



## **Teaching and Learning Policy**

At St Teresa's learning is not confined to a classroom; it is the purpose and responsibility of the whole school. We believe learning is a sacred endeavour, and all learning helps us to fathom the mysteries of life. We recognise that education is a shared commitment by all members of our community; children, parents, staff, governors, our parish and Diocese and the Local Authority. To ensure all of our children achieve their full potential it is essential we all work closely together to support the process of learning.

Learning occurs everywhere, from the moment the children arrive at school in the morning until they leave at the end of the day. We believe in teaching our children to be confident individuals who are able to independently tackle any situation, inside or outside of the classroom environment with a resilient, determined attitude.

### **We aim to:**

- Provide a supportive, safe, happy and caring environment, with high expectations which enables children to develop their self-esteem and decision making skills enabling them to make a positive contribution to school life and beyond
- Instil a love of learning, celebrating both success and effort, encouraging children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- Develop our children's faith and journey with God by following our SAINTS beatitudes and living out the Gospel Values, encouraging them to be disciples of Jesus
- Provide an inspiring, fun, engaging curriculum, with both challenge and support, which provides opportunities for all pupils to make the best possible progress
- Provide rich and varied contexts and experiences for pupils, in and beyond the classroom, so they may acquire, develop and apply a broad range of knowledge, skills and understanding
- Develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- Work alongside parents and all members of our St Teresa's community to maintain and develop a school of which we can all be proud
- Fully prepare our pupils for the next steps in their learning journey at St Teresa's and beyond

### **We believe children learn best when:**

- They feel secure and confident and valued in their learning environment
- They are involved in the learning process; their learning tasks are meaningful, relevant and appropriate to the needs of all pupils
- Their learning tasks challenge and support all children, through a range of differentiation
- They receive regular feedback, both written and verbal, from teachers and peers which enables them to take ownership of their learning with the confidence to evaluate, question and identify next steps

- The classroom environment is extended to include the outdoor area of the school, the immediate locality and the wider, surrounding area
- They have the opportunity to learn through different medias e.g. workshops, role plays, themed weeks, real life experiences, visitors, trips links to local community

#### **We believe staff are most effective when:**

- They feel valued within the school community
- They work as part of a mutually supportive team with colleagues both within year groups and across the whole school to plan and evaluate collaboratively together
- They establish effective relationships with both children and parents
- They are clear about their aims and share them with learners
- They motivate, enthuse and engage learners
- They have access to high quality professional development opportunities
- They feel supported to take risks and new ideas are always encouraged
- Clear boundaries are set, following the school's behaviour policy, to ensure a positive, purposeful working environment is established and maintained
- They are encouraged to share good practise by adopting our 'Open Door' policy
- They are encouraged to have an appropriate work/life balance which enables them to always deliver quality lessons whilst maintaining quality free time

#### **We believe the Learning Environment is most effective when:**

- It is vibrant and welcoming
- Our Faith is celebrated and evident in all aspects of our school
- Space and shared learning areas are used effectively
- Time is viewed by all members of the school community as a precious and limited resource which should not be wasted
- Classrooms are well resourced; children are encouraged to access equipment independently
- Displays are bright and stimulating; they celebrate achievement and creativity of all children as well as being a visual aid/learning tool

#### **Planning for Effective Teaching for Learning - The Early Years Foundation Stage**

The Foundation Stage includes all children in our Pre-school and Maple classes. The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes. The curriculum is divided into core and specific key areas of learning and development. They are:

##### **The prime areas of learning:**

- Communication and language
- Physical development
- Personal, social and emotional development

##### **The specific areas of learning:**

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

### **The learning characteristics:**

- Playing and exploring
- Active learning
- Creating and thinking critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for your child as they grow, learn and develop. We strive to ensure that each child's learning and development occurs as an outcome of their individual interests and abilities which is reflected in our planned learning.

An EYFS Learning Journey will be completed for each child. Throughout the Foundation Stage they will be assessed primarily through observations of daily activities and events in relation to the 17 Early Learning Goal descriptors. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

## **Planning for Effective Teaching for Learning - The National Curriculum Key Stages 1 & 2**

### **How is the curriculum organised?**

In September 2014 a new Primary Curriculum was introduced in all schools in England. The main aim was to raise standards and was inspired by what is taught in the world's most successful school systems, including Hong Kong, Singapore and Finland, as well as in the best UK schools. This new curriculum was designed to produce productive, creative and well educated students and has a strong focus on essential core subject knowledge and skills. The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Maintained schools in England are legally required to follow the statutory National Curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.

### **How is the curriculum planned?**

Teachers work in teams to plan, taking into account children's needs, abilities and preferred learning styles. The planning ensures curriculum coverage, progression and includes a variety of teaching methods and strategies. Planning is flexible and linked to pupils areas of interest. It focuses on key core skills and is annotated to identify areas for development.

## **How is the curriculum assessed?**

Staff use both Formative and Summative methods to assess children. Assessment for Learning (AFL) is an integral part of everyday teaching and learning and is linked to the objectives and success criteria. Teachers use formative assessment to inform their short term planning and determine the next steps in learning. Assertive Mentoring and 'Point In Time' Teacher Assessment (PITTA) is used as a summative assessment of pupil's progress and attainment to plan future work. Teachers regularly track and review individuals' progress identifying appropriate support or challenge to meet individual needs.

## **Inclusion**

Our school actively encourages all children to participate fully in all areas of school life. Provision is made to include all children with specific needs.

## **How is Teaching and Learning Monitored?**

All staff are encouraged to share good practice using our 'Open Door' policy to observe each other. In addition the Leadership team regularly carry out Drop ins and Learning walks during which they receive feedback from pupils. Book sampling and moderation of work takes place at least half termly across Key Stages and the whole school. Governors and Schools Support Officers from both the Diocese and Local Authority visit the school regularly to support and challenge.

## **Partnership with Parents**

At St Teresa's we value the importance of home school links in order for parents and carers to be involved in their own child's learning both at school and at home. Home school communication is an essential element of this process and we use the newsletter, class pages on the Learning Platform, workshops, open mornings and Liturgies to encourage parents and carers to be involved in their child's learning.

## **Non-negotiable Teaching Practices:**

- School agreed planning proformas are used and shared on the school network weekly
- Differentiation and lesson structure is appropriately decided according to the planned learning – this may alter on a daily basis depending on AFL
- Range of teaching methods are used
- Variety of Learning Tasks are planned
- Pre Teaching is used effectively to prepare children for the learning ahead – developing independence
- Learning Objectives are Identified and Shared
- Children, with guidance from the teacher, create Success Criteria from the Learning Objective when appropriate
- All Learning is modelled to pupils
- Maths and English Working Walls are used to support teaching for learning
- Outdoor Learning including trips are an entitlement
- Throughout the week all children will be supported in a focus group by the class teacher
- All adults in the class are actively involved in learning including carpet sessions
- Good quality, purposeful early morning challenges take place daily in all year groups
- Independence is encouraged in all aspects of school life

- A class book is shared daily

### **Non-negotiable Learning Expectations:**

- All children will read regularly with an adult in school. This includes shared class reading, Guided Reading session and in Lower Key Stages 1:1 reading.
- Children have the opportunity to respond to marking during a weekly planned session
- Children are invited to share their interests to inform future topics. Before a topic begins children identify their current knowledge and generate questions to inform their next steps. Children are given an opportunity each year to offer opinions and feedback on their school experience
- Children are involved in target setting and progress discussions with their class teacher

### **Non-negotiable Learning Experiences:**

#### **During their time at St Teresa's all children will:**

- Visit a Theatre
- Cook for a real purpose at least twice a year
- Visit the seaside
- Take part in a business venture
- Visit a different school
- Be given the opportunity to go on a residential trip
- Enjoy a classical music experience
- Work with a professional artist
- Be involved in a performance annually
- Be involved in an historical re-enactment at least twice