



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

**POLICY FOR
TEACHING AND LEARNING**

This policy has been approved and adopted by
St Charles Borromeo Catholic Primary School

St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Policy for Teaching and Learning

At St Charles Borromeo Catholic Primary School, in accordance with our Mission Statement, we are committed to ensuring that all children progress academically, spiritually and socially throughout their time at our school. We adhere to the principle that 'Every Child Matters' and that all children have the right to enjoy and achieve to the best of their ability in a safe, happy and secure learning environment which encourages them to grow as followers of Jesus. We believe that a strong partnership with parents encourages children to reach their full potential. We plan and deliver quality teaching in a challenging and stimulating learning environment, which enables all children to achieve their potential and make good progress as independent learners. The development of confidence, co-operation, commitment, integrity, fairness, enthusiasm and concern for quality, as well as success, are all considered an important part of the learning process. This policy underpins and applies to all curriculum subjects, in addition to those stand-alone policies listed at the end of this document.

AIMS

At St Charles we:

- provide a secure and safe learning environment in which all children feel included and valued
- deliver high quality teaching
- use a range of teaching strategies to accommodate different learning styles
- make creative use of the range of learning opportunities available within and beyond the classroom, including ICT
- set high expectations and give every child the confidence to succeed
- structure and pace the learning experience to make it challenging and enjoyable
- make children active partners in their learning
- use assessment for/of learning to help children assess their work and reflect on how they learn
- use assessment to inform subsequent planning and practice
- promote positive behaviour for learning by having high expectations
- monitor and evaluate learning and teaching
- provide training in order to develop all staff
- engage the active support of parents/carers
- reward children for their behaviour and for their academic achievements through encouragement, praise, stickers, stars, headteacher's certificate, class marble treats, merits (House system) and sharing these achievements at assemblies.

THE LEARNING ENVIRONMENT

At St Charles we:

- nurture the emotional, intellectual, spiritual, creative and physical well-being of the children
- give children the confidence to take risks and learn from mistakes

- engage and stimulate children with well-organised resources
- enable all children to access and use a variety of appropriate resources
- provide opportunities for children to work independently and collaboratively
- encourage children to listen to and value the opinions of others
- promote and reinforce the monthly core values of our school community
- provide displays which motivate, reinforce and assist learning
- use the outdoor environment as a learning tool
- work in close partnership with the Parish of Christ the Prince of Peace.

BEHAVIOUR FOR LEARNING

All staff:

- create an atmosphere where learning can occur by insisting on high standards of behaviour and adherence to the school rules
- apply well practised routines
- manage challenging behaviour quickly and effectively
- notice and praise achievement and effort
- expect a high but appropriate level of independence and responsibility through routines and activities
- secure a high level of motivation, interest and involvement through enthusiasm, enjoyment and excellence
- exhibit positive relationships with all children
- show trust and respect to all children
- treat all children fairly.

TEACHING STYLES

We provide opportunities for children to play, explore, reason, make choices and justify reasons through different groupings: paired, whole class, individual, friendship, ability. We listen to children and let them know that we value their ideas, opinions and choices.

The following teaching styles may be used to enable children to become independent learners:

- teacher directed
- teacher talk
- children given opportunities to make their own decisions
- children taking responsibility for their own learning
- problem solving
- enquiry based learning from a suggested focus
- independent learning
- paired talk
- use of visual, auditory and kinaesthetic strategies
- child initiated learning including play based.

The teaching methods promote independent learning by:

- providing children with independent thinking time
- providing problem solving activities which allow children to set and achieve their own targets
- allowing children to explain their methods of thinking, their findings and results
- allowing children to evaluate their own work.

At St Charles, we extend the children's learning through themed weeks throughout the year, e.g. Arts Week, Safety Week, Science Week, International Week, Faith Weeks. In addition, we are fully committed to the implementation of initiatives which support the education and well-being of the children such as anti-bullying week and E-Safety. Subjects may be taught in blocks of 5/6 weeks through topics according to the curriculum e.g. History, Geography, Design and Technology and should be cross-curricular when possible.

RESOURCES

Opportunities to use ICT resources are identified in planning as appropriate. Curriculum co-ordinators ensure resources are suitable and monitor their effectiveness and use.

Resources are:

- available and accessible
- suitable and of a high quality
- organised to support effective teaching and learning
- reviewed and updated.

External visitors are invited into school when appropriate. As part of the school's 'Core Values' programme, we encourage links with our community. Children are also a resource to support each other in their learning.

Staff and pupils are:

- trained, nurtured and supported
- encouraged
- informed
- appraised.

LEARNING SUPPORT ASSISTANTS

Learning Support Assistants are a valuable resource and have a focused role in the Learning and Teaching process. Teachers plan for the use of learning support assistants in their lessons.

Learning Support Assistants:

- support children's learning
- reinforce children's learning
- teach small groups or individuals
- support children with Education and Health Care Plans as well as those requiring additional learning support.

Learning Support Assistants are trained to:

- observe children with clear guidelines by the teacher
- be involved in the assessment process
- feedback to teachers and children
- mark children's work
- prepare resources
- manage behaviour
- include children with SEND and EAL (English as an Additional Language) in line with provision maps, pathway plans and targets.

PLANNING

Planning ensures that there is consistency in:

- curriculum coverage
- expectation
- opportunity
- differentiation through:
 - effective deployment of support staff
 - identified groups within the class
 - pathway plans, group and individual targets
 - a range of questions
- a range of outcomes
- tracking of pupil performance and attainment

- identification and recording of the learning intentions
- identification of key resources to be used
- provision of a record of coverage of curriculum experience - to ensure continuity and avoid repetition
- communication between teachers, SLT, Co-ordinators, LSAs and other staff
- provision for equal opportunities - EAL, SEN, looked-after children, gifted and talented, children with disabilities
- appropriate planning
- evaluation of the impact of teaching
- deployment of LSAs and other supporting adults
- a spiritual, moral and cultural dimension to the curriculum.

Lesson plans include:

- learning objectives shared with the children (WALT)
- success criteria in child-friendly language (WILF)
- differentiation to include challenge for all children
- building on prior knowledge
- key vocabulary (where appropriate)
- plans for the LSA (where appropriate)
- opportunities to consolidate, reinforce, increase understanding, assess and plan for future learning.

ASSESSMENT

All staff:

- use assessment to enhance learning
- continuously assess children's work
- mark constructively
- discuss children's work with them as part of the assessment for learning process
- assess in order to set specific learning targets for individuals and groups
- assess progress to inform the teaching of the next lesson
- monitor progress towards targets
- track pupil performance and attainment
- record assessment and achievement
- facilitate opportunities for the children to mark their own work, so that feedback can be given during the lesson and misconceptions addressed

All children are expected to:

- understand what they are doing and why they are doing it in relation to previous work
- know how well they have done
- know how they can improve and what they need to do
- know if they have met the objective of the lesson
- seek to improve their work through reflection and discussion on comments made about their work
- engage in self-assessment and peer assessment activities.

CURRICULUM CO-ORDINATORS

The curriculum co-ordinator ensures:

- consistency of teaching in the subject area
- full coverage of subjects
- curriculum coverage supports and reflects the aims of the Teaching and Learning Policy
- appropriate resources are available for effective implementation of the Teaching and Learning Policy
- colleagues are supported and given advice in the subject
- quality of teaching and learning is monitored in line with school monitoring expectations
- areas for development identified in monitoring are addressed
- up-to-date subject knowledge.

HOME / SCHOOL PARTNERSHIP

Our commitment to the home/school partnership is demonstrated in many ways throughout the school. Staff are welcoming to parents who offer help in their classrooms. Staff make themselves readily available to discuss matters informally with parents when the need arises and at mutually convenient times. Where possible parents are invited to celebrate their child's school life, for example by attending school Masses.

Information for parents is updated regularly and is available through our website and monthly newsletters, emails and texts. Homework diaries at KS2 inform parents about the expected homework. Parent consultation afternoons, some of which include discussion of pupils' personal targets, take place in the autumn and spring term. Parents receive their child's annual report during the second half of the Summer term. Parents have the opportunity to discuss their child's report as necessary.

The involvement of Year 6 in particular in the life of the school, e.g. being lunchtime Play Leaders, collecting House Points, monitoring at break and lunchtimes, helps children to share tasks of responsibility. This responsibility is extended to Year 5 who are trained as Buddy Monitors in the Autumn term for the younger KS1 children. Within the classroom context responsibilities are extended throughout the school to other pupils. The school council also play an important and active role.

The parish team works closely with the school through the involvement of Acts of Worship, Parish events (which are also added to the school's newsletter for parents), charity work and the use of the school/Parish premises during the day/evening.

The PTA provides opportunities for parents to be actively involved in the life of the school; in addition, it raises funds for identified equipment and resources.

ASSESSMENT AND REPORTING

Assessment and reporting is used to:

- inform parents, colleagues, children, governors. LA and the MAT about children's learning and progress
- provide verbal/written records of attainment and achievement
- ensure that present and future provision matches the needs of the children
- ensure a smooth transition between classes and across the key stages
- develop a working partnership between home and school.

Reporting takes place through:

- annual written reports
- parents' afternoons and informal discussions with parents (as applicable)
- target setting (formal and informal)
- LA and MAT collection of data
- governors' meetings
- pathway plans.

HOMEWORK

In accordance with our Homework Policy, homework is:

- appropriately challenging
- differentiated
- relevant to what is taught in school
- consistent and in line with school policies
- reinforcement of skills taught
- explained and discussed with the children (WILF)
- valued by the teachers and support staff
- marked according to our Assessment, Marking, Recording and Reporting Policy

- balanced between practical, written and contextual work.

EQUAL OPPORTUNITIES

In conjunction with our Equality Policy, we promote equality of opportunity for everyone through our practices, procedures and customs. All children are included in, and have access to, high quality teaching which leads to effective learning. This takes place with a sensitivity to, and consideration of, gender, ethnicity, the range of learners' needs and socio-economic status.

HEALTH AND SAFETY

All resources are used in line with the school's Health and Safety Policy.

LINKS TO OTHER SCHOOL POLICIES

This policy should be read in conjunction with other policies, including (but not limited to):

- Assessment, Marking, Recording and Reporting
- Behaviour Management
- Special Educational Needs and Disability (SEND)
- Equality Statement / Equality Objectives
- Child Protection and Safeguarding

All policies of St Charles Borromeo should also be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from xaviercet.org.uk