

**St. Cuthbert's R.C. Primary
School
Teaching & Learning Policy
September 2019**



**EDUCATE, CREATE, WITNESS; CHRIST
AT THE CENTRE
Every Child matters
Every Adult matters
Everyone matters
God Matters**

RATIONALE:

The aim of this policy is to ensure there is continuity of practice in the school in terms of teaching and learning. For children to receive a high standard of education and to ensure that they achieve high levels of attainment, all stakeholders should adhere to the policy.

This policy will relate directly to the School Improvement Plan and to all policies subsequently formulated. It holds the underlying principles of all teaching and learning in all areas of the curriculum and school life.

In formulating our school aims we have discussed HOW they will be implemented. This document outlines the practical implications of raising the quality of teaching and learning in the school.

The policy will be given to all those involved with the school:

- Teachers
- Support staff
- Governors

MISSION STATEMENT;

**EDUCATE;CREATE;WITNESS:
CHRIST AT THE CENTRE**

We strongly believe that children leaving our school must be well equipped for the future. We aim to honour and maintain the vision and ideals of the founders of our school, who, inspired by their love of Christ, established in the community a centre of learning based upon the teachings of Christ. We aim to educate each other, create community and witness to Christian values.

**EVERY CHILD MATTERS
EVERY ADULT MATTERS
EVERYONE MATTERS
GOD MATTERS**

SCHOOL AIMS

Our school aims are as follows. They are not placed in order of importance:

- We aim to provide a welcoming environment and opportunities for children to become independent and active participants in their own learning.
- We will have high expectations of our children and ensure that they reach their full academic and social potential.
- We aim to provide a rich and balance curriculum that is well planned and effective in meeting the needs of all our children.
- We will encourage children to become self disciplined and responsible and to nurture their awareness, respect and understanding of other people and the shared environment.
- We recognise the importance of literacy and numeracy as the key components accessing the full curriculum and we will work towards high standards in all subjects.
- We will monitor and evaluate the progress of each child, setting challenging targets based on individual needs and involving pupils and parents in the process.
- We aim to make children aware that they live in a multi cultural community, from which they benefit and to which they contribute.
- We aim to provide opportunities for all children to excel irrespective of race, class, gender, religion, culture or physical ability.
- We will constantly monitor and evaluate the quality of our teaching to ensure that we provide an excellent education for our children.
- We aim to create a successful working partnership where all those involved in the school community work together in a spirit of cooperation.
- We will aim to provide children with experience beyond the school environment which will enhance their learning.

This section outlines the key principles of teaching and learning in our school and gives strategies for implementing these principles.

There are 10 key issues identified on the following pages. They are not in order of priority.

1. Teacher's expectations are high and the whole school celebrates achievement.
2. There is a stimulating, welcoming environment where children can become independent and active participants in their own learning.
3. Children have experiences that are regularly planned and delivered and assessed, which broaden and challenge learning.
4. Children are encouraged to be self-disciplined and responsible and respectful towards others and their environment.
5. Work is differentiated in a way that ensures each pupil has the opportunity to reach his/her full potential.
6. Children are highly motivated, have set targets for improvement and value their own achievements.
7. All members of the school community are valued in the learning process.
8. The school's equal opportunities policy is fully implemented.
9. Teacher's regularly evaluate their own teaching and reflect upon their practice.
10. Parents feel welcome, informed and involved in their children's education.

1. Children achieve their best when teacher's expectations are high and the whole school celebrates achievement.

The Teacher will:

- Plan carefully and build on prior learning
- Provide a well-balanced curriculum involving challenging yet achievable tasks.
- Work with children to set realistic targets
- Praise and encourage through displays, marking, rewards and reports.
- Implement the class/school rules fairly.

The Pupils will:

- Take pride in their work and develop their understanding of what a piece of quality work is.
- Understand that praise is earned and is a reflection of achievement.
- Understand and follow the class/school rules.

2 Children achieve their best when they are working within a stimulating, welcoming environment where they can become independent and active participants in their own learning.

The Teacher will:

- Have a well organised classroom with clear labelling of resources
- Provide a safe and caring environment
- Respect children as individuals and acknowledge their rights, values and beliefs
- Have clearly defined rules.
- Provide a stimulating environment through high quality display.

The Pupils will:

- Be familiar with the organisation of the classroom and resources.
- Be able to share, co-operate and collaborate with each other.
- Develop and extend their skills.
- Listen carefully to instructions and develop the ability to maintain concentration.

3. Children learn best when they have regular planned experiences and lessons, which broaden and challenge their learning.

The Teacher will:

- Plan, evaluate and review the curriculum. Ensure that the New Curriculum is delivered appropriately.
- Ensure that medium term plans reflect the appropriate amount of time spent on each curriculum area.

- Set work that is appropriately matched to the ability of each child.
- Provide the Head Teacher with weekly short term planning.
- Assess children to inform future planning.
- Deliver English & Maths lessons on a daily basis following the guidelines stated.
- Plan to ensure that a broad and rich cross curricular curriculum is delivered which places equal importance on both core and foundation subjects.
- Give the children opportunities to experience aspects of the diverse cultures that make up our community and that children are given the opportunity to explore British values.
- Celebrate achievements of pupils.
- Invite speakers/visitors to meet with the children.
- Plan for and ensure that all children take part in class visits.

The Pupils will:

- Be clear about structures and routines within the English and Maths lessons.
- Aim to appreciate the importance of these subjects and apply these skills and knowledge to all areas of their life.
- Take responsibility for their own learning, in school and at home.
- Aim to become literate and numerate.
- Recognise and understand the part literacy and numeracy plays in other subjects.
- Involve themselves in all areas of school life.
- Be confident in visiting new places and meeting new people.
- Be able to respect the beliefs and practices of peoples of other faiths and cultures.

4. Children learn best when they are encouraged to be self-disciplined and responsible, respecting others and the shared environment.

The Teachers will:

- Provide regular opportunities for PSHE where each child will have time to be heard.
- Give regular opportunities for pupils to explore British Values and what it means to be growing up in a diverse British Society.
- In their practice recognise the importance of raising self-esteem in individuals.
- Develop in the children a sense of pride and respect for the school environment and for each other.

The Pupils will:

- Follow the class/school rules concerning respect for property and individuals.
- Develop an understanding of the ethos behind the rules and gain a caring attitude.

5. Children learn best when their work is clearly differentiated to challenge and motivate every pupil.

The Teacher will:

- Establish what level each child has achieved using the EYFS & National Curriculum procedures.
- Group children appropriately but with flexibility.
- Allow for different rates of progress and for those who need additional support.
- Ensure all classroom support is used and planned for effectively.

The Pupils will:

- Be confident
- Achieve the learning outcomes
- Understand the reasons for their learning.

6. Children learn best when they are highly motivated, have clear targets and value their own achievement.

The Teacher will:

- Set and review targets termly after having assessed the child.
- Discuss these targets with the individual child, and make them accessible according to their ages and needs.
- Report to parents on a termly basis regarding their child's progress.
- Set targets that reflect the development of the 'whole' child.
- Recognise children's achievements.
- Work with parents to encourage their child to achieve their targets.

The Pupils will:

- Be part of the target setting process.
- Aim to achieve their targets to the best of their ability
- Have a positive attitude towards learning.
- Respond with enthusiasm and take pride in their work.

7. Children achieve their best when all members of the school community are valued in the learning process

The Teachers will:

- Make use of outside visitors and visits into class to support their delivery of the curriculum.
- Create a classroom environment that reflects our diverse cultural society.
- Promote British Values.
- Value and promote partnership between home and school.
- Listen to children and parents and be seen to act upon legitimate concerns.

- Encourage children to work together as part of a team/group.

The Pupils will:

- Value the contribution of other children and adults within the diverse community of Sunderland and beyond.
- Learn to work together as part of a group/team.
- Show respect for the different cultures within the class, school and the wider community.
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8. Children will achieve their best when equal opportunities are put into practice.

The Teacher will:

- Ensure all children are presented with a positive role model.
- Value every child in accordance with our aims.
- Be sensitive to and aware of cultural differences and gender issues.
- Understand the nature of any child's physical ability.
- Promote the importance of the 9 protected characteristics of the Equality Act

1. age
2. disability
3. gender reassignment
4. marriage or civil partnership (in employment only)
5. pregnancy and maternity
6. race
7. religion or belief

8. sex

9. sexual orientation.

The Pupils will:

- Respect the rights of other pupils.
- Have high expectations for themselves.
- Respect and value difference.
- Contribute ideas to the school council.

9. Children learn best when teachers regularly evaluate their own teaching and reflect upon their practice.

The Teacher will:

- Evaluate their plans on a weekly basis.
- Ensure long/medium/short term plans are evaluated and work effectively.
- Set achievable developmental targets for our pupils and ourselves.
- Ensure good curriculum knowledge and expertise.
- Attend INSET training and keep themselves abreast of new educational developments.
- Share good practice with colleagues and act as critical friends.
- Organise moderation of pupil's work across year groups, and across the whole school.

The Pupils will:

- Be confident to express their opinions on their learning to their teacher.
- Be able to discuss their work and that of others.
- Be encouraged to reflect upon their own learning.

10. Children learn best when parents feel welcome, informed and involved in their child's education

The Teacher will:

- Actively involve and inform the parents about the education of their child.
- Create a welcoming environment in the classroom.
- Feedback and receive information to and from parents/carers
- Inform and involve parents/carers in the class behaviour plan.

The School will:

- Involve parents/governors/teachers/support staff in short/medium/long term planning for school improvement.
- Ensure that the whole school community celebrates achievements.

The Pupils will:

- Know that all those involved in the school community have the same aims.
- Make a positive contribution to their school community.

APPENDICES:

DIFFERENTIATION - CHALLENGING PUPILS

By task

1. Use an able pupil to quickly recap on the previous lesson's learning for the other pupils.
2. Many starter activities require pupils to find a number of examples. An able pupil can be set a higher target, e.g. Level 4 pupils find four synonyms for the word 'pleased', Level 5 pupils find eight.
3. If you are taking feedback during the lesson, enlist an able pupil to record ideas on the board while you lead the discussion.
4. Ask able pupils to model their writing or thinking, by explaining their answer/solution to a task to a neighbour.
5. The best way to prove understanding of a topic is to teach it. Get able pupils to teach the less able a key learning point.
6. Use G&T pupils to provide the plenary. Alert them at the start of the lesson to be ready to present their findings to the class at the end of the lesson.
7. Ask able pupils to come up with questions to ask during the plenary to test other pupils' understanding of the lesson.
8. Use higher-level questioning and direct questions at particular pupils rather than waiting for the hands up approach. Be ready to probe beyond the first answer in order to make them really think: 'Why do you think that?' 'How did you come to that conclusion?'

By resource

1. Provide dictionaries and ask G&T pupils to look up and explain definitions of key words or technical vocabulary used throughout the lesson.
2. Produce laminated pupil-speak grade or level descriptors at the start of the year for generic assignments and reuse them for target setting and review.
3. Provide unedited or full-length versions of abridged texts you are using with the rest of the class for your most able.
4. Produce a reading list of texts and electronic resources to encourage wider reading or research around a class topic.
5. Set an independent task, such as a further investigation in maths or science, or a different class reader from a selected list and invite pupils to decide how they would like to demonstrate their learning to you or the rest of the class after an agreed length of time.
6. Use past SATs paper questions from KS2 for able Key Stage 1 pupils,

KS3 questions for Key Stage 2 pupils.

By outcome

1. Use the now familiar 'Must do', 'Could do', 'Should do' ascribed to classroom tasks or homework to direct the type and length of activities pupils might complete.
2. Provide opportunities for pupils to respond in ways other than writing: display work, role play, short video films etc.
3. Remember that 'less is more' in some cases. Prescribe the number of words to be used to make G&T pupils think hard about what they write, and make every word count.
4. If you have a PC or laptop connected to an interactive whiteboard or data projector and a digital camera take a snapshot of a pupil's work and during the lesson, project it onto your board to use for modeling purposes. If your board is interactive you can highlight or annotate key features of successful examples and provide opportunities for self- and peer-assessment.

By support

1. While other pupils are working on a simple starter use the time to explain to able pupils how they can excel in the lesson, which lower-level tasks they can bypass and which tasks they should tackle to stretch them.
2. Ascribe the roles of chairperson or lead learner to able pupils who will then take on the mantle of responsibility and help maintain momentum and focus during tasks.
3. Plan your groups carefully. Sometimes able pupils will learn most productively together, sharing and extending their more developed thinking; sometimes it is helpful for them to advise a less-able pupil and have to work harder to successfully articulate their ideas.
4. Rather than repeating or summarising instructions yourself in front of the whole class, get an able pupil to do so.
5. Use confident older pupils (Year 6) as teaching assistants to extend able pupils' experience, understanding and skills.

DIFFERENTIATION - SUPPORTING SPECIAL EDUCATIONAL NEEDS PUPILS

Definition of term:

Teachers should seek to meet the diverse needs of children with SEN by being proactive in adopting varied approaches to learning, teaching and assessment (Vickerman, 2007). Addressing the full continuum of children's needs involves teachers working flexibly and creatively through a range of 'differentiation' strategies to design environments that are conducive to learning for all. Differentiation is a complex issue which requires teachers to think about the impact that their learning, teaching and assessment strategies has for children including those with SEN. An integral aspect of learning, teaching and assessment, is the need for teachers to modify and adapt their strategies to support the full range of children with SEN (Algozzine and Anderson, 2007)

Differentiation therefore requires teachers to recognise that:

- All learners are different and are capable of some achievement
- Every class is a mixed-ability group.
- Knowing individual pupils well is essential to good differentiation.
- Children with SEN like their peers are all on a 'continuum of learning'. This fact makes formative assessment even more important as we cannot assume pupils will always be operating at the same level.

In summary, differentiation has been extensively discussed and debated from both policy and pedagogical perspectives (See DCSF, 2007; Humphrey and Lewis 2008a; QCA, 2007) and involves consideration of diverse ranges of teaching, learning and assessment models. Although these can at times become complex in their interpretation they all tend to be based around four central strands of:

- **Curriculum adaptation** - Changing what is taught;
- **Instructional modifications** - Changing how we teach;
- **Environmental considerations** - Changing where we teach
- **People resources** - Looking at who teaches or supports teaching and learning??