



**ST BERNARD'S PREPARATORY
SCHOOL**

TEACHING AND LEARNING POLICY

ADVENT 2018

St Bernard's Preparatory School

Teaching and Learning Policy

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

INTRODUCTION

To fulfil our mission, we accept and embrace the concept of lifelong learning and the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices in their lives. We believe that appropriate teaching and learning experiences enable pupils to lead happy, rewarding, fulfilled lives and allow them to reach their full potential.

AIMS AND OBJECTIVES

This policy is to provide guidance and support to teachers and classroom colleagues in ensuring the best possible standards of teaching and learning. At St Bernard's Preparatory School, we believe this can be achieved through maintaining consistency in the quality of teaching across the school, so that every child has access to the same high quality learning experiences.

At St Bernard's Preparatory School we help all our children:

- Achieve their full potential as rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Feel confident to take risks seeing 'mistakes' as learning opportunities
- Be active contributors to the school and wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging towards the school and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society.

To achieve this, we will provide:

- A happy, healthy, safe and secure environment
- High quality teaching across the whole curriculum
- A rich, challenging, relevant and engaging curriculum
- A wide range of extra-curricular opportunities
- Opportunities for children to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partners in the education of their children and the life of the school
- School leadership focused on continuous improvement
- Effective management systems, which support the drive to raise standards.

Excellent quality Teaching & Learning

Excellent quality teaching and learning at St Bernard's Preparatory School is characterised by:

- High aspirations for all children so that their achievement and enjoyment is maximised
- High staff morale, motivation and teamwork where staff support each other in striving for the best
- Sound teacher subject knowledge
- Effective planning matched to children's needs and interests, which promotes the development of core skills (English, communication, Maths, IT) in all subjects
- A range of teaching strategies and resources that interest, encourage, engage and challenge children
- Children's involvement in their learning, including the use of effective feedback and marking
- The provision of learning experiences outside the classroom
- Welcoming in visitors to provide further learning opportunities
- Strategies that promote high standards of behaviour and engagement
- The effective use of the significant contribution of teaching assistants
- Engagement with parents including the provision of homework.

At St Bernard's Preparatory School we affectively apply the 5 keys to good teaching through the consistent use of:

- Learning intentions
- Success criteria
- Working walls
- Talk Partners
- Modelling

Effective Learning

We acknowledge that pupils learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We recognise these differences when planning our teaching and learning activities, to ensure that pupils are actively engaged in the learning process.

Good quality learning is characterised by:

- Observable pupil progress
- Children's engagement and motivation and their ability to focus and persevere with challenging tasks
- Children's ability to work collaboratively and independently
- Investigations and problem solving

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Research
- Asking, creating and answering questions
- Use of ICT in the form of PCs, IPADS and technology which allows the sharing of learning such as Audioboom and Padlets
- Fieldwork and visits to places of educational interest
- Responding to, and creating, audio and video material
- Debates, role plays and oral presentations
- Designing and creating items
- Participation in athletic and physical activity
- Reflection and evaluation
- The development of skills:
 - Enquiry
 - Problem solving
 - Creative thinking
 - Information processing
 - Reasoning
 - Evaluation
 - Self-awareness
 - Managing feelings
 - Empathy
 - Communication
 - Innovation

Pupils are encouraged to take responsibility for their own learning. They are involved as far as possible in reviewing and reflecting on the ways in which they learn. For example, what helps and what makes learning difficult for them. Opportunities are provided for pupils to take part in self and peer assessment.

Pupils identified with SEND

In this school we have high expectations and set suitable targets for all pupils. A special educational need is defined in accordance with the 2014 SEND Code of Practice: 0 to 25. All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan)

Please refer to SEND policy.

More Able and Talented pupils

St Bernard's Preparatory School believes in providing the best possible provision for children of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. St Bernard's Preparatory School has a responsibility to ensure sustainable and effective provision for the needs of more able and talented children. The aims of this policy are aspirational and evolutionary.

More able and talented provision should meet the specific learning needs of these children. Such provision should improve achievement for all children by giving appropriate challenges and should be rooted in the notion of 'developing expertise'. It is not just about passing more exams. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children.

Please refer to the More Able and Talented Policy.

Effective Teaching

When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum while highlighting connections between the different areas.

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Lessons at St Bernard's Preparatory School have the following features:

- Children are given clear guidance and support about what is expected of them
- The lesson is well prepared with the appropriate resources
- The big picture e.g. the "what" and "how" of the lesson is explained
- Connections with previous learning are made by the teacher and the children
- The learning objective is communicated clearly at the start of the lesson and displayed throughout
- The success criteria may be differentiated to the needs of the children and are made clear
- The teacher has high expectations and fosters an ethos of self-belief
- Skilled questioning promotes thinking and assesses learning
- All parts of the lesson are characterised by opportunities for visual, auditory and kinaesthetic learning
- Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson
- When answering questions or solving problems, time is given for rehearsal and reflection, and "talk partners" are used
- Children make good progress
- Children achieve well for their level of ability
- The teacher strives for children's interest, involvement and enjoyment
- Positive reinforcement and praise are a feature of the learning experience
- The lesson is well paced
- Learning is chunked to provide for different concentration, retention and developmental levels of the children
- Mini-plenaries consolidate learning and move learning on
- Appropriate forms of assessment are an integral part of the learning process
- Working walls are regularly referred to, to guide and support learning.

Through our teaching we aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop pupils' self-respect and encourage pupils to respect ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Enable pupils to understand their community and help them feel valued as part of this community
- Help pupils to grow into reliable, independent and positive citizens
- Ensure that pupils are informed about their next steps in learning

Planning

The Curriculum

Our teaching delivers the National Curriculum 2014 and uses a variety of resources as tools to support planning, delivery and assessment. These are adapted to suit the needs of the children in each class. Phonics is taught daily in EYFS and KS1.

Children's social, emotional and health development are central to our provision of teaching and learning. This is delivered across all subjects.

The curriculum is enriched by the use of immediate experiences for children, including visits, visitors to school and a programme of extra-curricular activities, which include a residential visit for Year 6.

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As well as making the most of our local environment, each year group plans at least one trip or visit during the academic year linked to specific learning themes.

Achieving the best quality planning

We strive for outstanding planning, that is well pitched, accurately differentiated and engaging for all pupils. Teachers plan collaboratively in their Year Teams. Systems of planning are consistent and carefully structured. Co-operation in planning gives an opportunity for teachers to share the workload and their expertise. Long-term overviews show balance and progression. All planning formats including the long term, medium term and weekly planning grids can be found in the planning folder on the server.

NNEB and other learning assistants are deployed as effectively as possible, working with individuals and groups, depending on the need. Lessons are evaluated in order to inform future planning and learning opportunities.

We ensure that all tasks and activities in which the pupils participate are safe. When planning to take pupils out of school, the Educational Visits policy is followed, ensuring that risk assessments are in place and that consent from parents has been provided.

Marking and Feedback

Please refer to the Marking and Feedback Policy.

Presentation of Books

At St Bernard's Preparatory School we aim for the highest quality of presentation in everything we do. We foster a sense of pride in our environment and work.

- At the start of the year, teachers explain the expectation of presentation to children
- Teachers model high standards of presentation in marking, display/learning environments and when using whiteboards
- Work is completed in the appropriate book
- The same high quality of work is expected in all books
- All exercise books are clearly labelled with the child's name, class and academic year
- Each piece of work is dated and headed by the learning intention or title, which are both neatly underlined.
- EYFS and KS1 may present the L.I and S.C on a sticker or it can be hand-written by the class teacher or teaching assistant.
- All children use a pencil or black handwriting pen for all pieces of writing in all subjects
- Children may use a single ruled line to cross out individual mistakes
- Rulers are used to underline and pencil draw straight lines, including number lines
- In Maths (Years 1-6), children are to use one square for one digit which is modelled by the teacher

Relationships

Each teacher values every child as an individual and quickly establishes good working relationships with all pupils in a class. Pupils are treated with respect and kindness. All pupils are treated fairly and provided with equal opportunities to take part in class activities. The school policy is followed regarding discipline and all teachers create and agree a class code of conduct with their pupils. All pupils are expected to comply with the jointly devised code to promote the best learning opportunities for all. Pupils are praised for their efforts thus building positive attitudes towards school and learning in general. We expect our pupils to strive for good behaviour at all times, but when this is not met, teachers follow the guidelines for sanctions as outlined in the school positive behaviour policy.

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Learning Environment

Our classrooms are attractive learning environments. Resources are well organised and clearly labelled, enabling pupils to access them as appropriate. All classrooms have a range of fiction and non-fiction books available for pupils to access high quality literature. Displays are of a high standard and interactive working walls are used within classrooms to encourage independent learning. We believe that a stimulating environment sets the climate for learning, and an effective classroom promotes independent use of resources and high-quality work by the children.

The Role of Parents

We believe that parents play a fundamental role in helping pupils to learn. We therefore strive to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies for teaching
- Providing regular information to parents
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Explaining how parents can support their children with homework, for example, pupils are expected to read aloud daily.
- Using the homework diary as a two-way means of communication.

We believe that parents have a responsibility to support their children and the school, in implementing school policies. We therefore ask parents to:

- Ensure that their child has an excellent attendance and timekeeping record
- Ensure that their child is equipped for learning, with the correct uniform, PE kit and resources
- Do their best to keep their child healthy and fit so that they can attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly, so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Policies:

Curriculum, SEND, EYFS, Marking and Feedback, More Able and Talented

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster. The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than ONE/TWO year(s) from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by:

Headmaster _____

Date _____

Chair of Governors _____

Date _____

