

St Bernadette's Catholic Primary School

Teaching and Learning Policy



“Doing our best for God”

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Mission Statement

Primary Aims:

To offer opportunities and experiences that will enable the individual (adult or child) to grow towards the realisation of her/his full potential.

To foster sound relationships among its members – staff, children, parents and governors – in a Christian environment.

To affirm the place of worship, prayer and liturgy in the educational experience.

To initiate projects to broaden the school's role in the parish and community.

To recruit parental help to sustain the development of good relationships.

Introduction

At St Bernadette's Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day, experiencing successes and failures along the way to develop a resilience and passion for learning. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

We believe that children learn best in different ways. At our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Effective learning

We acknowledge that children 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. We offer opportunities for children to learn in many different ways. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing

the way they learn, and to reflect on how they learn and what can enhance or restrict their learning. Extension activities are planned to ensure children are challenged and reach their potential. Children work in a culture where mistakes are embraced and shared to build resilience and to know that we learn best through the mistakes we make.

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. 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 have high expectations of all children, and we want them to achieve to their highest potential.

We set academic targets for all children across the year. These are shared with pupils and parents. We continuously review the progress of each child and adjust the targets accordingly at appropriate times. We plan our lessons with clear learning objectives and success criteria. 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 progress and understanding. We ensure that all tasks and activities that the children do are safe by carrying out relevant risk assessments.

Long Term Planning

Teachers plan from the long term plan which has a one-year cycle and covers all subjects taught across the year groups.

Medium Term Planning

Teachers think carefully about the learning journey for their children and ensure they plan out a sequence of lessons that develop a range of skills through a range of learning experiences that motivate and engage learners. Where possible, teachers must involve children in their planning through building in pre assessment opportunities that are designed to identify –

- What do children already know?
- What they have already learnt in school that they can make links to?
- What they would like to find out?
- How they would like to find it out?

When planning a unit of lessons, teachers will use the following to support:

- Subject skills progressions (linked to the National Curriculum)
- Subject curriculum maps
- Come and See/To know you more clearly (RE Schemes of Work)
- White Rose Maths resources
- The lighthouse Bulb (MFL)
- PSHE (PSHE Association)

Short Term Planning

Teachers will plan individual lessons in the core subjects – English, Maths, RE. These will include:

Objective for the lesson (question hooks in foundation subjects)

Success criteria

Details of whole class teaching including strategies

Differentiated tasks for the ability groups including SEND

Key questions

Key vocabulary

English – daily lesson

Maths – daily lesson

Guided reading – three times a week

RE – 2-2½ hours per week

Foundation subjects – taught weekly although art/DT may be given a block session

Support Staff

Support staff are planned for in all lessons and are given access to teacher planning which leads to them being active and fully involved in supporting learning throughout the lesson. They are able to feedback accurately to the teacher about the progress pupils have made against the learning objective and success criteria. It is good practice to ensure that support staff are deployed to work with all the ability groups across a week. Good communication between teachers and other adults regarding the expectations in pupils' performance, both short and long term.

Assessment

Teacher assessment is ongoing throughout the lesson and through oral feedback and written comments on children's work. Over the course of the year, children will complete the NFER tests in reading, maths and spelling, grammar and punctuation. Writing is ongoing assessment objective grids and RE is assessed using the new Standard Indicators (see Assessment Policy).

Intervention

During the year, some children may be identified as needing extra support in their reading, writing or maths and intervention will be put in place to support these children. Intervention usually takes place outside of the core lessons and is carried out by a teaching assistant under the direction of the teacher. Some children may be identified as needing support from a SEN support plan at School Action or School Action plus or an Education Health and Care Plan (EHCP).

Classroom Environment

Working Walls and displays should reflect the learning that takes place within the classroom. In English, teachers use a working wall that follows the learning journey. This will include outcomes for the unit of work, annotated examples of the text type being

taught, language and layout features, modelled and shared writing and editing and revising. In maths the working wall displays calculation methods, key vocabulary and diagrams.

Displays are created to reflect the unit of work being taught in science, history, geography. Alongside the RE display, all classrooms have a prayer table or an area with a cloth of the correct liturgical colour, artefacts, R.E. book and crucifix.

All classes display expectations of behaviour, marking codes and the rules for maths and writing books.