

LONDON BOROUGH OF HAVERING



**ST. URSULA'S
CATHOLIC PRIMARY SCHOOL**

Teaching and Learning Policy

***“With God at the heart of our St Ursula’s family, we welcome
all as we learn and grow together”***

Summer 2019

Teaching and Learning Policy

St Ursula's Catholic Primary School

Mission Statement

“With God at the heart of our St Ursula’s family, we welcome all as we learn and grow together.”

Our Teaching and Learning Policy explains our agreed classroom practice that children experience on a day-to-day basis. It brings together the outstanding practice that we expect to see in one document so that new and visiting staff understand the school’s high expectations of all professionals.



Our policy identifies key learning and teaching aims, strategies and practices. Its review gives us the opportunity to reflect on the practices that we currently use and to evaluate their impact and suitability for our school as year group needs change. The review of our practices also allows us to judge if they fit in with our whole school ethos and whether the recommendations for best practice have changed.

Our Teaching and Learning Policy is based on an audit of our own current practice. It is a document that explains what our teachers are doing, what our principles for teaching and learning are and how they are part of our ethos.

Ofsted identified teaching and learning as a core strength and rated current practice as outstanding in February 2017.

“Teaching is outstanding. Teachers plan highly stimulating activities that draw out pupils’ understanding through probing questions. High expectations are evident in the quality of pupil response across the school.”

“Teachers’ deep subject knowledge enables pupils to learn exceptionally well. Pupils’ rapid progress is clear in lessons and over time. Pupils work extremely well both with each other and independently. Highly effective use is made of time in lessons to maximise pupils’ learning.”

Ofsted Report Feb. 2017

The St Ursula's classroom

At St Ursula's our classrooms are a calm, uncluttered learning environment, where self-motivated children are willing to tackle challenges, discuss their learning and engage with each other and adults about their work. Ofsted identified the purposeful atmosphere of classrooms as a strength that enabled pupils to make highly effective use of classroom time. This is an affirmation of our belief and vision that the school environment must provide a quiet, calm and focused space for all of our children, many of whom have chaotic or disruptive home lives and need a 'space to learn'.

- All classrooms have a designated storage and working area for the teaching assistant and teacher. This area is kept tidy and free of clutter and superfluous paperwork or items.
- The class altar is a prominent area and is a focus for daily prayers. The altar area will contain: a statue, crucifix, Bible, candle and our Mission Statement on display with the appropriate coloured cloth / background linked to the church's liturgical year. Key vocabulary for the current RE topic may also be placed in this area.

Boards in class

Throughout the school, different key stages will have work displayed dependent upon the age and stage of learning of the children. Examples of this include:

- Displays are of two kinds: focused learning walls to prompt learning and displays of pupils' work in core curriculum areas.
- A Science board with vocabulary displayed for relevant topic and celebration of pupil's work.
- An English board with a celebration of pupils' writing from any topic area.
- The Maths board is a learning board showing core skills.
- Core vocab to support pupils learning, examples of pupils work can be displayed to show best practice.
- CLC will be displayed in corridors jointly by year groups; it will clearly reference the year group and primary and secondary curriculum drivers.

Teachers will follow the guidance of key stage leaders. Work is backed, visually stimulating, clear and enhances learning, adult produced art work should be used to attract attention or inspire pupils, but should not be the primary focus of the display.

When do children write in pen? What colour? How are pages set out? What are our expectations of presentation?

- Expectations of presentation are explained to pupils. All children are working towards producing neat, joined handwriting and being able to use a ruler to underline accurately. This process starts in the Nursery where children are taught to hold a pencil correctly and begin the early stages of mark making and letter formation. In Reception the children work on forming letters correctly and then practice the skill of handwriting throughout KS1. Children work towards gaining a pen licence in KS2, once this is gained they may write in blue pen, not biro, in all books except Maths which continues to be done in pencil.
- Dates and titles are written in normal sized handwriting and are always underlined (where age appropriate). Date on line one – short date for Maths and Science e.g. 12.01.17; long date for all other subjects e.g. 12th January 2017. As part of the transition process into KS1 children will begin by writing the short date in all books and will gradually move towards writing the long date when developmentally able.
- In KS1 all learning objectives are explained verbally to the children and referenced in the title of the children's work. In KS2 on line two the title is written in the form of the learning objective

(LO) written as WALT (we are learning to...) in lower juniors. Under the Learning Objective children in Year 5 and 6 also write the success criteria (SC).

- We have very high expectations of presentation and expect all pupils to take pride in how their books and daily work looks.

How does our teaching and the children’s learning represent our aims and vision?

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned to walk ...there are many stumbles along the way, but for our pupils to reach their potential and live the life they desire, it takes practice and perseverance.

At St Ursula’s we believe that intelligence, personality and character can be developed. Our teaching helps the children to develop a Growth Mindset.

We teach them:	What you might hear children say:
Desire	“I want to stretch myself, take risks and learn.” “Bring on the challenge!”
Evaluation of lessons	“Will this allow me to grow?” “Will this help me achieve some of my challenges?”
Dealing with setbacks	“I failed, so, what action can I take?” “I’ll try harder next time.”
Challenges:	“I embrace challenges” “I persist in the face of set-backs.”
Effort	I know that if I want to grow and learn it takes effort, lots of it!”
Criticism	“I learn from criticism” “OK, how can I improve?”
Success of others	“I find inspiration when others succeed.”

Teachers at St Ursula’s are ambitious and plan challenging lessons for all children. Teaching is dynamic and fun.

What outstanding teaching and learning looks like.

Our dedication to joint professional development means that when working at St Ursula’s Catholic Primary School staff have opportunities to observe colleagues and discuss, in a coaching scenario, how to ensure that their practice is always improving.

“The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.” Jean Piaget.

Outstanding practice happens from planning stage to teaching, feedback and finally marking.

We expect to see;

- High expectations explicit in planning for all groups of pupils, where possible the teacher uses our wonderful grounds to stretch learners further.
- Teachers are enthusiastic and engaging – “Teach like you love it. Passion and happiness are contagious.”
- Feedback and marking happens in class giving timely input and ensuring all pupils move on rapidly in their understanding of the given learning objective. All work is marked before the next lesson is taught, including comments to encourage and improve.

- Opportunities for children to lead learning are encouraged, teachers do not dominate lessons.

Agreed practices that we expect to see during lessons (when appropriate)

- Learning objective and success criteria are explicit – they may not necessarily be at the beginning of the lesson, the teacher may be taking a different approach, however, through their delivery and plans they will be explicit;
- Discussion between pupils, and between adults and pupils;
- Use of computing and computing skills;
- Use of the outdoor environment;
- Challenge and resilience building;
- On-going assessment and feedback;
- Teacher and Teacher Assistant modelling learning to scaffold learning;
- Mini-plenaries to clear up misconceptions (not necessarily a final plenary – but some lessons may have one);
- Bloom’s revised taxonomy – as children encounter new content the teacher ensures that they have the ability to move among the cognitive levels as needed as this is important to the acquisition of knowledge. The creating process involves aspects of all of the levels:

What are the principles for teaching and learning that are part of our ethos but may not be written down?

We have FUN and our spiritual ethos drives us in everything we do, we love God and celebrate His love for us in all we do, every day.

Every child and member of staff feels safe and secure within our school community. We don’t embarrass children or each other on our learning journeys. We challenge each other to ensure that we are in a Growth Mindset.

“Students who are loved at home, come to school to learn, and students who aren’t, come to school to be loved.” Nicolas A. Ferroni. We know who are our most vulnerable children and we ensure that they are welcomed by name, given time to settle, loved and praised for their achievements.

What are the teachers in our school doing?

At St Ursula’s Catholic Primary School teaching is not our job, it’s our passion, getting better at it – that’s our job (adapted from *Jose Popoff*).

As a teacher in our school you will be:

- Knowledgeable about the children in your class and how to inspire them to make accelerated progress and attain at above national expectations;
- A leader and an innovator;
- Supporting your colleagues, through sharing your practice, and engaging in professional coaching conversations;
- Improving your subject knowledge and knowledge of new government initiatives;
- Participate in the wide range of professional development opportunities confident that the school will support you;
- Meeting and aiding parents to support learning at home;
- Developing new contacts and resources;
- Driving on challenge;
- Available to listen to children’s achievements and concerns;

- Supportive and encouraging to children in your lessons to ensure that they are all able to participate and make rapid progress;
- Sharing your plans and assessments of pupils with your teaching assistant and ensuring that they are directed clearly and allowed to impact positively on all groups of children's learning;

What are the teaching assistants in our school doing?

- A leader and an innovator;
- Provide excellent role models who live our Mission Statement "With God at the heart of our St Ursula's family, we welcome all as we learn and grow together.";
- Supporting your colleagues, through sharing your practice, and engaging in professional coaching conversations;
- Improving your subject knowledge and knowledge of new government initiatives;
- Meeting and aiding parents to support learning at home;
- Developing new contacts and resources;
- Driving on challenge;
- Available to listen to children's achievements and concerns;
- Supportive and encouraging to children in lessons to ensure that they are all able to participate and make rapid progress;
- Knowledgeable about a variety of interventions and skilled at using them to support pupils;
- Able to take direction from class teachers to support them in teaching.

What are the children in our school doing?

- Understanding our Catholic Faith, our cultural origins and identities;
- Understanding the cultural origins and identities of others;
- Developing a passion for sustainability and make choices based on Eco-awareness;
- Developing a broad sense of tolerance;
- Collaborating and taking part in group work;
- Working closely with the community of Harold Hill;
- Forming positive relationships with each other and with staff;
- Promoting innovation and creativity;
- Responding to change;
- Seeking challenge;
- Responding to complexity.

They will all have opportunities to:

- Be part of a production;
- Play a variety of sport;
- Play a musical instrument;
- Participate in debate and public speaking;
- Go on regular school trips, sometimes using public transport;
- Grow vegetables and cook / prepare them to eat;
- Learn outdoors once a week (weather permitting);
- Deal with money;
- Swim;
- Organise worship e.g. RE Monitor;
- Give something back to the community as a member of a pupil voice group e.g. JTA, E-Buddies, Eco-School Councillor, Sports Crew, Play-leades, JRSO's;
- Volunteer at church e.g. reading, altar serving, singing, cleaning;
- Express their creativity;
- Problem solve;

- Improve sustainability;
- Develop emotional intelligence;
- Learn another language.

What are the leaders in our school doing?

Through an intensive MER program (monitoring, evaluating and reviewing), leaders are knowledgeable about the needs of all groups of staff and provide them with a creative and trusting environment in which they are fully supported to develop their subject knowledge and improve their practice in the form of local and national CPD (continued professional development) and JPD (joint professional development) opportunities.

Leaders are arranging inspirational and appropriate training, encouraging and supporting members of staff to engage in reflective practice and providing opportunities for all groups of staff to peer observe and engage in coaching conversations that are challenging and supportive. Governors will monitor the impact of this training on standards of teaching and learning and on pupils' progress and attainment.

Leaders will track the progress of all groups of pupils across the school holding staff to account to ensure that all pupils and cohorts at the school will make accelerated progress and attain above national expectations. Governors will set targets and monitor progress towards these termly.

Leaders will ensure that the required policies are in place and that practice is current and adheres to these policies. Governors will monitor these policies in accordance with the Equalities and Diversities Act.

Ensuring that the national and school curriculum is in place, resourced and delivered to a standard that will ensure progress and attainment expectations are met. Leaders will ensure that the curriculum is relevant and accessible to all groups of pupils.