



Living and Learning through Christ

Teaching and Learning Policy

Introduction

At St Bernadette Catholic Primary school Catholicity permeates all aspects of teaching and learning. Our values and beliefs aim to provide a strong level of coherence and focus which enriches the whole child. High standards are expected and articulated so that they are made explicit to all.

Rationale

At St Bernadette Catholic Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone-

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.

Aims

We believe that people 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 all 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.

Guidelines for effective learning

We acknowledge that people learn in many different ways and we the need to implement strategies that allow all children to learn in ways that best suit them. We take these styles into consideration when planning.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of Chromebooks, I Pads and other IT resources;
- fieldwork and visits to places of educational interest;
- visitors in school
- creative activities;
- debates, role-plays and presentations;

- designing and making items
- participation physical activity;
- Access to the outdoor environment.

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 – what helps them learn and what makes it difficult for them to learn.

Guidelines for effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school vision and mission statement to guide our teaching. We encourage a 'Growth Mindset' attitude.

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 strive to ensure that all tasks set are appropriate to each child's level of ability and that children are included in starting point discussions. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual support plans (ISPs) We have high expectations of all children, teaching and learning.

We plan our lessons with clear learning objectives (WALTs). We take these objectives from the National Curriculum and related planning resources. We are continually evaluating our teaching so that we can modify and improve our lessons in the future.

All adults have good working relationships with all children across the school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to classroom expectations and behaviour management. We set and agree with children the class code of conduct which we expect children to follow as it is their right to own the rules and their responsibility to adhere to them. We praise children-for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.

We insist on good behaviour at all times. We follow guidelines for sanctions as outlined in our school behaviour policy.

We deploy teaching assistants and other support staff as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. Displays reflect the topics studied by the children or provide scaffolding to support learning. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and Maths. We believe that a calm and organised environment sets the climate for learning and promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and areas for improvement. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders during the year and the termly Headteacher's report to governors as well as being made aware of the in-service training sessions attended by our staff.

Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- providing workshops for parents
- providing information to parents at the start of each term on our website in which we outline the topics that the children will be studying during that term at school;
- the website and our Facebook page provides additional sources of information as does Tapestry and Google classroom.
- end of year reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children by reading to them and listening to them read.
- Hold twice yearly Parents' Evenings

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's wellbeing or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Reviewed T1 2023	Ratified T1 FGB	Review Due T2 2025
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