

St Elizabeth Catholic Primary School

Teaching and Learning Policy



The Governing Body of St Elizabeth Catholic Primary School

Date of Policy	November 2019
Reviewed	October 2022
Review Date	October 2023
Chair/Committee Chair of Governor's signature	
Headteacher's signature	

Inspiring and achieving lifelong learning in a welcoming Catholic community.

Article 28
Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries

Article 29
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Safeguarding Statement

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – **Relationships, Resilience, Responsibility** and **Respect**, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

British Values

At St Elizabeth, we recognise and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Rationale

This Teaching and Learning Policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Learning takes place within the whole Catholic ethos of the school. At St Elizabeth we support the school's mission through providing high quality learning experiences within all we do; in the curriculum, the learning environment and the interactions between all members of the school community.

The general aims and objectives underlying our curriculum:

Our aim at St Elizabeth is to prepare children for their future role as responsible citizens, capable of playing a full part in society. We pride ourselves in developing confident, independent, life-long thinkers and learners - developing these skills is at the heart of our curriculum. Enjoyment is a key feature of our lessons and teachers plan interactive, exciting lessons that engage and challenge all children.

Our objectives are to ensure that our pupils:

- Develop the literacy skills necessary to be able to communicate effectively in spoken and written English, as well as being able to use those skills in a broader context.
- Develop the mathematical skills necessary to tackle a range of tasks and real life problems.
- Develop investigative skills and knowledge of strategies designed to overcome problems.
- Develop critical thinking and listening skills to be able to make decisions based on evidence and analysis.
- Adopt a lifelong love of learning.
- Develop the confidence to express themselves in an articulate, creative and confident manner.
- Create and maintain high self-esteem as well as a feeling of self-worth and independence.

Principles underlying our curriculum:

We aim to deliver a curriculum which allows pupils at St Elizabeth to:

- Experience a range of teaching styles.
- Utilise a range of learning styles and intelligences.
- Learn to work systematically, independently and co-operatively.
- Learn through practical and investigation work, with a focus on discovery learning rather than via a purely teacher-led didactic delivery.
- Be provided with challenging, differentiated work, appropriate to their abilities.
- Be rewarded for their effort in addition to their achievement.
- Take advantage of opportunities for child-initiated learning.
- Receive appropriate support and provision for any specific learning needs.
- Participate in Enrichment activities within mixed-year groups.

An Enriched Curriculum

Enrichment

As part of teaching the National Curriculum, the school also offers an Enrichment curriculum which aims to develop children's Life Skills through Citizenship. We believe that in order for a child to become a successful life-long learner and good citizen, it is important to actively teach these 'soft-skills'.

PSHE Afternoons are planned for and led by teachers across the school. The programme allows for teachers to teach in classes other than their assigned class. Lessons seek to develop a wide range of key life skills which are typically focused around areas that are difficult to teach within main curriculum time through a range of Citizenship activities.

The Organisation of the curriculum

At St Elizabeth we have a designated member(s) of staff responsible for each area of the curriculum. These are known as Subject Coordinators. Subject Coordinators are responsible for ensuring the coverage, progression and standards in their area across the school.

The school's curriculum meets the statutory requirements as set out in the: Early Years Foundation Stage Curriculum Framework (March 2017) and the National Curriculum in England framework document (December 2014). Curriculum maps within each curriculum area demonstrate this.

The curriculum is comprised of core subjects (Religion, English and Maths) and the Foundation subjects (Science, History, Geography, French/Mandarin, Music, Art, Design and Technology and Physical Education). The Diocesan Policy on Religious Education (2012) states that 'Religion will be taught, developed and resourced with the same commitment as any other subject and requires 10% of the length of the taught week at each stage of education'.

At St Elizabeth the pupils benefit from specialist teachers for Music (African Drumming, Violin, Cello, Steel Pans), MFL (French and Mandarin), Poetry and PE.

Teaching staff are expected to complete medium term planning and a curriculum map which is shared with parents. Through medium term planning, staff identify ways to extend and deepen learning through topics and themes.

The general principles of effective teaching and learning

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. Individual subjects' schemes of work are used to guide teaching.

Planning

Planning the curriculum delivery is addressed in terms of:

Long term planning - the purpose of which is to indicate the topics that will be covered in each subject area every term as well as planned trips and other events.

Medium term planning - the purpose of which is to decide what is going to be covered in each subject area over the course of each half term.

Short term planning - the purpose of which is to decide what is going to happen over the course of the coming week and an outline of each lesson in detail.

When planning, teachers need to make certain the following areas have been addressed:

- Specific learning objectives with related success criteria;
- Key questions and related vocabulary;
- Stimulating learning tasks;
- Challenge for all children, differentiated based on individual ability;
- Formative or summative assessment opportunities.

We aim in our teaching to make pupils active participants in their own learning, to encourage learning beyond the classroom and encourage lifelong learning. We acknowledge that pupils learn in different ways and we aim to provide a rich and varied learning environment that allows them to develop their skills and abilities to their full potential through a variety of different teaching techniques.

We believe children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Monitoring Teaching and Learning at St Elizabeth

The Leadership Team, including Governors where appropriate, plan termly monitoring exercises to ensure teaching and learning standards are maintained and to highlight recommendations for further developments. These include: learning walks, lesson observations, subject scrutinies, pupil, staff and parent questionnaires and sampling pupil work. A short term action plan may be generated to address any necessary areas.

The Role of Teaching Assistants and Learning Support Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with ISPs or Education, Health and Care Plans (EHCPs);
- Provide cover for the class teacher in the case of unplanned absence.

Assessment to inform Teaching and Learning Provision

Pupil standards and achievements across the curriculum are assessed in line with the school's Assessment Policy; please refer to this for more detail.

Formative and Summative assessments are used by teachers to evaluate learning and ongoing provision for individuals and groups of learners. Focussed marking by teachers identifies the pupil's understanding of the learning objective and their next learning steps. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings and within Annual Reports at the end of the academic year.

Review

This policy will be reviewed at least every 3 years as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

<p>Recommended by Teaching & Learning Committee:</p> <p>Date of FGB Ratification:</p>	<p>Signed:</p> <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>
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