



Love God, Love each other, Love Learning

Teaching and Learning Policy

Learning to Love, Loving to Learn

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Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed respected and cared for and where Love is at the heart of everything we do.

As a result of high quality Teaching and Learning, our pupils will be successful learners who achieve to the very best of their ability both academically and socially. Our pupils will be confident and happy learners and know their strengths and how they can develop further in all areas of the curriculum including the development of life skills. Our curriculum will develop the 'whole child' for their future as well-balanced and successful adults.

Teachers give significant consideration within all stages of planning and delivery to how new learning will build on previous, making connections and supporting children building long term memory. The curriculum is carefully planned and considered and new concepts are taught through clear expectations and modelled and scaffold examples. Highly effective questioning and assessment for learning, further supports teachers to check for understanding. Children are then provided with opportunities across the range of subjects to practice what they have learnt, applying their knowledge and making connections.

Lessons at Sacred Heart are characterised by structures, scaffolds, pace and the effective addressing of misconceptions. Children are taught the definitions of agreed words so that their understanding of key vocabulary is explicit and builds over time thus making learning 'sticky'.

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

Teaching should build on previous learning and ensure new learning

It should give pupils the 'big picture' of the lesson

Learning follows the sequence, knowledge before skill

Children and adults should know what we are learning (not doing) and why? This should be reflected in the Learning Objective and understood through the Success Criteria (I know and I can)

The lesson should be presented in a range of styles with minimal 'teacher talk'.

Children should be 'actively engaged' in learning from the earliest opportunity.

It should allow opportunities for the children to review what has been learnt through self and peer assessment strategies.

It should have built-in opportunities for feedback to the children (mini plenaries), celebrating success and reviewing learning strategies from teachers, TA's and peers.

The teaching should indicate what the next step in the learning will be.

High expectations of presentation, quality and quantity of work.



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Planning and Assessment

We use the school's long and medium term plans to guide our teaching, outlining what is to be taught in each year group. Teachers make good use of Assessment for Learning and on-going assessments of each child's progress and they use this information when planning their lessons.

Thematic Curriculum

Teachers plan to drive learning through the use of high quality texts, linked where possible, to the Class Topic. This supports the children in **making connections in their learning** as well as giving learning a purpose and making it less fragmented.

Planning for the start of a topic should always include a 'Hook for Learning' to immediately excite and engage the children in their learning such as a special visitor, a trip / visit, a new resource for the classroom or a special outcome for example a performance for the school or a video for the website.

Additional Adults

Planning ensures that the teaching assistant knows what the children are expected to learn (not do) and their role throughout the lesson, from the earliest opportunity, in supporting this. The role of the teaching assistant is colour highlighted in teachers' daily planning.

Under the direction of the SENCo, teaching assistants also provide very specific targeted support as detailed within children's Individual Education plans and EHC Plans.

Learning Environment

Displays must be changed at least once a term (see also annual display overview), so that the classroom reflects the topics studied by the children, where possible, displays should also make links to our agreed British Value statements.

We ensure that all children have the opportunity to display their best work at some time during the year.

Displays must contain a mixture of typed and handwritten labels, which always reflect the school's handwriting policy.

All displays must celebrate the children's achievement and as such should always be fresh and carefully prepared.

Each class should have:

English and Maths Working Walls

The English and Maths Working Walls are located in an area of the classroom accessible to the children and reflect the children's current learning, providing examples of high quality work. In English this is in the form of sentence stacking and in maths the agreed Power Maths display.

Vocabulary

Progressive, agreed vocabulary is displayed with the definition.

Class Libraries / Book Corners

Class libraries should be inviting, stimulating places to learn to read and learn. The use of soft fabrics, cushions and plants can 'soften' the area making it more inviting. Books linked to the current topic should be selected and on display.

Any books in poor condition should be removed from book areas and the key stage English Leader informed.

R.E. and Prayer and Worship Displays

Every classroom should have a Prayer and Worship area which can include children's RE work as well as:



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Reflecting the liturgical year (colour, statues, prayers)

Includes some of the symbols of our faith (Cross, Bible, Rosary Beads, Holy Water etc)

This area should always be kept tidy

Class Charters

Agreed class rights and responsibilities displayed in a child friendly way which promote positive behaviour and common values.

Key Stage Areas

The displays in the key stage areas are coordinated by the SLT and reflect the learning and progression of the children across the key stage. These are changed termly and reflect the school development plan as well as celebrating the wider achievements / life of the school.

Storage and Organisation

Classrooms must be well organised so children can be independent learners and can access resources easily. Areas for the storage of equipment must be clearly defined, labelled and be easily accessible for pupils and they should always be organised and tidy.

Children's tables should be arranged into groups.

The front of the classroom where the children's attention is often focused on the teacher / whiteboard should never be cluttered and should only contain key information for learning.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn and we aim to inform parents and carers about what and how their children are learning:

Holding regular parental workshops on how to support learning at home and to share the expectations of the curriculum. Workshops are also used to explain to parents and carers how they can support their children with homework and to suggest, for example, regular shared reading with very young children and support for older children with their projects and investigative work.

Our CARITAS worker provides support for our children and their families.

Parents' evenings are held twice per year to share children's achievements and next steps.

Additional termly meetings are held for those children on the school's SEND register.

Sending parents and carers regular reports in which we explain the progress made by each child and indicates how the child can improve further; parents receive a written report 3 times per year.

School has a very comprehensive website that is regularly updated and a Facebook Page celebrating the achievements of our children.

This policy should be read alongside the subject specific teaching and learning policies.