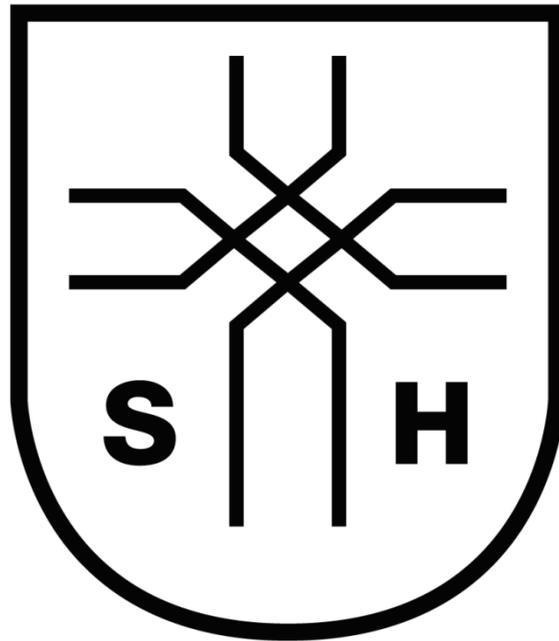


Sacred Heart Catholic Primary School



Guidance for Teaching & Learning

Date approved	March 2017
Date of next review	December 2021

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

Aims of the Guidance

At Sacred Heart Catholic Primary School we aim to make Catholic education part of a lifelong process of learning. We believe that our school should be a prayerful, spiritual and inclusive learning environment for everyone who works here. Teaching and learning is a process of cooperative team work including pupils, teachers, support staff, parents, governors, parish and others in our wider community.

Vision Statement

Sacred Heart is a Primary School in which the Catholic ethos is evident in the relationships between all children and adults as well as in the prayer life of the school. We work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to meet their full potential.

Every child is

- valued and respected as an individual
- listened to and encouraged to participate fully
- encouraged to take responsibility for their actions
- encouraged to do their very best in everything
- We offer learning experiences which
- are fun, stimulating, creative and “hands-on”
- encourage children to be environmentally aware
- help them to think how their actions impact on others, locally and globally



Catholic Life

Prayer is at the centre of the life of our school. Children pray together as a class four times daily- to start the day, before lunch, after lunch and to end the day. The children are taught daily prayers from Foundation Stage, however children are also taught the following prayers- The Our Father (whole school), The Hail Mary (whole school) and The Glory Be (KS2). From Year 2 the children are also familiarised with the responses that are said in mass in order that they can participate fully.

We hold a weekly joint parish mass celebrated by our School Chaplain by Fr. Seelan. These masses are attended in turn by Years 1/2, Years 3/4 and Years 5/6 as well as by parents and parishioners. In addition to this, whole school mass is celebrated on Holy Days and Feast Days. Children across Years 1-6 are fully involved in the preparation and celebration of whole school masses.

At Sacred Heart, Religious Education is viewed as ‘the core of the core curriculum’; the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school. Religious Education involves children in learning about the teachings of the Church and the mystery of Christ.

A variety of teaching and learning strategies are used in order to appropriately meet the needs and learning styles of all children. Teaching activities include; writing, reading, drama, role play, music and art. Teachers set a weekly homework activity based around the week's RE teaching. This offers parents the opportunity to see what is being taught in lessons as well as further strengthening home school links. All children in our school, irrespective of ability, faith and background have appropriate differentiated access to the Religious Education programme.

Curriculum

At Sacred Heart, our children experience a creative curriculum, which is planned with a thematic approach to teaching and learning. This is designed to support children's natural curiosity and stimulate their creativity within a fun, yet productive environment. Teachers plan together to ensure that there is progression between year groups and varying abilities of children. This also enables a variety of creative ideas to be shared, ensuring that learning (and teaching) can be enjoyed by all.

Where possible, Art, Design and Technology, History, Geography, Computing and Science are taught in a cross curricular way. They are often linked to English work and this has led to some fantastic pieces of written and oral work. Theme days are part of life at Sacred Heart and the staff (and children) thoroughly enjoy taking part in them.

Where there is not a link to be made between a subject and the current theme, the objectives are taught in isolated sessions- for example in a Science Day. This continues to ensure that all objectives are covered in a purposeful way. For Music and French, we have employed specialist teachers to deliver the curriculum objectives. This ensures that the children receive quality teaching in isolated subjects.

Children have at least two PE sessions each week. The teachers that deliver these have received training on the new National Curriculum for PE. They include a variety of indoor and outdoor activities and where possible, are linked to our theme (for example, a Space dance or an Indian dance).

Our PSHE is taught using a scheme from the Cambridgeshire Authority. This is generally taught in isolation however elements of it are also taught through day to day learning. Sensitive issues are dealt with appropriately.

Although computing is often taught through our theme work, we cover the Coding element of this in isolation. This is something they enjoy immensely. We are also fortunate to have good ICT facilities including netbooks, IPADs and eReaders.

Assessment

After the DfE announced its plan to remove levels, it outlined its key principles behind this reform in assessment.

- To give reliable information to parents about how their child, and their child's school are performing
- To help drive improvement for pupils and teachers
- To make sure the school is keeping up with external best practice and innovation

The Pupil Profile Tracker provides children, parents, teachers, SLT and governors with a clear and reliable view on current attainment and progress as well as what is happening over time. The assessment system is based on using children's day to day success, alongside formative assessments, to generate a standard that builds up overtime.

At the beginning of every school year each child is set a age appropriate target in Reading, Writing and Mathematics of either 'Below', 'Working Towards', 'Expected' or 'Greater Depth'. These targets are set with the previous academic year's attainment in mind and also using key data such as Key Stage 1 attainment.

As the term progresses the class teacher will continually assess all children against year group 'I CAN' statements, which have been written against the 2014 National Curriculum. Children can be assessed as 'Guided', 'Independently Secure' or 'Greater Depth'.

Guided A child will be assessed as guided if they have successfully achieved that unit's learning after being taught it by the teacher or adult

Independently Secure A child will be assessed as independently secure if they have been able to demonstrate their understanding of a concept either out of context, in a formative assessment or in another subject,

Greater Depth A child will be assessed as greater depth if they have been able to apply their learning in a challenge situation e.g. problem solving task

All of these assessments are collated in cohort tracking sheets which total the number of independently secure or greater depth achievements to generate an overall standard for each child. These standards match the four targets each child could achieve. The tracking grid also allows subject leaders to identify areas of strength and next steps for each cohort.

All of the information generated in the target sheet and the subject tracking sheets is collected to create an individual pupil profile page. These pages are sent home to families at key check point times to allow children and parents to see their successes and also what they need to work on next.

Communication

We operate an 'open door' policy at Sacred Heart, allowing parents to seek information, clarification or discuss issues with class teachers should they arise. Further to this, there are three more formal opportunities to facilitate communication with parents during the academic year- parent teacher consultations in the autumn and spring terms and a written report sent home in the summer term. A weekly newsletter, written by the Head teacher, is sent to parents via Parent mail. Parent mail is also used to provide parents with further important information about school life and events throughout the year. Also our school website offer a wide range of up to date information from past and present events to school performance data.

Learning Environment

We believe our school provides its pupils with a stimulating environment which extends beyond the classroom and develops a greater level of engagement in themed work. The learning environment must be safe, clean, well-organised and resourced. Displays are an integral part of the learning environment which celebrate and enhance children's learning, reflect the cultural diversity of the school community, support learning and promote Catholic life.

Monitoring the Standard of Teaching and Learning

The implementation of the policy will be monitored through:

- Lessons observations
- Planning scrutinies
- Book scrutinies
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback
- External consultations and reports.

We believe that all of the above elements form the key principles of effective teaching and learning at Sacred Heart Catholic Primary School.