

Sacred Heart Catholic Primary School

To live, love and learn joyfully in the family of Christ



Teaching and Learning Policy

Policy Review

This policy will be reviewed in full by the Governing Body every two years

The policy was last reviewed and agreed by the Governing Body on 25th January 2023

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Sacred Heart Catholic Primary School

Vision

The family of Sacred Heart Catholic Primary follows in the footsteps of Christ and is built on the teachings and traditions of the Catholic Church.

Page | Our vision is that Sacred Heart will be an inspirational school where all love to work, learn and grow in the
3 blessed family of Christ.

Through creating a stimulating learning experience, our children will become confident, independent and resilient with a social conscience for their journey through life. They will develop skills alongside knowledge to equip them to thrive in an increasingly complex and changing world.

Our school will be a place where all learners are happy and safe in a stimulating environment where the values of Jesus Christ are at the centre of everything we do.

Mission Statement

To live, love and learn joyfully in the family of Christ

As a Catholic School, we see Christ as the foundation of all our educational efforts. We are a community whose aims and work are lit by the vision of the Gospel. Our Mission is to bring the children to know, love and serve God in their hearts and minds.

Aims

We seek to:

- create a caring community in which each child is enabled to fulfil their full potential; spiritually, morally and academically.
- create an environment in which each child is encouraged to develop an enquiring mind and a life-long love of learning,
- ensure that every aspect of school life is rooted in the Gospel values
- recognise and value parents as the first educators of their children, fostering positive relationships and strong working partnerships between the school, parents, and all those responsible for the children's welfare and education.
- encourage each child to aspire to good moral behaviour and guide each child towards maturity; enabling each child to become a caring, responsible, active member of the community.

Teaching and Learning at Sacred Heart

At Sacred Heart Catholic Primary School we undertake to:

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- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
 - Develop confident, disciplined and enquiring learners, able to make informed choices.
 - Inspire a love of learning.
 - Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
 - Facilitate considerate and positive relationships between all members of the school community.
 - Ensure equal opportunities in relation to gender, race, class, special needs and belief.
 - Value and respect all cultures.
 - Provide a safe and happy learning environment.
 - Promote a thoughtful attitude towards the immediate and wider environment.
 - Incorporate extra-curricular activities to enhance the learning opportunities for all pupils

Some thoughts about effective teaching and learning

'In great classrooms in any school there is always the judicious balance of the fun and fundamentals of learning. Enjoyment, humour and warm relationships abound. So too does the unequivocal focus on practising basic and higher order skills... Excellent teachers create climates for learning in which engender confidence and motivation among the learners. Critically, there is no fear of failure because teachers and pupils alike support one another's triumphs and disasters. Opportunities for risk taking, exploration of new knowledge and concepts, and experimentation permeate. Learners' potential is spotted and encouraged. In the true sense of the worked, education – 'to lead out' –underpins the learning environment.

'The Restless School' – Roy Blatchford, 2014

What did you learn today? What mistake did you make that taught you something? What did you try hard at today?

Carol Dweck

If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.

Carol Dweck

In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

Carol S. Dweck

Growth Mindset

At Sacred Heart Catholic Primary School, we have a growth mindset culture.

A key concept which shapes the ethos of our school is growth mindset based on the work of Carol Dweck. Rather than simply praising success we praise effort and persistence.

5 We teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. We provide children with challenging tasks. Our children recognise that effort, persistence and good teaching are what help them improve.

If children have fixed mindsets they find it hard to cope with failure: we teach our children to see mistakes as positive; a way to learn and move forwards. This makes for a very energetic and inclusive culture. It also has a positive effect on our ethos and on how children approach learning and support each other.

Examples of how this policy looks in practice are:

- Children know that mistakes are how we learn, and that failure is part of learning. Therefore, mistakes are shared, discussed and learned from.
- Next steps marking gives children an opportunity to build on learning, learn from mistakes and to take further challenge.
- Children are given the opportunity to choose their own level of challenge in tasks.
- Children don't have set ability groups but are able to work at the level of challenge most appropriate for them in each task.
- Children strive to improve their personal best (eg: in, spelling tests, times table tests, lesson challenges) rather than seeing coming "top" as the goal.

EFFECTIVE TEACHING AND LEARNING

What is good teaching?

Highly effective teaching at Sacred Heart is characterised by personalisation. Children make the best progress when they are encouraged and their effort is noticed and praised. We want them to feel secure and confident enough to take risks and 'have a go'. We believe in matching teaching technique and strategy to learning need and objectives. We believe a well-planned curriculum should be challenging and inspiring.

Examples of how this policy looks in practice are:

- Groups are flexible so we can respond to different rates of progression and appropriate next steps.
- A week's lessons will include whole class direct teaching and modelling, differentiated work, mixed ability work, practical tasks, paired work and individual work.
- Lessons include a good balance between teacher/pupil talk and well-structured learning partner talk opportunities.
- There are many real opportunities for co-operative group work.
- We structure and pace teaching and learning so that children understand what is to be learnt, why and how.
- We encourage children to discuss their learning and to articulate their understanding.
- Children are given context for their learning through well considered topics.

Metacognition

There is strong evidence to support the view that metacognition and self-regulated learning impacts significantly on the attainment and progress of children. Simply put, metacognition is the ability to monitor, direct and review your own learning. It is about knowing yourself as a learner and adopting strategies to help you to learn best. At Sacred Heart, we incorporate metacognitive strategies to help all our learners to maximise their potential. Various strategies are evident in our classrooms although this is not an exhaustive list:

- Animals. Animals are prominently displayed in all rooms; each animal represents a learning power. This provides the pupils with the language needed to describe what effective learning looks like. These animals reflect the learning powers in our curriculum wheel.
- Gold Book. Each week a pupil from each class is recognised in our Celebration assembly. They are entered in the gold book. This entry describes the learning that has taken place making reference to the learning powers. This reinforces the language of learning.
- Feedforward marking. Improvements and next steps are discussed with the pupils during the lesson. This forms the basis of our marking policy. This robust system allows children to become proactive in generating and using ways forward to develop as learners.
- Success Criteria. Activities are evaluated using success criteria. This enables pupils to assess their own and peers work in a less superficial way. Successes are identified and personal targets set.
- Self and peer assessment. Using mark schemes (maths) or success criteria, children are encouraged to evaluate their own work. Adults will also feed into this process via feedforward marking. This enables to pupils to be aware of themselves as learners.
- Pupil choice. Differentiated tasks are available for the pupils to choose from. This allows pupils to progress when confident and removes the adult imposed ceiling on learning. Staff monitor pupil choices and ensure all children are challenging themselves appropriately.
- Classroom talk. Learning partners are regularly reviewed and pupils are encouraged to discuss and explain learning to help deepen their knowledge.
- Modelling and shared practice. Staff demonstrate the learning process and articulate their thinking. By doing so, pupils see good learning role-models and explicit examples of effective learning and evaluation taking place.

Planning

We will follow the agreed schemes of work with reference to whole school planning to ensure that programmes of study are effectively covered.

These are the schemes we use:

- Maths- White Rose
- Spelling- Essentials Spellings
- Computing – Rising stars
- RE- The Way the Truth the Life
- PSHE YR-Y6 Jigsaw
- RSE- Life to the Full (Ten Ten)
- Music- KAPOW

We will adapt and develop the schemes of work to ensure the needs of the children are met in terms of challenge and support.

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We use the whole school curriculum map to ensure that each subject is effectively covered. We all use a cross curricular approach. We create long term plans for each half term. Our medium term plans are detailed and show the learning objectives, activities, opportunities for assessments and resources. Our short term plans are in the form of smart notebooks. All our planning is saved on the Staff Shared Area.

Assessment

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7 We are constantly assessing the understanding and progress of our children. We help the children make progress with consistent formative assessment for learning. We also value summative assessments of learning, where the children are assessed against national standards. (See Assessment Policy).

Feedback and Effective Marking

Feedback and effective marking (see Feedback Policy) is embedded in everyday practice and is used to inform teaching and learning. Children benefit from opportunities for formal and informal feedback. Which enables children to understand their own strengths and weaknesses as demonstrated in their work. Marking or oral feedback explains what the next steps should be and enable children to make excellent achievements by building on previous learning.

Giving feedback involves:

- Discussion in guided groups or one to one- making time to talk to children and teaching them to be reflective about the learning objective and about their work and responses.
- Self/Peer-marking- children are encouraged to see for themselves what they need to do to improve and discuss it with an adult/peer or work it out independently.
- All pupils are clear about how they need to improve.
- Marking is linked to the learning objective, reflects learning expectations and identifies next step prompts and/or challenges to develop children's thinking further.
- Pupils are given opportunity to respond to 'Next steps'.

In order to assess we use:

- EYFS: Developmental Matters
- National Curriculum
- Juniper Target Tracker
- ITAFs
- NFER
- Test Base
- Questioning to inform planning
- Meaningful assessment- dialogue with the child (Feed forward marking)
- Responses to Next steps
- Sign posts
- KWL sheets

Effective questioning

Using effective questioning means challenging children to deepen their thinking. We believe that high quality teaching and effective learning is characterised by effective questioning. We ask effective questions which go beyond straight recall with strategies such as:

- Giving a range of answers for discussion.
- Turning the question into a statement to prove or disprove.
- Finding opposites: why does one work/one doesn't?
- Giving the answer and asking how it was arrived at.
- Asking the question from an opposite position.
- Using questions to find out what children know, understand and can do in order to target teaching more effectively.
- Analysing children's responses in order to find out what they know, understand and can do.
- Using children's questions to assess understanding.

Record-keeping and Assessment

Regular summative and formative assessments establish the level of children's attainment and track their progress. These assessments are used to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy. Assessments are recorded on Target Tracker and progress is analysed regularly by class teachers, phase leaders, the assessment leader and SLT.

Use of Support Staff

Support staff are used to support learners and move learning forwards

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching assistants are also fully involved in the delivery of support programmes for English and Maths Intervention programmes. Our adult helpers also assist with the preparation and storage of classroom equipment

Examples of how this policy looks in practice are that teaching assistants:

- Support teaching, either through direct delivery or by enabling access for identified children.
- Support a guided group within the classroom.
- Deliver intervention groups.
- Carry out assessments.
- Prepare resources.
- Support children with ILPs or Educational Health Care Plans (EHCPs)

Differentiation

Teachers will personalise planning for all pupils to ensure progress by differentiating/ scaffolding tasks appropriately. Reasonable adjustments will be made to help every child to be successful and to make progress.

Opportunity for challenge

We celebrate attitude to challenge as well as attainment. We ensure there is appropriate challenge at every level for every child. The children are encouraged to choose appropriate levels of challenge in their work.

Our Curriculum



We believe key skills and attitudes are best developed with an inspiring cross curricular approach. Our aim is to create a rich and varied curriculum, meeting national requirements but uniquely developed by us. We think creatively when planning a term's work and make connections between subjects; we endeavour to take risks, and to be innovative.

We believe that children who think creatively and independently are more likely to discover things for themselves, to be open to new ideas and to be motivated to work beyond lesson time to pursue topics of interest. Allowing children to think and work creatively develops self-confidence and builds up key learning skills e.g. how to manage their own behaviour, their understanding of the learning process, their ability to think systematically, to manage information and to learn from others.

We encourage children to take on different roles within their learning and to approach topics from different viewpoints to develop empathy and understanding.

Homework

We believe that homework contributes to the academic achievement of pupils in our school. The key purposes of homework are to:

- Reinforce learning that has taken place in class.
- Practise skills that will be useful in class (times tables, spellings).
- Research a topic in readiness for a class activity.
- Share learning and celebrate work.

Teachers ensure that:

- At Foundation Stage and KS1 homework set encourages parents to be involved.
- At KS2 homework set can be carried out independently by pupils.
- Homework is checked or marked by the teacher.

(See also our Homework Policy.)

What is effective learning?

We ensure that children experience different types of learning:

- investigation and problem solving,
- experimentation,
- listening,
- research and discovery,
- cooperation in group work, pair work, independent work and whole class work,
- questioning,
- use of ICT,
- fieldwork and visits to places of educational interest,
- outside visitors to school,
- creative activities,
- responding to musical and artistic material,
- debates and presentations,
- role-plays,
- outdoor learning,
- designing and making things,
- participation in physical activity,
- reflecting on what has been learned.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing what they learn – what helps them learn and what makes it difficult for them to learn. We encourage that children know their own next steps and can discuss what will help make them achieve them.

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 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 is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development.

Learning environment

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Children spend a significant amount of their lives in our classrooms. Our classrooms should be safe and welcoming places to be, as well as stimulating and supportive of learning.

The environment in which the children learn should:

- Display and celebrate children's work;
- Offer stimulating, up to date topic information;
- Offer prompts and reminders for independent learning;
- Be well ordered as a model for the neatness and order we expect from children;
- Be organised so as to create a calm, harmonious working environment;
- Have interactive whiteboards and other teaching boards that are clearly visible to all pupils from where they work;
- Have resources and manipulatives clearly labelled and easily accessible to the children;
- Exhibit models of work where teachers' writing is legible, cursive and intelligently laid out.

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Behaviour

We believe that excellent standards of behaviour are essential to effective learning. We all work together to ensure that the Behaviour Policy is followed.

Positive learning behaviour is rewarded with, celebration assemblies and positive recognition from adults and peers. Each class creates its own learning behaviour contract and as part of that has weekly class recognition awards- kindness, growth mindset, attitude).

SEN/Inclusion

- We ensure that we meet the individual needs of the children in our care in order to ensure that all children make progress.
- Successful inclusive provision is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- All children will be given full access to the National Curriculum (unless their statement of SEND indicates disapplication).
- We will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, will have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
- We try to identify the particular needs of a child as soon as possible. We have access to guidance and assessment from not only the educational psychologist but also the speech and language team.
- Please also see our SEN Policy

Children with English as Additional Language (EAL)

We ensure that all pupils have regular and meaningful opportunities to engage with a range of language opportunities. We recognise the need for children to develop a good command of a range of language structures if they are to express their learning.

We are aware that providing opportunities for talk is central to effective learning. Acquiring understanding of any concept requires dialogue on a number of levels – internal, with a learning partner, small group and as part of whole class interaction. All pupils and in particular those with more than one language benefit from

Page | opportunities to rework and rehearse their understandings and explanations before more formal
12 presentation whether orally or in writing.

ROLES WITHIN SCHOOL

The Role of the Pupil

Pupil's learn best when they:

- Feel respected and valued
- Feel the environment is safe but challenging
- Are encouraged to take an active part in lessons
- Are prepared to listen to others
- Understand clear learning objectives for the lesson and are encouraged to form own success criteria
- Are encouraged to reflect on prior learning
- Are challenged in their learning

- Are clear about the task and are supported when problems are encountered
- Are equipped with the correct resources for the task
- Develop independent learning strategies and are encouraged to take risks
- Are given opportunities to demonstrate their understanding
- Are encouraged to work at a pace to meet the challenges set
- Feel their efforts are rewarded appropriately
- Receive evaluative comments on their marked work indicating how to improve or what the next steps are in their learning

Pupils are encouraged to demonstrate resilience and be responsible for their own learning and behaviour. They are able to participate in school life and their learning in many different ways:

- Pupil voice
- Accepting challenges
- Buddies
- Chaplaincy Team
- Learning partners
- School council
- Kindness award
- Y6 prefects
- Mini Vinnies
- Dinner crew
- House captains
- Play leaders

The Role of the Governors

It is the Governors' role to monitor and review the policy and its practice through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting back to the Head Teacher and governors.
- Receiving reports from the Head Teacher.
- Attending INSET.
- Receiving reports from the Office Manager, in particular regarding Health and Safety.
- Promoting and ensuring equal opportunities in relation to race, gender, class and belief.
- Promoting and ensuring the practice of giving value and respect for all cultures and faiths.
- Class/subject governor links
- Attending school events (eg: class assemblies, school plays, curriculum evenings)
- Being visible and accessible to parents

The Role of Parents/Carers

Parents/carers are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any issues that their child is experiencing, at a mutually convenient time.
- Supporting their child by attending open evenings and other meetings.
- Supporting their child and class teacher by being actively involved in the operation of any SEN processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct PE kit.
- Agreeing to fulfil their responsibilities as defined in the Home School Agreement.
- Agreeing to, and supporting, the school's Homework Policy.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and journeys.
- Taking the opportunity to participate in events that support their child's learning (eg: topic assembly, celebration assemblies, Parents' evening, school and class Masses, curriculum evenings).

The Role of the Community

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the school, and being positive role models.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills. (e.g.: GSK events, Wellie Wednesday, Library visits, extra-curricular clubs).
- Supporting school events.

The Role of the Church

The church is invited to support the school by:

- Participating in regular class and whole school Masses and liturgies
- Supporting developing spirituality
- Setting clear moral expectations

