



St John's Catholic Primary School

BATH

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Head Teacher: Mrs A Bennett

Teaching and Learning Policy 2018/21

*I am unique,
In the eyes of God.
All seeing, all knowing, all loving,
He embraces our family,
Parish, parent, child,
All one with you.
I am of the world,
With the seeds of excellence within me,
Encouraged to grow and flourish,
To a spiritual fulfilment.
I am unique,
And with you beside me,
All is possible*

Life and learning are a gift from God. At St John's Catholic Primary School we aim to celebrate all steps taken on the learning journey. We recognise that some of these will be huge leaps whilst others will be small and tentative steps. We also believe that mistakes or steps backwards are an essential part of the learning journey – in other words, some of our best learning comes from an understanding of where or how we went wrong. We seek to encourage one another, and to value one another, as we travel along the learning path.

Aims:

Through our teaching we aim to promote a lifelong love of learning. The ability, determination and motivation to learn and adapt is paramount to life in the twenty-first century. We believe that appropriate teaching and learning experiences help children to lead successful, rewarding and therefore happy lives. To achieve this aim we will

- promote high quality teaching, so that all teaching is judged to be either good or outstanding bringing about strong pupil outcomes across the school;
- raise standards by ensuring consistency and continuity of teaching and learning;
- ensure all children are included, motivated and engaged by their learning;
- promote high quality learning experiences that focus on the development of understanding;
- promote the idea of lifelong learning through teachers understanding themselves as learners alongside the children.

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of Special Educational Needs indicates disapplication.

Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.

Curriculum Arrangements:

We meet all statutory arrangements for curriculum time in each phase of the school. We regularly review our curriculum to ensure breadth, balance and continuity.

Our Philosophy of Learning:

- **Active:** we structure each lesson into appropriate "blocks of time", allowing opportunities for interactive and exploratory learning activities;
- **Reflective:** we use open questions to encourage debate and self-assessment;
- **Progressive:** we practise our skills and learn from our mistakes;
- **Co-operative:** we carry out shared learning, through group and paired activities;
- **Stimulating:** we use a range of teaching and learning styles including auditory, kinaesthetic and visual, accompanied by a range of appropriate resources to support the children's learning.
- **Pace:** we challenge children to learn at greater depth, and to move on.
- **Motivating:** we reward and praise effort and achievement.
- **Creative:** we enable children to become confident, resourceful, enquiring and independent learners.

We see learning as a process of “**Learning to Learn**”. We teach these skills with increasing challenge throughout the school.

Learning is carefully planned and structured:

This means that we will see:

- teachers planning carefully structured lessons and programmes (both long and medium term) to ensure that there is a broad, balanced, rich and relevant curriculum, based on children’s prior learning and achievement;
- teachers systematically assessing and tracking children’s progress throughout the school, using Target Tracker;
- freedom and space for children to pursue individual interests and engage in sustained activities;
- the National Curriculum being covered, but time being made available for other activities;
- teachers planning to teach a combination of skills and knowledge leading to understanding that can be applied in other situations.
- lessons planned to follow the structure of introduction, direct teaching input, learning activities – processing information, plenary – consolidating learning. However, we recognise that on some occasions lessons will need to be structured differently.
- children being given the opportunity to learn through, investigation and problem solving; research and finding out; group work; paired work; independent work; whole-class work; asking and answering questions; use of the computer; fieldwork and visits to places of educational interest; creative activities; listening and reflecting; debates, role-plays and oral presentations; designing and making things; participation in athletic or physical activity; participation in musical or drama performances.
- the pace of learning is good throughout the lesson so no time is wasted. The teacher provides support for groups, as appropriate and they do not have to wait for such input.
- all teachers will adhere to school level policies such as: calculation and marking.
- progress is visible by the vast majority of children within the lesson
- more able learners are ambitiously challenged in their learning to make strong progress given their starting points.
- all work set including homework is differentiated according to pupils’ ability.

Reflection:

- teachers will review their lessons, noting any amendments for the future
- plans will be annotated and amended as necessary
- observations of lessons will take place according to School Improvement Plan priorities and the curriculum monitoring cycle, to assist teachers in their professional development

Teachers have high, but realistic expectations:

This means that we will see:

- children and teachers discussing learning outcomes and expectations;
- challenge for the more able children;
- a positive ‘can do’ ethos promoted across the school;
- a culture where achievement is expected but also celebrated;
- children taking responsibility for their own learning and themselves as learners.

The Early Years Foundation Stage Framework:

- Learning in EYFS is primarily through play, with outcomes taken from Development Matters (2012). Planning identifies key teaching objectives throughout the week.
- Opportunities for learning are planned in response to the children's interests and spontaneous play.
- Assessment of learning is primarily through observation of children engaged in the range of cross-curricular activities, which are 80% child-initiated and 20% adult-directed. Early year's staff will use 2Simple to record observations.
- Teaching staff will liaise with KS1 staff to ensure a smooth transition between the EYFS curriculum and KS1 curriculum.

Classroom environment:

Children are surrounded and inspired by examples of excellence.

This means that we will see:

- display boards carefully mounted and regularly maintained with a range of content: finished children's work, working walls, interactive displays to stimulate interest and inspiration;
- classrooms where the topic/theme is immediately clear;
- high quality classroom displays with a range of interesting pictures, books and artefacts to inspire children;
- high quality resources and materials, clearly labelled and readily available for children to use independently;
- an absence of mess and clutter;
- excellent role models from adults (teachers, teaching assistants and helpers) and children;
- children eagerly sharing and celebrating each other's successes, including whole-school assemblies;
- opportunities for children to learn from others, such as authors, poets, artists, sports people, craftsmen, people noted for their bravery/endeavour, writers, explorers, scientists.

Special Educational Needs (SEND):

Children on the special need register and children with EHCP Plans of SEND have Support Plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Assessment for Learning: see separate policy

The Role of Parents/Carers:

The school recognises parents/carers as the first educators of their children and will seek to work in partnership with them at all times.

Parents/carers will be:

- invited into school for special occasions such as collective worship;
- encouraged and welcomed to support their child's learning in the classroom;

- encouraged to be involved in additional activities for the children such as after school clubs or extra-curricular activities;
- offered appropriate and reasonable access to teachers and teaching assistants to discuss areas of concern;
- invited to consultations and information meetings to discuss progress of pupils.

Parents/carers are encouraged to support their children’s learning through supporting and signing the Home School Agreement.

The Role of Governors:

It is the Governors’ responsibility to monitor the standards and progress of teaching and learning through:

- receiving and responding to HT reports and reports from Subject Leaders;
- questioning and analysing standards data;
- fulfilling the roles agreed with the school for link governors;
- ensuring that all link policies (e.g. Equal Opportunities, Behaviour and Discipline) are in place and implemented.

The Role of the Community:

We recognise that learning does not take place in a vacuum and that the local community can make valuable additional contributions to the educational experiences of our children.

We therefore seek to involve the community in the life of the school through:

- using visitors from local businesses and charities to support curriculum projects;
- contributing to special events – e.g. Summer Fayre, identifying specialist talent to enrich our curriculum – e.g. Arts and Music.

The Role of the Parish Church:

The school works closely with its Parishes. The Parish Priests work regularly with children and staff. Together we are involved in assemblies, masses, visits to the Church, charitable works, preparation for Reconciliation and Communion.

Monitoring and Review:

This policy will be reviewed annually and as required in the light of any national legislation.

Signed: _____

Chair of Governors:_____

Reviewed: 23rd January 2018

Due Review: 23rd January 2021

