



St Charles Catholic Primary School Teaching and Learning Policy November 2022

This Policy was adopted by The Governing Body of St Charles Catholic Primary School on:		
Date: November 2022	Signed by: Elizabeth Z. Pawal.	
It will be reviewed in 3 years		Date: November 2025

Mission Statement

"Let all that you do be done in Love.

Love is made possible with respect." St Charles Borromeo

At St Charles' we pray, love and learn together as one school family, with Christ at our centre. We create and experience joy every day in our home, our school and our parish.

Vision

Children will leave St. Charles':

- With a love for learning.
- With Christ in their hearts.
- With outstanding manners.
- Showing care and respect for all.
- Having achieved their best.
- With a sense of pride and confidence.
- With a deep sense of responsibility.
- With life-long skills to enhance their future.

Values:

Everyone at St. Charles' will be:

- Compassionate
- Aspirational
- Determined
- Enthusiastic
- Humble
- Friendly

- Trustworthy

Rationale

We believe that:

- Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
- Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
- High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

Aims

St Charles Catholic Primary School aims to provide children with the opportunities needed to develop towards their full potential; academically, emotionally and socially.

We aim to:

- Provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enable children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

At St Charles' Catholic Primary School we believe that 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 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 is adapted to enable access for all
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens.

Quality First Teaching

At St Charles' Catholic Primary we believe that good teaching is when teachers (and other School staff);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately adapted in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to investigate children's understanding and extend children's skills and knowledge;

Guiding Principles of Quality First Teaching

- Children working independently are given skills based learning challenges that are well resourced
- Key vocabulary is taught and used
- Regular response marking (verbal and written) leads more rapid progress.

- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are flexible in order to promote inclusion.
- All children are supported to access the curriculum.

Effective Teaching and Learning

At St Charles' Catholic Primary School we believe that a good lesson should comprise of the following elements;

- High expectations – there is a high expectation of success in every lesson
- Well paced – there is a sense of urgency, driven by the need to make progress and succeed
- Interactive – pupil's contributions are encouraged, expected, extended
- Children working on objectives in line with the National Curriculum. Staff extend and enable all pupils to access the work for their age group.
- Planning – teachers have a clear understanding of subject knowledge. Lessons are planned according to long term overviews and within a sequence of small steps following the current medium term / unit plans.
- The current lesson is placed within the sequence of learning within the unit of work.
- The intended learning and success criteria is clearly shared.
- Tasks directly relate to the learning intentions. All children are working towards meeting the same learning intention, supported and / or challenged appropriately.
- Use of assessment and evaluation –Common misconceptions are highlighted and addressed by staff before, during and after the lesson.

At St Charles' Catholic Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop: application of :

- number;
- communication
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will be developed across the curriculum.

This will include:

- creative thinking;
- enquiry;

- information processing;
- reasoning;
- evaluation.

Curriculum Planning

St Charles' Catholic Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- 'Come and See' programme for RE taken from Nottingham Diocese, and the 'Ten-Ten' programme for RSHE.
- The needs (skills and knowledge) and interests of the children we are teaching.

Long Term Planning

Our Whole School Topic Overview plots the content covered from Foundation to Year Six for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2014 National Curriculum.

It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Current Long Term plans for each subject are published on the School Web Site

Medium Term Planning.

- This is based on a topic approach using the Programmes of Study given in the National Curriculum to ensure breadth of coverage
- Guidance is taken from Chris Quigley skills in order to break down Programmes of Study in to a skill based curriculum
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

Short Term Planning

Short term planning takes children's prior learning and current assessment into account and ensures that lessons consolidate, build upon and extend learning for all children. Short term plans are the responsibility and professional property of the class teacher and follow a format that is purposeful, informative and relevant to each class teacher.

Planning is regularly monitored and quality assured by SLT

Classroom Environment

- We aim to provide pupils with a bright, engaging learning environment which inspire and support learning:
- Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin-up notes and write on whiteboards.
- Displays should inspire learning and celebrate the achievement of all pupils. The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities.
- Working walls in core subject areas will be updated regularly and provide good quality support prompts/ methods and guides that the children can access easily.
- The schools mission statement, vision and values and school rules will be displayed within each classroom.

Behaviour Management (Please refer to the school's behaviour policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment. Outstanding behaviours for learning are encouraged, praised and rewarded with stickers, house tokens and certificates

Assessment (please refer to the School's Assessment Policy)

Marking and feedback is conducted throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at St Charles' Catholic Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication.
- Staff 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 or an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- 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.

Roles and Responsibilities

- Learning and teaching is a shared responsibility and all members of the school community have an important part to play.
- *(See Home-School Agreement)*

Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- Recognise and be aware of the needs of each individual child according to ability and aptitude;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organised;
- Keep up-to-date with educational issues;
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Teaching Assistants role includes:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Teaching small RWI groups
- Delivering intervention groups under the guidance of the teacher
- Carrying out assessments
- Preparing resources
- Supporting children with EHCPs or statements

Parents aim to:

- Ensure their child attends school regularly and arrives on time – 8.40am for an 8.45am start, and will be collected promptly at the end of the school day
- Ensure that their child attends school wearing the correct School uniform
- Not drive up the school drive and will park with care on Bosworth Road
- Inform the school of the reason for any absence before 9.30am on the first day of absence
- Make the school aware of any concerns or problems likely to affect a child's work or behaviour
- Support the school approach to behaviour and discipline throughout the school
- Support the school's policy for homework
- Attend parent's evenings and discussions about their child's progress
- Not discuss any School issues via social media, but come and speak to school about any issues
- Help to prepare children for the sacraments of Eucharist and Penance by encouraging their regular attendance at Sunday Mass from the time they start school
- Not take holidays during school time

Pupils should:

- Respect others and be caring towards them
- Be polite and helpful to others
- Attend school regularly and on time
- Wear school uniform and be tidy in appearance
- Do my school work to the best of my ability
- Complete my homework and hand it in on time
- Keep our school neat and tidy
- Behave sensibly
- Keep to class/school rules
- Take home all school letters and newsletters

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc; presenting themselves as positive role models to be emulated;
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Supporting school events;

Homework (See Homework Policy)

Homework is considered to be a valuable element of the learning process. At St Charles, we use Home/School diaries to encourage parents to work with their children at home. The diaries provide the children with an opportunity to record their learning and home reading and share weekly learning and behaviour outcomes with parents.

- Learning Log homework will be set 1 x per month which will incorporate a more open and creative approach to homework. This allows children to independently choose the way they present their homework and develop a variety of skills
- English and maths homework will be set regularly in order to practise basic skills and apply processes taught in class

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a life long process and not just restricted to school hours.

Monitoring and Evaluation

- Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, members of the Senior Leadership team and the Headteacher.
- A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings.
- Subject leaders will regularly monitor children's books and perform learning walks throughout the year

Policy Review Date: November 2025

Related Policies:

Behaviour

Assessment and Feedback

SEND

Home-School Agreement

Homework

Equal Opportunities Policy