



St. William of York Catholic Primary School

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The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love, within the Catholic tradition.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

A Policy for Teaching and Learning

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at St. William of York School. It lays the foundation for curriculum delivery at our school and all other policy documents should be read within its context. It represents an agreed view of how our children learn, how we endeavour to encourage and support that learning and provides a framework which supports teachers and support staff to be confident in developing their own practice ensuring that we are consistent in our approach to working with our pupils. We recognise the place for individuality and value the individual strengths of both pupils and staff.

What is teaching and learning?

Teaching and learning is the purpose of the school. We offer a broad and balanced curriculum, according to the requirements of the 2014 National Curriculum, as well as fostering the spiritual growth of all members of the school, as required by the school's Mission Statement.

Aims

At St. William of York Primary School we undertake to:

- 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.
- Foster a love and enjoyment 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, disability, special need and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.
- To deepen each child's understanding of their role within their community.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's 'Behaviour Policy'.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.

- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and the EYFS.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support of colleagues, in order to ensure a high level of professional expertise.
- Welcoming and supporting all learners.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all children at St. William of York Primary School must be given full access to the National Curriculum and the EYFS. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, disability, age or ability.

Management of the School Day

The day begins at 8.40am when children and parents are invited into school for a 'Morning Challenge' or 'I Love to Read' in the Foundation Stage. The register is taken at 9am. The school day ends at 3.15pm. Break times vary according to the school timetable. Lunchtime is from 11.30 – 12.45pm for the Reception Class, 12 – 1.15pm for KS1, 12.15pm – 1.15pm for Yr 3 – Yr 6.

Time Allocation

Curriculum time for the core subjects will be planned as continuous study throughout the term, making cross curricular links wherever possible. Foundation subjects will be taught through Topic work. Teachers will work with partner year groups to ensure coverage of the National Curriculum through creative topic work.

At St. William of York Primary School we are committed to following the programmes of study as required by the EYFS and The National Curriculum 2014.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Ensuring that the level of work is differentiated according to the needs of each child
- Planning extension activities, which can be carried out by individuals or groups of pupils.

Classroom Management and Organisation

1. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc.)
- One to one teaching
- Conferencing/Talk Partners
- Collaborative learning in pairs or groups
- Independent learning
- Visual, Auditory, Kinaesthetic (VAK)

All areas of the learning environment will be planned for, including where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Support will be given to all pupils identified as Special Educational Needs, Gifted & Talented, EAL & EMAS.

We aim to integrate ICT into all aspects of learning, teaching specific skills and using ICT for purposeful activities.

2. Behaviour Management

As outlined in the whole school Behaviour Policy, we teach the children that we expect a positive Attitude (A), Commitment (C) and Effort (E) towards all aspects of school life. Positive praise is encouraged to motivate and foster good attitudes towards learning.

3. The Learning Environment

The classroom will be organised to facilitate learning and the development of independence.

It is expected that classrooms will provide a tidy and ordered working environment for pupils. Teachers must be aware that the environment sets the standard for expectations of how children relate to their learning environment, and available resources.

Our classrooms, and communal areas, are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children, and the stairways, hall and corridors celebrate pupils' work. We ensure that all children have the opportunity to display their work at some time during the year.

Highly visual and interactive displays, for example, 'learning walls', are used to engage pupils and encourage self-help strategies.

Effective Lessons

Teachers set clear learning outcomes and aim to make children aware of these as a matter of course. More individual objectives are set through Learning Ladders, written and oral feedback of work. Parents are informed about their children's targets at each term's Parent's Meeting and the individual child's Learning Ladders.

- Success criteria are identified where appropriate.
- Children are encouraged to reflect on their learning and given the opportunity to celebrate their success in whole school assemblies, ACE cards, Head teacher Awards.
- Teachers plan carefully to ensure that objectives can be met, devise activities that are appropriate, varied and meet the needs of individuals.
- Lessons have a clear structure and are delivered with good pace.
- There is a balance between whole class teaching, paired work, individual work and group work.
- We have high expectations of all our pupils and provide them with regular feedback on their progress in order to help them improve.
- Homework provides reinforcement activities and promotes further learning through preferred learning styles.
- Opportunities are provided to develop the use of ICT skills.

Planning

Planning will take place termly with reference to the EYFS, the National Curriculum 2014, the Whole School Curriculum Map.

Medium Term Plans, an overview of week-by-week planning and termly letter for parents, are to be handed to the Head Teacher at the beginning of each term, and saved on the school server.

Planning for RE follows the format set out by the Southwark Diocese and 'Come and See'. An RE newsletter is sent to parents each term.

Differentiation, scaffolding and challenge

Teachers will ensure that the curriculum is taught in a variety of ways according to the needs of pupils in each class. All children are expected to be challenged in their learning and we aim to develop a mastery approach to teaching and learning.

Intervention

It is expected that the great majority of pupils at St. William of York will make at least the expected rate of progress through first quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for either Wave 2 or Wave 3 interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress.

Record Keeping

Regular assessments are made of pupils' work in order to establish their level of attainment, and to inform future planning. Teachers will use Target Tracker to record children's progress, and plan for teaching which enables progress to be made.

Assessment

A variety of statutory and non-statutory assessments will be administered for each year group. Target Tracker will gather information for Teacher Assessments in Reading, Writing and Maths, as well as Science and the Foundation subjects.

All results from these assessments will be analysed and used to inform future planning. Teachers will ensure that opportunities are given for pupils to self assess using the Managing Marking, Making Progress Policy.

Monitoring and Evaluation

- Pupils' work will be monitored and moderated termly.
- Curriculum Co-ordinators will monitor children's work and teachers' planning.
- Classroom observations will be carried out in areas highlighted by the School Development Plan and according to the Monitoring and Assessment Cycle.

Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Home visits, to initiate contact and a relationship between parent, child and teacher in Foundation Stage.
- A 'Meet the teacher' session for parents at the beginning of each year.
- Provision of an integrated curriculum both inside and outside the Foundation Stage classrooms.
- The development of close links between Reception and the Nursery
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Key Stages
- Teacher observation
- Pre learning of vocabulary
- Use of Success Criteria
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Mind mapping
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development.
- Provide all children with opportunities for success
- Use a range of communication strategies – verbal and non-verbal

Teachers will use a range of strategies in any one session. (Activities should show a balance in terms of individual, group and whole class work.)

Resources

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the SLT. Consumables will be replenished as necessary. Staff may contact co-ordinators with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information, enquiry and research, analysis and synthesis
- Presentation of information in a variety of ways.
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making
- Philosophical enquiry

At St. William of York Primary School, opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Homework

In partnership with parents, children will be expected to continue their learning at home, making links with work in school.

Parents are expected to support their children by reading daily, learning number bonds and multiplication facts and supporting them with their homework.

Governors' Role

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

- Regular visits to oversee the delivery of their scheduled subject;
- Class Link visits
- Reporting to the Head teacher and teachers
- Reporting to the curriculum sub-committee
- Reporting to the Full Governing Body

And

- To receive reports from the Head teacher and/or the Teacher Governor.
- To attend INSET
- To receive reports from the Headteacher on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role

Parents 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 problems in school that their child is experiencing.
- Supporting their child by attending Open Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the individual provision, and any Special Educational Needs 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 P.E. kit.
- Agreeing to the home/school agreement
- Guiding their children's behaviour according to Gospel Values and the school's Mission Statement.
- Communicating with class teachers via email, telephone or in person.
- Agreeing to, and supporting, the school's homework policy.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

The Parish and Wider Community Role

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 providing positive role models with regard to behaviour.
- Supporting school events
- Voluntarily helping in the classroom and on school outings.

The School's Role

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Giving reasonable/appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for the child's educational future.