

St Catherine's C of E School

Teaching and Learning Policy



“Teaching and Learning is the core business of the school”

Rationale and Aims

The purpose of this policy is to set out the approach to teaching and learning that has been agreed by the whole staff and Local Governing Body following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of the school as a learning community through the ethos statement adopted by all Church schools in Cornwall.

Recognising its historic foundation, the School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences of children.

Our aims for teaching and learning are that all the children will:-

- be tolerant and understanding with respect for the rights, views and property of others.
- develop a responsible and independent attitude towards work and towards their roles in society
- not be limited in terms of their achievement academically, aesthetic appreciation and spiritual awareness.

Our school believes that:

- Children are the only reason why this school is here. Each child comes with amazing gifts, remarkable talents and immeasurable potential. We have a moral duty to ensure that each child is able to discover and develop these.
- Pupils will be happy and will flourish when working with adults who inspire them to learn. Relationships, based on mutual respect, trust, fun and high expectations are the key to excellent learning.
- Pupils will be happiest and achieve best when their families, in whatever form they happen to be, are involved and working closely with us. We will strive to develop strong partnerships with families.
- A broad and balanced creative curriculum offer inspires and motivates every child.
- Pupils will access learning most relevant to their educational need not chronological age.

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These beliefs are reflected in our outcome aims for all learners:

1. Safe and Strong -To have a healthy body and mind

- ✓ Emotional well-being and stability
- ✓ Physical well-being
- ✓ Awareness of risk
- ✓ Follow codes of conduct
- ✓ Able to make right choices
- ✓ Spiritual and moral understanding

2. Self-Confident-To have high self-esteem and self-confidence

- ✓ Positive attitude
- ✓ Strong personal identity
- ✓ Self-driven
- ✓ Aspirational for their future
- ✓ Confident of success
- ✓ Achieving their potential
- ✓ Achieve independence in all aspects of life

3. Social -To be global citizens with good social skills

- ✓ Have good communication skills
- ✓ Accepting of differences
- ✓ Accepting of criticism
- ✓ Respectful of themselves and others
- ✓ Work within local and global communities
- ✓ Co-operative skills
- ✓ Form productive relationships
- ✓ Develop Christian values

4. Skilled- To have learning skills for the modern world

- ✓ High learning skills levels
- ✓ Good organisational skills
- ✓ Skills to support economic well-being
- ✓ Inquisitive minds with a curiosity to find out more
- ✓ Be learners for life

5. Stars -To have a love of life in all its forms

- ✓ Dreams and aspirations encouraged and met
- ✓ Opportunities to develop own interests
- ✓ Strong cultural knowledge and identity

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- ✓ Creativity in all its forms developed
- ✓ Understanding of the meaning and significance of faith

In order to achieve our vision and stay loyal to our beliefs and outcome aims, the teaching and learning in the school needs to be of the highest quality. This policy sets out how St Catherine's C of E School will achieve the "highest quality". This policy links to agreed "Non-negotiable for Teaching Staff" document.

Inclusion Statement

St Catherine's C of E School is committed to creating an environment in which the teaching and learning, achievements, attitudes and well-being of every member of the community matters. We seek to create opportunities for all children to achieve their very best in terms of academic attainments and personal achievements. We aim to make the curriculum accessible to all members of our community irrespective of background, disability or learning need through a stimulating environment in which success is celebrated in all areas.

Section A – Best Practice because children learn best when:

1. They feel happy, safe and secure.

We will see:

- ✓ Positive, happy, respectful relationships based on Christian ethos throughout the school
- ✓ An all-pervasive caring attitude among pupils and adults
- ✓ Familiar routines for regular events e.g. register, handing out/ collecting materials enabling smoothly organised classrooms
- ✓ Pupils and adults safe from physical, mental and emotional harm or bullying
- ✓ Pupils and adults confident, adventurous and allowed to learn from mistakes
- ✓ Respect for people and property
- ✓ People being appreciated and valued in both words and actions
- ✓ Learning experiences are based on previous learning with effective learning sequences in place

2. They are physically comfortable and alert.

We will see:

- ✓ Appropriate classroom furniture arranged so that all pupils can access learning
- ✓ Water available to children when they need it
- ✓ Pupils not spending too long on the carpet or stationary at tables during teacher input
- ✓ Pupils being allowed to take breaks to get physical exercise whenever possible
- ✓ Fruit and healthy snacks being made available to children at break times

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3. They feel valued and appreciated.

We will see:

- ✓ Positive, encouraging, affirming words and actions from adults to all pupils
- ✓ Teachers/TAs ensuring that there is time for them to spend one to one time with children
- ✓ Learners having time to speak themselves and listen to others
- ✓ Teachers/TAs knowing, acknowledging and encouraging the talents, gifts, strengths, aptitudes and interests of all pupils
- ✓ Teachers/TAs actively developing an atmosphere of encouragement and appreciation fostered through our founding Christian values.

4. They are confident, excited and inspired to learn.

We will see:

- ✓ Teachers/TAs who can inspire pupils to want to learn and be high achievers in all areas of life
- ✓ Teachers have, always, high expectations about their pupils' learning
- ✓ A wide variety of activities, many based on first-hand experience and all made relevant to the pupil so that they can see why they are learning a particular idea or concept
- ✓ Exciting starting points to thematic units of learning
- ✓ Inspiring events and activities to aim towards as a climax for the unit of work
- ✓ Activities engaging the pupil's imagination, with a strong focus on oracy skills, reading and stories
- ✓ Adults using differentiated and open questions to challenge and support understanding and thinking
- ✓ Pupils having an active involvement in planning their learning
- ✓ Pupils able to talk articulately, using the language of learning, about their own and others' learning
- ✓ Learning experiences based on previous learning with effective learning sequences in place
- ✓ Pupils confident, adventurous and willing to take risks and learn from mistakes
- ✓ A variety of pupil groupings used, allowing for flexibility and effective teaching.
- ✓ Classrooms organised to facilitate independent learners, resources/materials labelled and accessible
- ✓ Learning experiences supported by visits and visitors
- ✓ Aspects of each class' learning based in or on the local environment or area
- ✓ A global perspective to children's learning
- ✓ ICT supporting their learning whenever possible or appropriate
- ✓ A positive attitude to learning maintained with purposeful learning evident across the day

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- ✓ Pupils eager to be successful learners
- ✓ Pupils taught specifically about how to be successful learners

5. They have a calm, quiet and productive environment in which to learn.

We will see:

- ✓ Pupils working quietly, with a noise level appropriate to the activity, but never loud so as to initiate disturbance to children's learning in neighbouring classrooms or hall
- ✓ Classrooms organised to be effective learning workshops
- ✓ Pupils able to work hard in a sustained manner
- ✓ Appropriate music being played as a background when appropriate
- ✓ Appropriate lighting
- ✓ Learning intentions on the board at the start of every learning opportunity
- ✓ Success criteria provided so pupils understand what they need to do to be successful
- ✓ Pupils having time to relax and reflect on learning
- ✓ Pupils understanding their next steps for learning

6. They are surrounded and inspired by examples of excellence.

We will see:

- ✓ Classrooms arranged with pupil's work of high quality- neatly mounted and labelled showing clearly the learning process modelled
- ✓ Teachers/TAs using excellent examples of writing, oratory, art, presentation, drawing to inspire pupils to outstanding standards of achievement
- ✓ High-quality displays with a range of pictures, books and artefacts to inspire all learners
- ✓ High quality resources, clearly labelled and available for pupils to use independently
- ✓ An absence of mess and clutter in all areas of the learning environment
- ✓ A classroom where the theme is immediately clear
- ✓ Display boards regularly maintained with a range of content: finished work; working walls; interactive displays to stimulate interest
- ✓ Displays changed regularly – no less than termly
- ✓ Excellent role models from - Its staff (teachers, TAs and volunteers) and other pupils
- ✓ Pupils eagerly sharing successes, including through whole-school assemblies
- ✓ Opportunities for pupils to learn from authors, poets, artists, sports people, craftsmen, people noted for their bravery/ endeavour, writers, explorers, scientists etc
- ✓ Active involvement within the local community

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7. They are actively involved in their own learning.

We will see:

- ✓ Pupils being taught how to learn through the 'Building Learning Powers' route (Appendix 2)
- ✓ Pupils asking 'challenging questions' – questions that they don't know the answer to but would like to find out
- ✓ Pupils understanding their preferred learning style and being allowed to use it
- ✓ Pupils having an active involvement in planning and choosing their learning
- ✓ Classrooms organised for independent learning with high quality resources and materials, clearly labelled and readily available for learners to use independently
- ✓ Pupils having time to follow lines of enquiry, enabling them to produce work of quality
- ✓ Classrooms organised for routines
- ✓ Pupils routinely involved with self-assessment including "peer to peer" on a regular basis
- ✓ Pupils having time and confidence to express opinions and listen to/ discuss those of others
- ✓ Opportunities for pupils to extend and develop learning at home
- ✓ Pupils identifying the learning dispositions they are using and working on those they need to develop
- ✓ Pupils identifying and planning for their next steps in learning

8. Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience.

We will see:

- ✓ Pupils actively engaged in work from first-hand experience
- ✓ Pupils being able to explain clearly why they are learning something
- ✓ Pupils working from starting points in the school grounds and the locality of Launceston
- ✓ Pupils having the opportunity to work outdoors throughout the year
- ✓ A high priority given to the skill of oracy and storytelling by teachers/TAs
- ✓ Teachers/TAs regularly exploring and reading fiction alongside pupils
- ✓ A range of pictures, (paintings/ photos/drawings etc), books, artefacts, models used as inspiration
- ✓ Pupils working for real audiences and for authentic purposes whenever possible
- ✓ A wide range of extra- curricular clubs where pupils s can explore new areas of learning
- ✓ Pupils and adults sometimes learning together (e.g. family learning opportunities)



9. Their learning is carefully planned and structured.

We will see:

- ✓ Teachers/TAs planning carefully structured sequences of learning to ensure that there is broad, balanced, rich and relevant curriculum, based on pupil's prior learning and achievement
- ✓ Teachers/TAs systematically assessing learner's progress on a half termly, termly and annual basis
- ✓ Freedom and space for pupils to pursue individual interests and engage in sustained activities
- ✓ The National Curriculum 2014 requirements being taught, but time available for other activities
- ✓ Teachers teaching a combination of skills and knowledge leading to understanding that can then be applied in other situations
- ✓ Teachers/TAs knowing when to depart from prepared planning to allow more fruitful learning opportunities, led by pupil enthusiasm

10. Teachers have high, but realistic expectations of them.

We will see:

- ✓ Pupils and teachers/TAs discussing learning outcomes and expectations
- ✓ Challenge for the more-able learners in every lesson
- ✓ A positive 'can do' ethos promoted across the school
- ✓ A culture where achievement is expected but also celebrated
- ✓ Pupils showing resilience and determination in seeing a task through to a successful conclusion
- ✓ Pupils being held increasingly accountable for the work – both quality and quantity

11. They understand how to improve.

We will see:

- ✓ Pupils reflecting on achievements and areas for development, in work, behaviour, attitudes and relationships
- ✓ Pupils working towards targets set to ensure progression using academic guidance as a learning tool
- ✓ Pupils being increasingly involved in target-setting as they progress
- ✓ Teachers/TAs helping pupils to understand the amazing power of their brain, how it works and how to make it work even better
- ✓

12. There is a strong, mutually supportive relationship with home.

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- ✓ Parents and carers encouraged to help pupils through homework and other activities
- ✓ Meetings to show parents how best to support learning e.g. dyslexia workshops, FS induction
- ✓ Regular meetings with parents to celebrate achievements and highlight targets for development including attendance issues
- ✓ An open door policy throughout the school which makes parents feel that they are always welcome
- ✓ Parents supporting the school by joining in with activities such reading/spelling/art/drama

Section B – Organisation for Effective Teaching and Learning Delivery

1. Role of Key Leaders: Leaders of the EYFS, Key Stages, and Subjects will be responsible for:
 - The monitoring of T+L standards in their areas in conjunction with the Head of School.
 - They will evaluate the effectiveness of provision and the curriculum at meeting national age related standards.
 - They will report to the Head of School and/or Local Governors on a regular basis on the quality of standards and provision.
 - They will prepare and evaluate action plans for their area of responsibility in line with the School Improvement Plan
 - They will lead and liaise with a range of staff to ensure learning continuity and progression

Monitoring will be done through:

- Lesson monitoring
 - Planning monitoring
 - Book scrutiny
 - Learner discussions
 - Assessment data
2. Role of Learning Subject Leaders: Subject leaders will be responsible for:
 - Monitoring teaching and pupil achievement in line with the requirements of the School Improvement Plan and preparing reports for the Head of School and Local Governors
 - Preparing and evaluating action plans for their area of responsibility
 - Lead and liaise with a range of staff to ensure learning continuity and progression
 - Leading effectively their domain team including linked TA/Local Governor
 - Attending relevant courses and disseminating information to staff

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- Auditing their area of responsibilities learning resources
3. Role of the Head of School: The Head of School will maintain overall responsibility for ensuring that teaching and learning priorities are delivered following a full analysis of data. The Head of School will specifically be responsible for:
- Analysing data streams
 - Informing Local Governors/Board of Directors of pupil standards and progress
 - Monitoring of day to day teaching and learning quality across the school
 - Addressing weakness in teaching and learning quality
 - Ensuring a creative curriculum offer is broad and balanced and meeting National Curriculum 2014 requirements
 - Supporting parents understanding of the school curriculum
4. Role of the Local Governing Advisory Body: It is the role of the Local Governing Body to monitor and review the policy and its implementation through:
- Regular scheduled visits to view the delivery of learning improvements
 - Reporting to the Head of School and Local Governing Body what they have observed
 - Receive reports from the Head of School
 - Progress towards achieving the aims of the School Improvement Plan
 - Attending appropriate INSET
 - Promote and ensure at all times equal opportunities in relation to race, gender, ability and belief
 - Protect the Christian ethos and values of the school within its Church of England status whilst also promote the practice of giving value and respect for all cultures and faiths
5. Role of Continuing Professional Development:

Teaching and learning quality is dependent on having well trained staff with good knowledge and skills to deliver the curriculum. The school places great emphasis on providing appropriate training for its staff. These will be prioritised according to the needs of the current School Improvement Plan.

6. Role of Collective Worship:

The school is committed to ensuring daily Collective Worship opportunities are timetabled and accessible to all pupils. Requests by parents to withdraw their child from acts of Collective Worship will be agreed. Collective Worship will be based on the school's Christian ethos and values. The school will promote opportunities for pupils to be engaged in the planning and implementation of Collective Worship.

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7. Role of Religious Education:

The planned curriculum offer will ensure the skills and knowledge contained in the current agreed syllabus are delivered appropriately.

8. Role of E Learning:

The school recognises the growing importance of E-Learning in providing a rich and stimulating form of learning for all pupils. Teaching and learning opportunities will use the power of technology to motivate pupils across the whole curriculum. The school will provide provision for learning opportunities beyond the standard day via VLE platforms. The school will ensure pupils know about the dangers relating to the use of technology.

9. Special Educational Needs and Disabilities:

Strategies and processes already outlined will allow pupils to progress with their learning. However, for some SEND/Gifted and Talented pupils additional provision will need to be made. A register of all children in these categories will be kept and updated termly. The school will pay particular attention to:

- Differentiation of task
- Additional or extended learning opportunities
- Appropriate pupil groupings
- Use of specific resources – particularly ICT
- Seeking the advice and support of outside agencies
- Working closely with parents to meet the needs of individual learners
- Ensuring Special Needs paperwork is maintained on a regular basis and shared appropriately with staff working with that pupil

10. Role of Assessment and Recording:

Assessment for learning (formative assessment) is an integral part of the teaching and learning process. Teachers should:

- Arrange time to observe, assess and review achievements with each pupil on a regular basis
- Ensure that pupils are involved by developing skills of self-evaluation
- Ensure that marking and teacher's comments relate directly to targets, learning objectives and associated success criteria

Summative assessment will be completed on a half termly basis and the outcomes used to support the teachers' judgements on individual pupil's achievement. The school will use a central database to record and analyse outcomes. Parents will be informed of their

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Appendix 1 – Check List for Effective Thematic Planning.

Essentials in a Themed Unit These must be present in every themed unit taught.

- ✓ Planned Speaking & Listening
- ✓ A 'Hook' and a 'Goal' (Something exciting to begin the theme and something inspiring to aim for at the end – an event/ display/ performance/ visit etc)
- ✓ Pupil Voice (What do children want to learn/do?)
- ✓ Assessment for Learning – pupil led
- ✓ First Hand experiences
- ✓ Opportunities for writing
- ✓ Pupil led activities with an element of real choice
- ✓ Opportunities for Personal and Social Development
- ✓ Different groupings (pairs, class, individual, ability groups, friendship groups, non-ability groups etc)
- ✓ Display or indication of theme in classroom environment
- ✓ Assessment opportunit(y/ies) for teacher
- ✓ Storytelling
- ✓ Broad and balanced curriculum offer
- ✓ Drama/role play
- ✓ Opportunities for children to ask questions and pursue answers
- ✓ Time to produce work of real quality
- ✓ ICT
- ✓ Ensure core objectives are covered but allow for flexibility
- ✓ Opportunities to develop understanding of the school's core Christian values and ethos

Essential in a year These must be present at least once in every year.

- ✓ Use of the outdoor environment
- ✓ Use of the local area
- ✓ Topics weeks/days
- ✓ Visitors/Visits
- ✓ Enterprise
- ✓ Community involvement
- ✓ Parental Involvement
- ✓ Observational drawing

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Appendix 2 – Checklist for 'Building Learning Powers' Learning Disposition Language

The language of learning and the skills needed to become effective learners will be explicitly taught throughout the school. Displays will represent this language throughout the school and 'Good Learner of the Week' pupils will be selected for demonstrating the learning dispositions outlined below.

Respectfulness

Kind/Generous/Thoughtful/Caring/Compassionate/Helpful/Considerate

Resourcefulness

Capitalising/Questioning/Reasoning/Imagining/Making Links/Showing Curiosity

Reflectiveness

Relearning/Planning/Revising/Meta-learning/Distilling/Revisiting

Responsibility

Teamwork/Listening/Understanding/Collaborating/Imitation/Independence/Empathy

Resilience

Managing distractions/Perseverance/Absorption/Noticing