiry and investigation from the outset. This serves as an essential assessment tool as the children re-visit the 'hook' at the end of the unit. This aids in showing the new learning accrued and consequently, provides crucial information surrounding the progression of the child informing teachers' planning for future coverage.

All teaching of DT follows the design, make and evaluate cycle. The design process is rooted in real life experiences with relevant contexts giving relevance to their learning. When making children are encouraged to make choices and choose from a variety of tools and materials. In evaluation children are encouraged to evaluate their own and other people's work and evaluate against some given criteria. All of these stages are rooted in technical knowledge and a rich technical vocabulary.

The key skills we teach the children are: -

- Sewing and textiles
- Cooking and nutrition
- Electrical and mechanical components.
- Using materials

The Design Technology Subject Leader is a member of the Design Technology Association which enables her to keep abreast of changes in the content and delivery of the subject and of any new CPD opportunities for teaching staff.

The subject leader carries out lesson observations, work and book scrutiny's and pupil interviews to monitor the teaching and learning of design technology throughout the year.

The children will develop an excellent attitude to learning and independent work.

They will develop the ability to be designers and makers, working carefully and working safely. A thorough knowledge of a range of tools, equipment and materials to design and make products.



The ability to apply skills accurately. To develop a passion for the subject to make them designers and makers for the future.

Reviewed Annually



Mathematics – Teaching and Learning Statement

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships, which provide a way of making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore. At Sacred Heart, all children are encouraged to explore Mathematics and become enthusiastic mathematicians by developing their skills, qualities and knowledge through practical experiences, which have relevance and purpose in everyday situations.

Our Mathematics curriculum has been designed in accordance with the aims of the National curriculum to ensure:

- pupils become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- pupils **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- pupils can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Sacred Heart our Mathematics curriculum aims to deliver a cumulative mastery approach to developing knowledge and skills. It promotes a deeper understanding of maths by utilising concrete, pictorial, abstract resources and representations so that pupils discuss and explain what they are doing rather than just learning to repeat routines and procedures without conceptual understanding. Pupils are encouraged to make links between different areas of mathematics and build on their own prior learning and existing understanding.

Our EYFS teaching is planned through adult supported teaching and learning. Daily opportunities to informally develop mathematical understanding happen in a range of environments.

All Key Stage 1 and Key Stage 2 classes have daily Maths lessons following a small steps coherent progression through the Mathematics curriculum using the White Rose Mathematics Hub and Power Maths materials. Throughout the lesson there will be frequent opportunities to check for understanding and misconceptions will be planned for and addressed effectively.

In-house moderation of books and planning are held termly, as are Subject Leader updates and Subject Reviews with the Curriculum Leader, enabling all teachers to compare, confirm and adjust judgements and planning as necessary. The Subject Leader works closely with the local Maths Hub, Subject Adviser and school cluster to continually develop maths provision and subject expertise.

Our pupils practice times tables and number facts using 'Times Table Rockstars' and 'Numbots' with the aim of improving their personal best and we also take part in the annual Primary Maths Challenge with other schools in our cluster. At Sacred Heart we value the role of mathematicians and the impact of mathematics in our lives. We celebrate our perseverance when attempting challenging problems and we enjoy solving them.

Reviewed Annually



PE – Teaching and Learning Statement

At Sacred Heart the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being.

During their time at Sacred Heart we want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities.

PE at Sacred Heart is taught by a combination of class teachers and qualified sports coaches. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, lunch provision and special events.

At Sacred Heart the PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age. During KS2 children will have a series of structured swimming and water-safety sessions.

Our PE curriculum, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition. At Sacred Heart we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future and benefit their long-term health and well-being, both mentally and physically.

Reviewed Annually