



St. Ethelbert's Catholic Primary School

Teaching and Learning

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

The Governors and Staff believe that the closest co-operation between us all is necessary to bring the best out of the children. By choosing to send children to a Catholic school we believe that parents are motivated by the desire to educate them in the fullest sense of the word. As Catholic Governors and Staff we believe the Catholic school has something to offer children which is unique in this materialistic world, an appreciation and understanding of the way of life taught by Jesus Christ. We offer a Christian way of life which encourages children to live to the best of their ability at all times.

As a Catholic School our main concern is with the development of the whole child. We are as interested in the formation of the Christian character, fit to take their place in society, as we are in the fulfilment of academic potential. A fundamental aim is to discover where each child is at in their development and to progress from there. This applies to their faith, academic, personal and social development. Children are helped and encouraged to develop in all areas at a pace appropriate to their abilities.

Teaching and learning is a co-operative process involving the staff, governors, parents and others in the community. We will jointly work towards achieving our Mission Statement by:

- Educating the whole child in the fullest sense of the word, forming Christian character and fulfilling academic potential through the Christian way of life taught by Jesus Christ.
- Supporting parents in their children's spiritual, moral and academic development.

Children need to fulfil their potential academically, so a full range of curriculum studies is provided that helps children develop their personalities and individual talents.

We ensure children's acquisition of the basic skills of literacy and numeracy as necessary tools for learning. We help children to make sense of their world today and to prepare for life in the 21st century.

We promote children's physical development.

Parents work towards achieving our Mission Statement by:

- Ensuring that children attend school regularly, on time and provide an explanation of any absence.
- Supporting the School's policies on behaviour and organisation.
- Supporting children with homework and in extra curricular opportunities.
- Attending parents' evenings for discussion about children's progress.
- Informing school about situations at home or school that may affect their child's schooling

During their early school years children will spend a large part of their time acquiring the basic skills of literacy and numeracy. As they mature they will increasingly extend these skills into the areas of **Religious Education**, Science, History, Geography and Design & Technology, Music, Art & Design, P.E. and Computing are developed from the start.

Staff are constantly involved in policy review with particular reference to the National Curriculum. Policies and schemes of work are constantly reviewed in core, foundation and cross-curricular subject areas.

The curriculum is personalised to provide for children with Special Educational Needs (SEN). Children are identified as early as possible and programmes are planned around existing schemes of work, providing access for SEN children to do similar work to the mainstream with consistent progression at their own level.

Key characteristics of teaching and learning

The teacher

The individual teacher in a Catholic school contributes to the establishment of:

- an open, honest and supportive climate
- good working relationships
- strategies for working together
- ways of sharing success
- ways of sharing information
- ways of sharing decisions
- ways of offering help, support, forgiveness and reconciliation

Teachers work towards the school's aims by:

- providing a challenging and stimulating programme of work/study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- maintaining an up-to-date knowledge of the National Curriculum
- having a positive attitude to change and the development of their own expertise
- being good role models - punctual, well prepared and organised
- working collaboratively with a shared philosophy and commonality of practice

Learning environment

The management of classroom resources are the responsibility of the 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 their rules about access and use
- all children know what they must not touch 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
- children should be able to use Computing effectively as a tool for learning

Pupil's learning

Pupils work towards the school's aim by:

- Conducting themselves in an orderly manner in line with the code of behaviour known throughout the school (see Behaviour Policy).
- taking a growing responsibility for their own learning

Evaluation and review

Planning is a process in which all teachers are involved, whereby:

- the School Improvement Plan is reviewed and agreed annually by staff and Governors. Plans are carefully balanced to ensure full coverage of the National Curriculum.
- Termly work plans are drawn up by individual teachers, matched to the individual needs of the class, the National Curriculum and the School's agreed policies
- detailed weekly lesson plans are prepared by each teacher and monitored by the Headteacher
- regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards
- the children's work is moderated at regular times throughout the academic year to ensure consistence of levelling and marking from year group to year group
- pupils are given feedback on their work and progress through discussion with the class teacher and by the marking of their work (see marking policy)

- positive and constructive comments are used to assist the child to attain the next target
- Teachers assess pupils' progress throughout the year (see school assessment policy)

The effective teacher

- is sympathetic to the needs of all pupils
- has high expectations of all pupils
- urges and supports every pupil to fulfil their individual potential
- is able to engage and inspire pupils with her/his own enthusiasm
- makes learning enjoyable and recognises the value of humour and fun
- likes and respects young children, enjoying their progress and achievements
- employs a wide variety of interesting teaching methods
- sets clear targets and gives positive and productive feedback to pupils
- differentiates the work appropriately
- establishes good work routines and therefore effective pace and progression
- is well prepared and organised
- assesses, evaluates and records
- develops children's independence in learning
- is fair and consistent in applying standards of behaviour according to school policy
- maintains good order and discipline using rewards and sanctions within school policy
- works in partnership to maximise the effectiveness of support in the classroom
- establishes welcoming and open liaison with parents
- is a supportive and co-operative colleague, willing to share ideas
- recognises, supports and contributes to the school ethos
- is aware of, and seeks to enhance, the schools links with its community and the environment

The effective lesson

- starts and finishes on time and in good order
- has a clear structure with a beginning and a conclusion
- is well prepared and appropriately resourced
- starts from where the children are and is separately differentiated
- builds on that, moves forward and stretches all abilities
- involves every child
- checks the child's understanding regularly
- gives feedback which affirms what the child has done well
- uses a variety of methods
- has a brisk pace, giving children clear guidance on available time
- highlights individual and group achievements
- uses re-call and reflects on what has been learned
- looks ahead to the next time and the next step
- is orderly, interesting and enjoyable
- is interesting and well planned
- is well organised with accessible and stimulating resources
- has high expectations of all pupils

The effective pupil

- understands the difference between appropriate and inappropriate behaviour
- takes responsibility for their own learning and is self motivated
- enjoys coming to school and feels unworried and at ease
- has parents and carers who work in partnership with the school to ensure that children are prepared alert and appropriately equipped
- is punctual, with an excellent record for attendance

Principles of successful learning

Successful learning does not happen in isolation but is a continuous process consisting of many influences and experiences in and beyond school. We believe that it is the quality, variety and effectiveness of these experiences that maximise a child's learning potential.

We believe that children will learn successfully when:

- they have a positive image of themselves
- they feel secure and involved in their learning
- they have high expectations of what they can achieve
- they have equality of opportunity to gain full access to the curriculum
- their emotional, physical and learning needs are considered
- tasks are matched to their needs, age and abilities
- they understand the nature and relevance of the task and what is required of them
- there is a calm, but busy, working environment with well established routines
- they receive appropriate and sufficient praise and encouragement
- their views are sought and respected, and there is mutual respect between pupil and teacher
- they have an opportunity to explore a range of materials and develop new skills
- they are given opportunities to extend and apply their skills and knowledge through problem solving and real life experiences
- their learning experiences build on previous knowledge and skills
- they are able to develop personal and social skills both through their learning and in co-operation with others
- they are encouraged to take risks where appropriate and learn from their mistakes

Monitoring and Support Rationale

- teacher and pupil development are interrelated and there can be no improvement without the teacher
- it is important that there is a balance between training and opportunities for teachers to learn from, observe and network with each other
- setting targets and monitoring progress is a clear indicator of effective schools
- evaluation is concerned with doing things better now and in the future.
- to prove quality by using summative tests or to improve quality in a developmental way

Aim

To be able to monitor and evaluate what we do and be in a position to make informed decisions concerning future practice.

Objectives

- to improve the quality of teaching and learning
- to be in a position to know that we are improving the quality of teaching and learning
- to enable individuals to recognise that by being involved in the process of monitoring, evaluation and target setting they will strengthen their skills, confidence and expertise
- to recognise that improvement is the constant goal of the effective school
- to enhance job satisfaction
- to enable improvement to take place in a planned and manageable way
- to be as inclusive as possible when involving individuals in the process of monitoring and evaluation

The Process

During the summer subject managers can collect three examples of children's work from each class (emerging, expected and exceeding). The subject manager should review areas such as:

- marking and correcting of children's work
- presentation standards
- progression (year by year)
- differentiation

- standard of expectation (that the expectation is appropriately challenging and attainable)
- standard of outcome (that the standard of work produced matches expectations)

Monitoring and evaluating by sampling children's work is only feasible where the produced work is generally of a written nature. This will apply to Religious Education, English (writing), Mathematics, History, Geography and Science. This sort of review will be more difficult in Design and Technology, Art and Design (although sketch books will be useful), Music and Physical Education. As in all subjects photographic evidence is made available to record the children's achievements. The subject leaders can review all termly plans on the intranet (feeding back to teachers on content). Subject leaders should review the teaching and learning activities detailed to establish balance and breadth by finding evidence of:

Work planned in the long term scheme of work for the subject

- a range of different types of children's activities
- a variety of teaching techniques and styles

Subject leaders may need to observe the teaching of the agreed curriculum and occasionally work alongside their colleagues. Release time for subject leaders to monitor quality discussion and standards throughout the school is somewhat limited, and will be by negotiation with Headteacher and other colleagues. We accept that this is an essential activity if a subject leader is to fulfil their monitoring role effectively and we will plan priorities for this activity.

Subject leaders will act as consultants to colleagues and try to provide ideas relating to planning and delivery. A vast amount of resources are used to aid the delivery of the National Curriculum. Work will be planned for key stage / year groups through whole staff consultation co-ordinated by the subject leaders as the curriculum supporter. They will also be able to suggest activities appropriate to specific year groups to convey particular concepts, assist with differentiating activities, ensure that staff have an understanding of the expected standards appropriate to children of different ages, and generally be available to staff to discuss issues relating to curriculum planning and implementation. It is also the subject leader's role to ensure that the agreed format for lesson plans and resources of work are used by all staff. Subject leaders will outline their ideas for development of their subject at the annual School Improvement Plan meeting.

Staff involvement

The pattern of staff involvement in monitoring will vary according to circumstances. Subject leaders have a key role to play in monitoring their subjects. They are responsible for monitoring their subject, the Headteacher /Deputy Headteacher are responsible for monitoring the quality of teaching and learning in the school.

Monitoring and evaluation

Priorities for evaluating aspects of the subjects of the curriculum will be decided by the annual School Development Plan meeting and will be carried out according to the Performance Management policy.

Senior management team

The role of the senior management team is less curriculum subject based and focuses on the more generic areas of school work. It is responsible for:

- teaching and learning
- planning
- assessment and record keeping
- The Headteacher / Deputy Headteacher are actively involved in the monitoring and evaluation programme and is able to focus on any area that needs additional emphasis.

The Governors

The Headteacher will inform the governors through meetings on the process of evaluating and monitoring the curriculum.

Code of Practice

Any class visits and feedback that take place follow Performance Management Policy.

To be reviewed September 2017