

Teaching & Learning Policy

2020



St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

SAFEGUARDING STATEMENT



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Teaching and Learning Policy

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

- Albert Einstein

Due to COVID19 restrictions and changes to working practices please see temporary addendum at the end of the policy

To be read with linked Documents

Remote Learning Policy
Curriculum Policy
Assessment Policy
Subject Leadership Policy
All subject specific policies
Confidentiality & Data Protection
Health & Safety Policy
Inclusion Policy
SEND Policy
Child Protection & Safeguarding Policy
Health & Safety Policy

Introduction:

We must never lose sight that we are a Catholic School rooted in the Gospel Values placing Christ at the center of all that it does: integrating Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the totality of school life.

No matter what “Blessed are the poor in spirit, for theirs is the Kingdom of heaven”

Faithfulness and Integrity

“Blessed are those who mourn, for they shall be comforted”

Dignity and Compassion

“Blessed are the meek, for they shall inherit the earth”

Humility and Gentleness

“Blessed are those who hunger and thirst for righteousness, for they shall be satisfied”

Truth and Justice

“Blessed are the merciful, for they shall obtain mercy”

Forgiveness and Mercy

“Blessed are the pure in heart, for they will see God”

Purity & Holiness

“Blessed are the peacemakers, for they shall be called children of God”

Tolerance and Peace

“Blessed are those who are persecuted for righteousness’ sake,
for theirs is the kingdom of heaven”

Service and Sacrifice

Gospel of St. Matthew, 5:3-10

Teaching and learning is the very purpose of our school. We believe that learning is a lifelong process and that we all learn new things every day in different ways and at different paces. Learning should be a purposeful, exciting, rewarding and enjoyable experience for everyone; and, above all, learning should be fun. We take the progress and attainment of each child achieving the very best they are capable of as a first priority alongside the welfare of all our school community. At St. Gerard's Catholic Primary & Nursery School we aim to develop happy, confident and caring young citizens who are well prepared for success in their future. Working together, our mission is to nurture and motivate all within our Catholic community encouraging positivity, self-worth & belief, resilience, aspiration, a love of life and a love of learning.

We believe that continued and sustained improvement is dependent upon sustaining the high quality teaching and learning that is taking place on a daily basis within and outside of the classroom, which makes learning a rewarding and enjoyable experience for everyone. Across our school, the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of engagement and achievement.

Our teaching and learning at St Gerard's is underpinned by our curriculum which has been developed with the children at the centre. We aim to ensure that it will inspire the children to be inquisitive, aspirational, problem solvers, believe they can become the person they want to become and develop into a valuable member of society as they continue their journey through education.

The Catholic ethos and British values will underpin all the learning and experiences that the children have at St. Gerard's Catholic Primary School and Nursery. The children will follow the "Come and See" programme and will experience daily Collective worship, weekly gospel assemblies and regular time for reflection. Teaching and learning at St. Gerard's Catholic Primary School is rich, varied, caring, inclusive, exciting, challenging, inspiring, but, above all, enormously rewarding. It is designed to fulfil our mission to guide the children to love, hope, dream and achieve.

By adopting a whole school approach to teaching and learning, in this policy we aim to:

- outline successful and effective teaching methods and learning strategies
- Promote a shared understanding of good classroom practice
- Raise and maintain achievement and attainment throughout the school
- Ensure a consistency of approach to planning and assessment procedures
- Emphasise that all members of the school community see themselves as learners and teachers
- Ensure equality of opportunity for all to provide consistency of teaching and learning throughout the school.
- Enable teachers to teach as effectively as possible.
- Enable children to learn as efficiently as possible.
- Give children the skills and knowledge they require to become effective lifelong learners
- Provide an inclusive education for all children.

- Learn from each other, through the adoption of a collaborative, mastery based approach to teaching and learning, where good practice is shared.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children’s self-esteem and help them build positive relationships with other people;
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Effective learning

We understand that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in a wide variety of ways. These include:

- open-ended task with a focus on problem solving, discussion, collaboration and imaginative thinking;
- research and finding out;
- group learning;
- paired learning;
- independent learning;
- whole-class learning;
- questioning and challenging;
- envisaging what might be;
- exploring ideas, keeping options open;
- reflecting critically on ideas, actions and outcomes;
- making connections and seeing relationships;
- use of the computer/ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to multi-media stimuli, music and expression through creative arts;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be able to explain clearly what they are trying to learn, how well they are doing and what they need to do to improve. We support them in being actively involved in determining their progress through peer assessment and self-assessment.

Effective teaching

Albert Einstein felt it was important to raise new questions, new possibilities, to regard old problems from a new angle which requires creative imagination and this is true of all subject areas and challenges faced in life to move forward.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum as a minimum to guide the content for our teaching. This sets out the essential objectives and milestones to be taught to each year group, ensuring coverage, progression, challenge, support and flexibility to revisit areas when needed.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we use information and targets contained in the children's support plans to ensure appropriately challenging and motivating work is set. We have high expectations of all children at St.Gerard's.

We set academic targets for the children in each academic year based on their prior attainment and regular summative and formative assessments. On a regular basis as per the assessment cycle, we review the progress of each child and revise targets to reflect their next steps.

We plan our lessons with clear learning objectives. We take these essential objectives from the New National Curriculum. Our lesson plans contain clear learning objectives and expected outcomes (WALT and WILF), questioning, teaching assistant support, resources needed, key vocabulary and a wide variety of assessment for learning techniques to assess the children's work. We review learning in relation to the learning objectives as a routine part of each lessons and use the outcomes to inform future planning. Although most subject areas will be taught by the class teacher some topics may be taught by specialist visitors or specialist teachers. (e.g. Spanish, P.E, Community police, Artists etc.)

We treat all children with kindness and respect. 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 at the beginning of each school year. We expect all children to comply with these rules that we jointly devise 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 order and behaviour at all times.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We follow guidance

from Halton Local Authority and the school's Educational Visits Coordinator (EVC) and submit detailed risks assessments on Evolve.

Teaching assistants play a vital role in teaching and learning, and are prominent figures in our classroom and daily lessons. Teaching assistants offer support to children in lessons, sometimes working with individual children on a 1:1 basis or sometimes working with small groups.

Our classrooms are attractive learning environments. We use working walls to support learning and reflect the topics studied by the children. Our working walls are well positioned for easy use during teaching sessions, and easily accessible for children to encourage independent learning. We also use the environment so that children have the opportunity to display their best work. All classrooms have a range of dictionaries and fiction and non-fiction books in a reading area. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Consideration is also given to adapt the classroom environment to support children with special educational needs. Each need is different so the environment is personalised to support individuals in each class, for example, personalised workstations, dyslexia friendly resources, etc.

All our teachers reflect on their strengths and areas of development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

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:

- holding parents' evenings and various parent meetings to explain our school strategies for teaching and learning;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;

- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading, and support for older children with their projects and investigative work.

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

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

Monitoring and review

This policy will be reviewed each year and changed if necessary. It should be read alongside our other policies: Feedback and Marking Policy, Curriculum Policy, British Values Policy, Teachers Standards (See Appendix 1) etc.

Agreed by Governing Body:

Date of next Review: October 2021

Appendix 1: Teaching Standards

Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

ADDENDUM TO POLICY DUE TO COVID 19 MEASURES

Following the amended publication of 'Guidance for full opening: schools' on 28 August 2020, and <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice> the school has made the following temporary changes to our Learning and Teaching policy.

Teaching and learning will follow the adapted skills and knowledge as set out in all Subject progression documents and the long term plans both in school and if Remote Learning is required.

Please see – Curriculum Policy, Assessment Policy and Marking & Feedback Policy for detail within these areas.

To address the need for remote learning should it be an individual class member, class (bubble) or whole school, teachers of all classes and subjects will plan for cycles of 3 weekly remote learning packs. These will be available on the "Remote learning" area of our website and on the Class page - alongside learning for class based activities. All resources will be available to be printed and distributed by the school, on request or if this is required, with links for off-site or on line learning available within 24 hours. The different procedures for teaching & learning are set out in the Remote Learning policy for 3 identified phases:

Phase 1 – Individual Remote Learning

Phase 2 –Short term school or 'Bubble' closure for up to 14 days

Phase 3 – Longer Term school closure for duration beyond 14 days

St. Gerard's will be adhering to the DfE and Public Health guidance at all times. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

- **Replicating the classroom remotely**

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

1. ensuring pupils receive clear explanations
2. supporting growth in confidence with new material through scaffolded practice
3. application of new knowledge or skills
4. enabling pupils to receive feedback on how to progress

- Effective remote teaching provision
- Interactive Platforms
- Keeping children motivated
- Maintaining aspects of school life online
- Continuing with the planned Curriculum
- Providing PE opportunities

- Providing solutions for children and parents who are unable to access the Remote Learning
- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations;
- access to high quality remote education resources;
- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use;
- provision of printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access;
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum
- set activities so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.