



ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Teaching and Learning Policy 2022

Reviewed: July 2022

Date of Next Review: July 2024

Learning, achieving and growing together with Jesus

Our Aims:

We aim to ensure that all teaching and learning is Christ - centered. We believe in a broad and balanced curriculum where all subjects are valued. This will equip our children with a breadth of knowledge. It will excite their imaginations, inspire and ensure high standards whilst meeting national requirements and relate to our setting. It will give them the foundations for developing healthy minds and healthy bodies. It will enable learners to have a value of themselves within the school, the local and wider community and the world beyond, knowing the positive impact they can make.

Effective teaching:

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring, resilient and independent learners;
- develop children's self-esteem and encourage them to understand the ideas, attitudes and values of others;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their local and wider communities, and help them feel valued as part of them;
- help children grow into reliable, independent and positive citizens.
- motivate all children, and build on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Planning and Assessment:

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons to take account of children's different abilities. Our prime focus is to develop further the knowledge, skills and understanding of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability but also offer an appropriate level of challenge.

We deploy support staff and other adult helpers as effectively as possible to meet the needs of our pupils. We share expected learning outcomes with the children and review the progress of each child regularly throughout the academic year. Detailed records and other information are shared with the child's next teacher.

Relationships:

Each of our teachers establishes good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs and we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules which are jointly devised to promote the best learning opportunities for all. 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 the guidelines for sanctions as outlined in our Behaviour Policy.

Risk Assessments:

We take all possible steps to ensure that all activities that the children perform are safe. When we take children out of school, we follow a strict set of procedures to ensure safety: risk assessments are completed and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Effective Learning:

Children learn in many different ways, and respond best to different types of input (visual, auditory and kinesthetic); we therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, and musical) when planning our teaching. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe, they belong, they enjoy being challenged, enjoy learning, and know that they will have every opportunity to succeed because they feel supported and are not afraid to 'have a go'.

Our Teachers Tool Kit showcases the effective teaching and learning that takes place at St. Ethelbert's. The themes of our Tool Kit are threaded through our everyday practice so that pupils achieve the best possible outcomes.

Teachers Tool Kit

Themes

1. High expectations for all pupils (TS1, 5)

- The environment is inclusive for all pupils
- There is no limit put on learning
- Expectations are high for all pupils regardless of SEND or other needs

2. Secure subject knowledge (TS3)

- The lesson outcome is clear; lessons are carefully planned and sequenced
- Misconceptions are anticipated and addressed
- Questioning is used to extend pupil knowledge
- SOLO question stems are used in lessons to develop pupils' thinking

3. Opportunities for promoting and developing reading, writing and vocabulary in all subjects (TS2, 4)

- Working walls display new vocabulary
- Children can articulate what they have learnt
- Opportunities for cross-curricula learning are maximized

4. Clear rules and routines in accordance with the behaviour policy are embedded (TS7)

- Step charts are displayed in classrooms and used consistently by all adults
- Class reward systems are used
- Children know the class rules

In Class Strategies

- √ Whiteboards are used in lessons for AFL opportunities
- √ Seating plans and groups are flexible
- √ Children can independently access resources when needed e.g. numicon, dienes, hundred squares, phonics mats, dictionaries
- √ Retrieval strategies are used to assess learning
- √ A range of strategies are used to engage pupils in discussions e.g. lolly sticks, partner talk, no hands up, post it notes used to collect pupils' questions
- √ Working walls are referred to in lessons
- √ Explicit vocabulary teaching happens across all subjects
- √ A range of visuals are used to support learners e.g. visuals,
- √ Outcomes of lessons are shared at the beginning of the lesson and pupils have opportunities to self-evaluate at the end of the lesson

Learning Environments:

Our classrooms are attractive learning environments. We change displays regularly, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. We also use displays and word walls as learning prompts for the children and for key vocabulary. We believe that a stimulating environment sets a positive climate for learning.

- 1. Organisation:** All classrooms and corridors should be kept clean, tidy and free from clutter. Classroom and school routines should support children value and respect their learning environment and make a contribution to keeping it clean and tidy. •
- 2. Language:** All classrooms should be “language rich” environments in order to promote and extend children’s understanding and use of language. Displays should include key words and statements, open-ended questions, prompts and scaffolds related to the curriculum or to highlight key learning points.
- 3. Resources:** All resources should be clearly labelled and organised so that they are readily available to the children in order to promote independent learning and choice. Resources should include appropriate books, models, artefacts and concrete materials to support the children’s learning in relation to the curriculum areas and current topics.
- 4. Classroom layout:** The physical layout of the classroom should support and promote inclusive, interactive teaching. It should allow for flexibility for working in different contexts (e.g. individual work, paired work, small group work as well as whole class teaching). This is to ensure that speaking and listening and collaborative learning are at the centre of teaching and learning. Every child should be seated so that they have a clear view of the interactive whiteboard/main teaching area.

Expectations for Display: Display, both inside and outside the classroom, contributes significantly to the creation of a positive school ethos, reinforcing high expectations for success and achievement. At St. Ethelbert's, we have two different approaches to display:

- Classroom displays – promote and support learning
- Corridor/hall displays – celebrate and value pupils' achievements

Classroom displays: Classroom displays should focus on supporting learning or exemplifying the learning process rather than on children's final outcomes. However, they will include examples of finished work in order to demonstrate what pupils achieved and how they achieved it.

Each classroom should have the following displays

- a) Religious Education - the current topic, vocabulary and pupil reflections and questions
- b) Literacy working wall - Working walls should be used to record and visualise the learning process. Teachers and pupils should refer and add to working walls throughout the unit of work/topic. A working wall is a "work in progress"; it is not always necessary to back or mount all work.
- c) Numeracy working wall – modelled and scaffolded working out, mathematical vocabulary, number line or square, visual representations
- d) Assessment for learning display + Literacy targets + Numeracy targets + Self and peer-evaluation (questions, scaffolds, prompts) + Marking symbols

Corridor and hall displays: These will be used to celebrate and value children's achievements across the curriculum as well as promote the Catholic ethos of the school as exemplified by our mission statement. These displays will primarily consist of children's final outcomes/finished work but may also include examples of the learning process, in order to demonstrate children's learning and progress over a period of time.

Minimum expectations for corridor/hall display -

- The display is backed and has a border
- There is a clear title that references the topic/learning/curriculum area
- The year group and class name should be clear and included on the display
- A variety of work is displayed which reflects the range of abilities and achievements within the class. This is essential in creating an inclusive learning environment.
- Finished work that is displayed should always be the best that an individual can achieve and it should be largely free from errors. Emergent writing and work in progress are also valuable for display and need to be labelled as such so the context is understood.
- All 2D work is mounted appropriately (e.g. double-backed) with mounts trimmed in a straight line.
- All work should be clearly labelled with the child's name (pupil or ICT label)

- Displays should always be accompanied by labels to explain the context of the learning and the learning process, reinforce learning and key vocabulary, make links to other topics/areas of learning ask open-ended questions and contain prompts which encourage pupils to interact with the display. Where appropriate, dual language headings and labels may be used. Drapes, hangings and other 3D objects should be used to create visual interest where possible.

The implementation and effectiveness of this policy will be monitored and evaluated by the Senior Leadership Team on a regular basis. This will take the form of pupil/staff voice, work scrutinies, learning walks or as part of a lesson observation.

The role of governors:

Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the staff governor, head teacher's report to governors, and further reports from those governors assigned responsibility for subject areas.

The role of 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 offering parents weekly opportunities during 'Take a Look Tuesdays' to look through their children's work and meet staff to discuss progress;
- by meeting parents on a more formal basis once a term for a longer meeting to discuss their child's progress;
- by providing information to parents, at the start of each term, which outlines the term's curriculum
- by sending parents an end-of-year report in which we explain the progress made by each child
- explaining to parents how they can support their children at home with resources available on Seesaw
- by running weekly parent coffee mornings which focus on one area of the curriculum to discuss and showcase resources and support available in an informal manner.

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

- to ensure that their child has the best attendance record possible and arrives punctually and ready to learn;
- to ensure that their child is equipped for school with the correct uniform, classroom equipment and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general.

Monitoring and Review:

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.