



OLSJ
OUR LADY + ST JOSEPH
CATHOLIC PRIMARY SCHOOL

Teaching & Learning Policy 2018

Our Lady and St Joseph Catholic Primary School

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TEACHING AND LEARNING POLICY

‘With Christ at our centre, we love, listen and learn’

Purpose of the Policy

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the National Curriculum, religious education and collective worship.

Aims

Our aims for teaching and learning are :

- to prepare pupils for the opportunities, responsibilities and experience of adult life
- to develop children’s ability to think clearly and logically
- to foster an appreciation of what is beautiful and worthwhile to develop an appreciation of the love and wonder of God’s creation
- to encourage self-respect and respect for the needs and rights of others
- to promote effective use of time
- to ensure that in partnership with home and church the curriculum provides a Catholic setting in which children can grow in understanding and in the acquisition of skills, attitudes and values
- This document lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school

Principles for Teaching and Learning

We see teaching and learning as the process of co-operative team work and we welcome and encourage the involvement of parents and others in the community and church.

Responsibilities

All members of the school community (teaching and non-teaching, staff, parents, pupils and Governors) work towards the school’s aims by:-

- Esteeming children as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relations and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations, e.g. the Gospel Values and class rules
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively re-enforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging one another

TEACHERS work towards the school aims by :-

1. Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
2. Providing a happy, enjoyable, stimulating and exciting working environment
3. Recognizing and being constantly aware of the needs of each individual child according to ability and aptitude
4. Knowing their children well and providing a range of activities through which each child is given opportunity to succeed, to be challenged, to be extended and to be affirmed.
5. Enabling their children to recognise their strengths and feel secure in acknowledging the areas that require development
6. Ensuring that learning is progressive and continuous
7. Maintaining an up-to-date knowledge of the National Curriculum
8. Working collaboratively with a shared philosophy and agreed practice
9. Having clear expectations and objectives for behaviour, attitudes and work
10. Establishing links with the local community including industry to prepare pupils for the opportunities, responsibilities and experiences of adult life
11. Having a positive attitude to change and the development of their own expertise.
12. Being good role models, reflecting Gospel Values
13. Being good role models for the children through their commitment, punctuality, preparation and organisation
14. Enabling the children to develop effective use of time

15. Maintaining a supportive and caring environment reflecting the love of God where each individual feels respected and valued.
16. We believe in the importance of differentiation, therefore teachers' planning is required to reflect the needs of the children and the variety and balance of activities as reflected in policy documents and the National Curriculum.

PUPILS work towards the schools aims by :-

1. Conducting themselves in a manner which reflects the distinctive nature of a Catholic School
2. Taking a growing responsibility for their own learning and personal development
3. Supporting school policies and procedures
4. Being punctual and ready to begin lessons on time
5. Being organised e.g. bringing necessary equipment, taking letters home promptly, returning reading books regularly

PARENTS work towards the school's aims by :-

1. Ensuring that the children attend schools regularly, punctually and in good health
2. Not taking holiday in term time
3. Being committed to the school ethos, policies and procedures e.g. supporting the role of the teachers and support staff, and discipline within the school
4. Being realistic about the children's abilities and offering support, encouragement and praise
5. Participating in discussions concerning their child's progress, attainment and attitude
6. Ensuring early contact with school to discuss matters which may affect a child's happiness, progress and behaviour.
7. Recognising the importance of homework, reading and assisting in the learning of spellings and tables
8. Allowing children to take increasing responsibilities as they progress through the school
9. Balancing schools commitments and outside activities

STRATEGIES FOR TEACHING AND LEARNING

Our curriculum is organised as follows, a combination of discrete (Specific subjects) and topic related.

Modes of Working

- We use a combination of individual, paired and whole class teaching
- KS1/2 offers a combination of group and whole class teaching
- Work is differentiated to meet the needs of the children
- All teachers teach their class, although specialist teachers deliver French, Art , Music and PE
- Classroom support is provided by TAs, HLTAs, SEN TAs, Nursery Nurses, Learning Mentor, SENCo, Inclusion Leader and where necessary members of SLT and SMT
- Volunteer support is encouraged
- Work experience and student placements are welcomed throughout the school
- Commercial schemes of work are used as and when required
- SEN children receive support in and outside class from the Inclusion team
- Homework is considered a valuable part of teaching and learning reinforcing what has been taught in the classroom.
- Excellence is celebrated in a variety of different ways e.g.
 - in display and performance
 - In Celebration Assemblies
 - In Newsletters and on the school website

Specifically

- Each child is given an opportunity to have work of a high personal standard displayed throughout the school
- Displays are used to give opportunities for work to be recognised and valued.
- Sustained effort including strategies such as planning, writing, reviewing and evaluating are encouraged to enhance standards before final presentations
- School events such as concerts, plays and liturgies are seen as opportunities for all pupils to demonstrate their own best qualities
- Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. This is expected by the whole school community

2. STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

- Planning is a process in which all teachers are involved fulfilling the School Aims & Objectives
- Cycles of topics are drawn up by staff and balanced with direct teaching to ensure full coverage of the whole of the National Curriculum
- Curriculum maps for individual subjects supplemented by published schemes are developed by Subject Leaders (in collaboration with Phase Leaders and whole staff)
- Medium and short term plans are drawn up by individual teachers termly/weekly and monitored by Subject Leaders, Phase Leaders, Deputy Head and Headteacher.
- Regular staff and Key Stage meetings are used to discuss various aspects of the curriculum and ensure consistency and progression

SUBJECT LEADERS

- Take the lead in policy development and long-term planning and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities.
- Monitor progress and standards in their subject and advise the Headteacher on the action needed.
- Take responsibility for the purchase and organisation of central resources for their subjects. Subject Leaders are allocated a budget to manage subject areas, based on an Action Plan which is lead by the School Improvement Plan
- Will be allocated time to manage their subject , Leadership Time, but are also expected to “make time” through organisation and efficiency.
- Are expected to keep up-to-date through reading and attending relevant courses
- Formative assessment is seen as an essential integral part of the teaching and learning process.
- Formative Assessment is used to guide the progress of individual pupils. It involves identifying each child’s progress in all areas of the curriculum, determining what each child has learned and what therefore should be next stage in his/her learning. Formative assessment is undertaken informally by teachers in the course of their teaching. Suitable tasks for assessment include :-

- small group discussions which may be undertaken perhaps in the context of a practical task
- Short tests in which the teacher gives questions orally and pupils write answers
- Specific assignments for individual pupils to ensure SEN pupils are carefully supported and more able are fully extended
- Individual discussions in which children are encouraged to appraise their own work and progress, where appropriate the Pupil Conference/Interview form may be used.
- SMART targets are set on a termly/half-termly basis

*Assessment is moderated internally during staff training/INSETs; by subject leaders during leadership time or in collaboration with other schools in the Diocese or Local Authority.

FEEDBACK TO PUPILS

- Aims to help children learn, through positive and constructive comments.
- Is often done while a task is being carried out through discussion between child and teacher
- Is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time –this will vary according to age and ability

CROSS PHASE CONTINUITY

- Cross phase continuity is ensured through Induction and Transition programmes, as well as liaison with feeders, Pre-Schools, with parents and children
- Children visit the school in the term before they start school
- Pre-School Packs are given to new children and their parents
- Liaison meetings between teachers of Year 6 and prospective secondary schools
- Visits to secondary schools by Year 6 pupils
- Transfer of pupil records of progress and summative assessment results
- Transition meetings between EYFS and KS1
- Transition meetings between KS1 and KS2

3. STRATEGIES FOR RECORDING AND REPORTING

Records of achievement kept for each child are:

- Up-dated at least annually by the class teacher and reported to parents
- Examined by class teachers at the start of each academic year as they prepare for a new class (used as a discussion tool for present and past teachers, teacher and child)
- Retained throughout the child's time at the school and passed on to secondary school when pupil's leave.

Reporting to parents takes place where necessary throughout the year and annually through a written report. Parents are made aware that:

- Parent interviews are being held during school hours and twilight periods by mutual appointment
- Meetings may be also arranged to discuss particular teacher concerns
- Teachers may keep their own notes from these meetings and may include agreed targets to be met.

Formative Summative Assessment is carried out at the end of each Phase or Key Stage through the use of teacher assessments, tasks and tests. This process is moderated by LBTH.

- On completion borough and National Guidance is followed.
- Results of individual pupils' assessments are made available to their parents
- The overall statistics are communicated to Governors and parents, LBTH and the DFE.

4. STRATEGIES FOR THE USE OF RESOURCES

Class resources are the responsibility of classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.
- All children know where resources are kept and the rules about their access and use.
- All children know what they must not touch certain resources independently for reasons of safety and privacy.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources

Central resources are generally the responsibility of Subject Leaders, each of whom has a budget available. Phase Leaders are responsible for specific classroom orders (general equipment). Orders are made by the School Administrative Assistant and then distributed.

TIME is a resource we value. To maximise its use:

- in early years children's time is organised by the teachers to enable adult led and child initiated activities to take place
- as children progress throughout the school, they are encouraged to take greater control of their own learning, including their use of time
- time wasted is reduced by ensuring that tasks and objectives are made specific and clearly defined.
- all children to engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

ICT is a major resource which is used across the whole curriculum

- children have access to ICT in their classrooms
- Children all have access the SMART boards in their classroom
- Children regularly see teachers using ICT as a tool

THE LIBRARY is a valued resource

HEALTH AND SAFETY issues are the responsibility of all who work in the school. The Headteacher is the H&S Officer and reports to the Governing Body.

THE EMPHASIS OF OUR TEACHING AND LEARNING POLICY

Is on first hand experience and we encourage children to take control of their own learning. Thus:

- Investigative work is common
- Children are encouraged to communicate their findings in a variety of ways
- Opportunities are provided for children to become involved in decision making

This document is a statement of the aims, principles and strategies for teaching and learning at OLSJ Catholic Primary School.