

# Teaching and Learning Policy

## Mission Statement

Together as a Catholic community  
 Everyone – children, parents, staff and parish  
 Achieves in their own unique way and strives to be  
 More like Jesus

## Aim

St. Monica's school aims to provide the foundations to enable our children to achieve their full potential, spiritually, morally, academically, physically, socially and to become responsible young people.

<b>BELIEFS</b>	<b>CHILDREN'S ENTITLEMENTS</b>	<b>IMPLICATIONS FOR SCHOOL PRACTICE</b>
As a Catholic school with Jesus Christ as its cornerstone we must help our children to 'learn the faith, love the faith and live the faith'.	An environment where the children observe the teachings of the Gospel in practice and where they are instructed in the teachings of the Gospel	Use the RE units of work provided by the Diocese and follow the school's RE Policy All members of staff set a good example Whole school and class assemblies, Mass and links to the Parish
We foster, protect and develop a positive self image of every member of our school community through respecting ourselves and caring for others	We provide an environment where children feel welcomed secure and safe A school ethos which is positive in acknowledging and celebrating each individual and their contribution to the school	All staff with positive attitudes to all children All staff speak appropriately about the children within their hearing Acknowledgement of good behaviour and endeavour including weekly rewards assembly Children are taught the school rules and praised for adherence to them (see 'School Rules') Foster positive self-image See also 'Behaviour', 'Health and Safety' and 'Inclusion' policies
We enable our children to have equal access to a broad and balanced curriculum by careful planning and assessment in order to encourage each child to realise their full potential	An atmosphere conducive to learning To follow the National Curriculum as laid out in the curriculum map Children are taught well planned lessons that match their needs and take into account gender, ethnicity and any other special family circumstances Progress children make will be used to inform future planning Parallel classes have equal access to the curriculum offered	Behaviour in class is acceptable and appropriate for the task in hand Parallel planning takes place Assessment follows school policy Appropriate staff development is provided to enable staff to deliver the curriculum Appropriate support is given to children on either the 'SEN' or 'Gifted & Talented' registers (see relevant policies) SMT will monitor planning termly or more often when required

<b>BELIEFS</b>	<b>CHILDREN'S ENTITLEMENTS</b>	<b>IMPLICATIONS FOR SCHOOL PRACTICE</b>
<p>We provide a stimulating environment where children have access to resources and learn to use, care for and respect their own and other people's belongings</p>	<p>Classrooms have stimulating walls displays, artefacts, books and ready access to suitable equipment  Classrooms are organised appropriately to reflect different curriculum areas being taught  School grounds are attractive and suitable for a variety of purposes  Children's property is safe  Children's furniture is safe and suitable for use</p>	<p>Clear labelling and access to resources  Displays mounted attractively and changed according to topics taught throughout the year  See 'Display' policy  Children are taught to be responsible for their own and other people's belongings, keep their classrooms and cloakrooms tidy and take care of all school resources. Good practice is acknowledged (see 'School Rules')  Shared resources must be returned after use  Damaged resources and furniture must be reported to the site manager or head teacher and replaced accordingly  See 'Health and Safety' policy</p>
<p>Effective teaching takes place through a variety of teaching methods</p>	<p>The Learning Intention (LI) is made explicit  Children are encouraged to be active participants in their own learning through doing, talking and recording in a variety of ways  Teaching may be delivered to whole class, groups, pairs or individuals as appropriate to the task  Teachers provide opportunities for collaborative work, investigation, discussion and practical work where appropriate  Suitably differentiated work is provided so that each child is sufficiently supported and challenged  Teachers have good subject knowledge  Children are given constructive feedback through verbal and written comments</p>	<p>Teachers state the learning intention and have it written on the board to keep the children focused throughout the lesson  Tasks and activities link directly to the learning intention  Teachers plan a variety of ways in which pupils may work  Staff development is provided to meet the training needs of staff  Ongoing monitoring of teaching takes place  An SEN teacher provides support for all SEN pupils and those who are less able  Teaching assistants are carefully timetabled and used to support learning  Teachers mark work and encourage self assessment from pupils  See 'Assessment Policy'</p>

<b>BELIEFS</b>	<b>CHILDREN'S ENTITLEMENTS</b>	<b>IMPLICATIONS FOR SCHOOL PRACTICE</b>
<p>We believe that children's learning is affected by age, maturity, previous experience, emotions, feelings and health Therefore, we aim to develop good relationships and communication between all pupils, members of staff, parents, pre-school settings and outside agencies in order to achieve continuity throughout the school</p>	<p>That teachers take into account previous experience, maturation, emotions, feelings and health A home visit for all pre-reception children takes place End of year assessments are passed onto the following class teacher Special and personal circumstances are communicated to appropriate members of staff ensuring that the learning process is a continuum Positive pupil relationships are encouraged</p>	<p>End of year levels for each child are passed onto the following class teacher at a meeting in the summer term Pupil records are dealt with sensitively Information about pupils is kept confidential where appropriate Welfare staff liaise with class teachers and parents There is good communication between all staff There is good communication between staff and parents through general meetings, parent/teacher consultations - twice yearly, end of year written report, curriculum newsletters and weekly newsletters</p>
<p>We believe that children should be made aware of the wider community of which they are part and that significant learning takes place outside the usual school curriculum</p>	<p>That valuable links are built between school, home, parish and wider community Visits to places of educational value take place termly if possible</p>	<p>After school clubs are provided such as football, netball, dancing, chess, choir and orchestra Visitors are invited such as; priests, people of other faiths, story tellers, authors, poets, governors, police and fire officers, school nurse and theatre companies Class teachers organise trips of educational value Awards assembly to value achievements made outside school e.g. swimming, drama, French etc Fund raising events take place termly for specific charities</p>
<p>By holding every person in equal esteem as a child of God, we aim to prepare our pupils to take their place in a multi-cultural and multi-racial society</p>	<p>That the children's culture and race are valued and that they learn that life is enriched by the diversity of our society Children are taught about two other faiths each year Resources are provided that reflect the diversity of the community Children have opportunities to read books with dual languages Signs in other languages are posted around the school</p>	<p>Create an awareness of other cultures and races through display/assemblies Arrange meaningful input from different religions and people from different countries in our community Class visits to places of educational interest such as African Village, Chinese dance etc Skin tone crayons and paper are provided for all children's art work International Day celebration led by parents</p>