

St. Bernadette's Catholic Primary School



Pedagogy, Teaching and Learning Policy

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Article 28: Right to Education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



St Bernadette's Catholic Primary School **Pedagogical, Teaching and Learning Policy**

Mission Statement

We are a Christ centred community, reaching out to others.
We learn, grow and celebrate together.
We bring our faith to life.

Vision Statement

St Bernadette's is a Christ centred community, valuing every one of our children and giving them the opportunity to thrive and be successful in their lives. We aim to develop children who are well rounded individuals, equipped with life-long skills to be the best that they can be, contributing to their families, the church and the wider community. We want every child to know that they have their own purpose in life and to develop into resilient, ethical and faith filled young people who respect themselves and others, and are joyful and celebrate together.

Introduction

At St Bernadette's we believe in the concept of lifelong learning in which all our members share a common understanding and vision of the nature of Christ centred, high quality learning and teaching for all pupils, and are committed to working together to make this vision a reality. We think deeply about work, reflectively, critically and creatively, and spend time discussing the best ways to co-construct both meaningful and purposeful teaching and learning curriculum, drawing on a wide range of opportunities. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Aims and Objectives

St Bernadette's is a caring school community in which every child is given a sense of security and recognition at each phase of their school life. We are a Rights Respecting School and our mission is to embed such values into daily school life and give pupils the best chance to lead happy, healthy lives and to be responsible active citizens. We have high expectations that enable all pupils to achieve their potential. We offer a broad and balanced education that enables pupils to make links between the different areas of learning and experience and apply their learning to new situations and contexts. Teaching and learning in St Bernadette's is underpinned by the 4 purposes of the Curriculum for Wales. We aim to help all learners become:

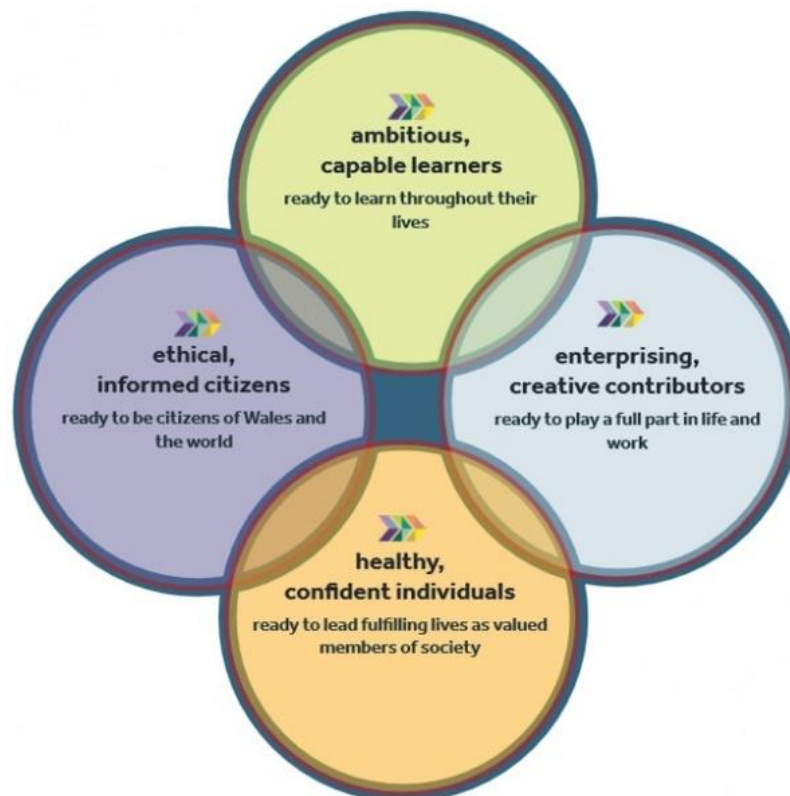
- § Spiritually aware through a knowledge of their faith; strengthening their relationship with God
- § The best they can be academically, spiritually and morally; being guided by the virtues of the Jesuit Pupil Profile
- § Ambitious, capable pupils, ready to learn throughout their lives
- § Enterprising, creative contributors, ready to play a full part in life and work



§ Ethically informed citizens of Wales and the world

§ Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Through these aims we envisage an open, friendly and professional relationship with parents so that they may be involved in the education of their pupils and the development of home, school and parish links.



Pedagogy

Pedagogy is the relationship between learning techniques and culture, and is determined based on an educator's beliefs about how learning should, and does, take place. Pedagogy requires meaningful classroom interactions and respect between educators and learners. (Christine Persaud, 2021)

Pedagogy is at the heart of the curriculum and teachers use a variety of pedagogical principles to aid pupils in realising the Four Core Purposes of the curriculum. The pedagogical principles identified in the Curriculum for Wales are embedded throughout the school. The principles are:

1. Maintaining a consistent focus on the overall purposes of the curriculum
2. Challenging all pupils by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. Employing a blend of approaches including direct teaching
4. Employing a blend of approaches including those that promote problem-solving, creative and critical thinking



5. Setting tasks and selects resources that build on previous knowledge and experience and engage interest
6. Creating authentic contexts for learning
7. Employing assessment for learning principles
8. Ensuring a range of strategies and experiences are introduced within and across areas
9. Regularly reinforcing the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. Encouraging pupils to take increasing responsibility for their own learning
11. Supports social and emotional development and positive relationships
12. Encourages collaboration

At St. Bernadette's we use a range of pedagogical approaches to ensure pupils receive broad and balanced approaches to their learning drawing together a range of experiences, knowledge and skills.

Teach Like a Champion at St Bernadette's

To continue to ensure that the highest quality teaching and learning is taking place at St. Bernadette's Catholic Primary School we are incorporating Teach Like a Champion (TLaC) techniques in our class and whole school practices.

Through the techniques, staff are able to check for understanding, raise academic expectations, motivate and engage students, improve discussions and anticipate when it is necessary to redirect student behaviour so it is positive and productive.

These consistent approaches enable staff at St Bernadette's to reflect and discuss the tools and techniques that are used in the classroom. The effective application of techniques and framing vocabulary for recognising and talking about techniques will enable all staff and children to achieve excellence in teaching and learning. It also ensures there is consistency in a common language throughout the school.

An integrated approach to learning and teaching

The 4 purposes are developed through the 6 areas of learning and experience (AOLE). Within these areas of learning and experience, the subjects and disciplines remain important but are not watertight compartments but rather a means of organising day-to-day teaching and learning activities to take place creatively. Teachers select content, enabling them to use their professional skills to drive improved learning and outcomes for their pupils.

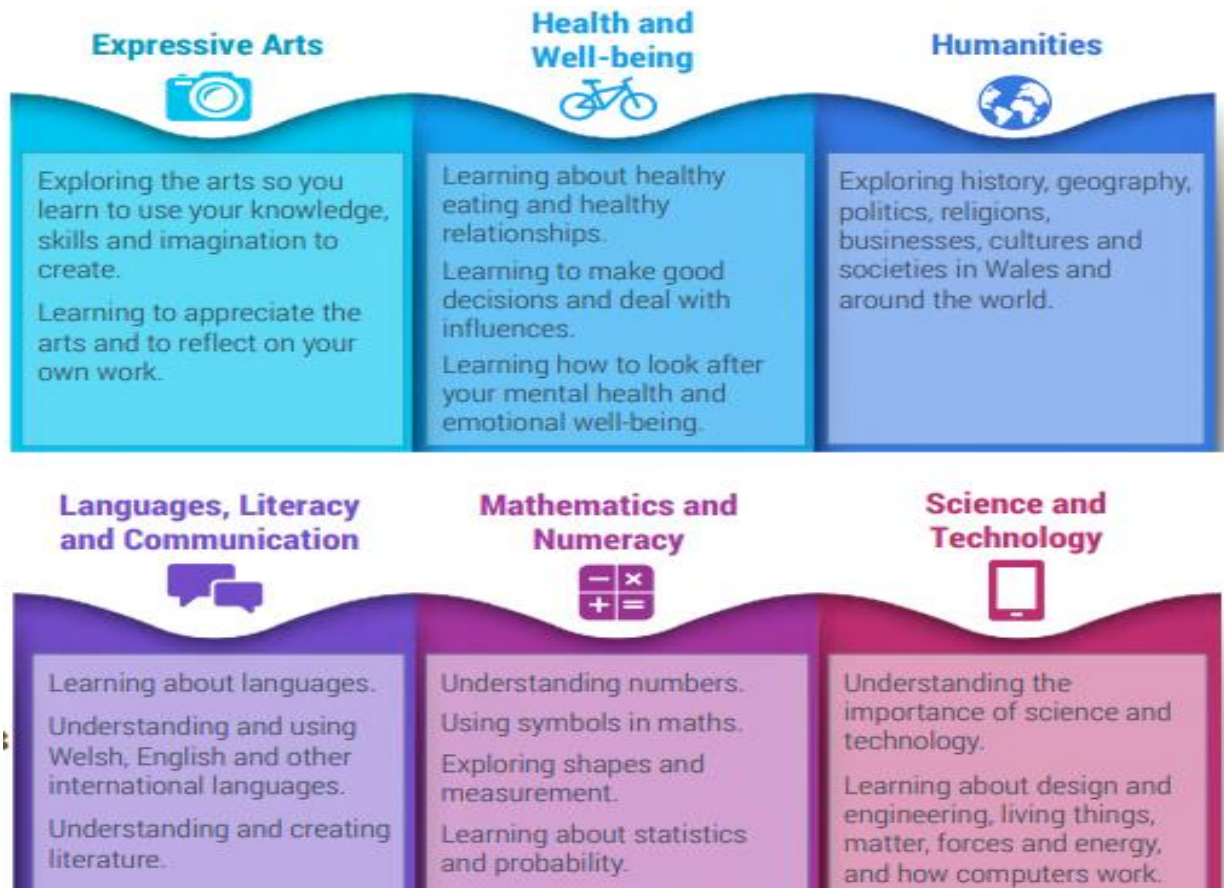
The 4 purposes are underpinned by integral skills which are developed within a wide range of learning and teaching: **Creativity and Innovation**; **Critical Thinking and Problem Solving**; **Personal Effectiveness**; **Planning and Organising**

As a school, we work on a "context for learning" cross curricular based approach, where many of the areas of learning and experience are woven together to help pupils make sense of their



activities in a holistic way. This enables them to make sense of the skills and knowledge they are developing by making connections with local contexts, experiences and events with which they are familiar. As well as this, learners are encouraged to broaden their horizons, engaging with perspectives different from their own within national and international contexts and appreciating wider challenges and issues.

The 6 Areas of Learning Experiences



Religious Education

‘True education enables us to love life and opens us to the fullness of life’
Pope Francis, 10/05/14.

Although seen as part of Humanities, Religious Education at St Bernadette’s is taught as a discrete subject, but Religion interlinks through all our teaching and learning.

St Bernadette’s recognises that the Church strives to offer parents a distinctive approach to education based on its faith and teaching that inspires our lives by the spirit of Christ. At St Bernadette’s we strive to develop:

- the personal development of each pupil
- the relationships established between the culture of the school and the Gospel message
- the illumination of all knowledge with the light of faith

Our curriculum strives in every way to reflect that Christ is the foundation of our education.



Through excellent teaching and applying a range of pedagogical principles, pupils develop a strong disposition to learning. Their metacognitive skills are developed through a range of strategies which are used throughout the school. We strive for all pupils to have the opportunity to become critical, creative in their learning and have many opportunities to use, apply and develop their problem-solving skills.

High expectations for behaviour are set and the class rules, school rules and playground rules are agreed with the pupils. We expect all pupils to comply with these rules that we jointly agree to promote the best learning opportunities for all. We praise pupils for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our Positive Relationship policy.

The Learning Environment

We acknowledge that people 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 take into account these different forms of learning styles when planning our teaching and learning experiences.

We discern the 'learning environment' as being key in effective learning and this encompasses a whole range of social, emotional and physical factors that affect readiness for learning. At St. Bernadette's we recognise Maslow's hierarchy of needs and this underpins and consequently firmly places well-being, emotions, health and development as being fundamental to our understanding of pedagogy and creating a meaningful learning environment.



- Our learning environment encourages our pupils to be independent and is inclusive of all pupils.
- Authentic learning opportunities are created both indoors and outdoors allowing pupils to apply, use, consolidate and extend their skills.
- We ensure that all pupils feel secure and safe in their learning environment.



- Pupil Centred Profiles (PCP), completed by the pupils, enables a deeper understanding of how the children like to learn and be supported.

Pupil Voice

Pupil voice is used throughout the school to support learning and teaching at St Bernadette's. Pupils are directly involved in making decisions about their learning through inquiry based approaches in our context for learning themes and whole school immersion weeks. These are learner influenced not learner led.

As their contributions are valued it encourages them to take ownership of their learning.

Assessment and Progression

Assessment at St. Bernadette's plays a fundamental role in ensuring individual pupils are supported and challenged accordingly. Assessments used contribute to developing a holistic picture of the pupil – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

Assessment has three main roles – supporting individual pupils on an ongoing, day-to-day basis; identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice. (See Assessment Policy) Different learners are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice, recognise this and allows for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

Our MER timetable focuses on targets from the School Improvement Plan (SIP). Teaching and learning is monitored throughout the school with feed forward comments provided.

SLOs - Schools as Learning Organisations

At St Bernadette's we embrace the opportunities of working collaboratively with others to develop and enhance opportunities for all our learners and staff.

Working collaboratively enables us to:

1. Develop a shared vision centred on the learning of all learners.
2. Create and support continuous learning opportunities for all staff.
3. Promote team learning and collaboration among all staff.
4. Establish a culture of enquiry, innovation and exploration
5. Embed systems for collecting and exchanging knowledge for learning.
6. Learn with and from the external environment and wider learning system.

Teachers are given the opportunity to develop their own pedagogical skills through working collaboratively within SLOs. Inquiry based research projects are undertaken and staff have many opportunities to engage in ongoing professional learning.



Working with parents, carers and stakeholders

Parents/carers are partners in their child's learning. We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- sending home at the beginning of each term, a booklet for each year group, detailing what their child will be covering in each AOLE during that term
- annually informing parents of the cross-curricular framework progression step for literacy, numeracy and digital competency for their child;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- sending home to parents (Year 2 – 6) the results of their child's attainment in the National Tests when available.
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- the use of Google Classroom for blended learning, which is also used to support homework.
- providing information through the weekly newsletter, twitter, parent mail and web site of curricular events and learning that has taken place.
- holding after school meetings to ensure that parents are well informed of new curriculum initiatives taken on within the school.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school and support the school's Healthy Eating Initiative.
- complete the parent questionnaire on the school to help our self-evaluation;
- 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;
- fulfil the requirements set out in the home/school agreement.

Working with Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;



- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school’s pedagogy, teaching and learning policies through the school self-review processes. These include meetings with subject leaders and the termly headteacher’s report to governors as well as a review of the in-service training sessions attended by our staff.

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, or changes to the physical environment of the school.

This policy will be reviewed annually.

Appendix 1

Teaching and Learning Expectations

Teaching

- Lessons to be underpinned by the 4 Purposes of the Curriculum for Wales
- LNF and DCF are to be exploited throughout the curriculum
- Learning objective is shared with pupils through the use of WALT
- Throughout all areas of the curriculum opportunities for key skills to be used through the use of resources e.g. dictionaries, thesaurus etc.
- Thinking Skills are an integral part to lessons; e.g. Habits of Mind, Thinking Hats, TASC Wheel,
- Employ a range of pedagogical principles. “No particular teaching approach is being suggested; however, decisions about teaching and learning are very context and purpose specific, and are best taken by teachers themselves.” *Successful Futures, 2015*

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge & experience to engage interest
Focus on the 4 Purposes	Use assessment for learning to accelerate progress	Make connections within & across Areas of Learning & Experience	Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

- Use of engage/starter/warm up part of the lesson
- Share/create success criteria with pupils (what expectations the class teacher has of the pupils – WILF/ Success Criteria)
- Remind pupils of the non-negotiables which are set for each year group



- Develop pupils as independent pupils by including choice, decision making, responsibility and recognising classroom resources to support independent learning.
- Positive feedback/praise to encourage good behaviour and promote positive attitudes towards learning, persistence and resilience.
- Use of AFL e.g. targeted, differentiated open ended questioning to be used
- Reviewing and evaluating through plenaries to take place at strategic points throughout the lesson to: focus on learning outcomes, teacher, peer, self-assessment, share good work examples; recap on lesson; taking pupils a step further in their learning; discussing difficulties
- Opportunities to self-evaluate, peer assess and reflect upon their learning
- Differentiation should occur in a variety of ways to allow all pupils to learn and achieve through challenge for all
- Use of bilingualism in all lessons as well as Cwriculum Cymraeg to show our distinctive cultural heritage
- Lessons to be pacy and regular time checks provided
- Promote positive attitude, persistence and resilience
- Majority of time given to pupil talk. Pupil talk to include: partner talk, teaching your partner, teaching your teacher, questions
- Awareness of classroom management: groupings/organisation of room/seating arrangements (SEN or behavioural difficulties in suitable locations)
- Human resources to be well planned for so all TAs/visitors etc. are aware of what is expected of them
- Accessible resources are to be available
- Chairs/pupils all facing adult when class teaching is in progress
- pupils to be given occasional time checks to keep them on task and motivated
- Regular checks to be kept on progress throughout lessons

Learning

- pupils have the opportunity to lead their learning as they identify what learning they would like to place
- pupils are given the opportunity to apply what they have learnt
- All lessons have clarity of purpose: pupils know what they are doing, how they are going to do it and why they are doing it.
- pupils to have the opportunity to learn from expertise and from experience outside of the school
- Problem solving activities focused on getting solutions, using strategies and tools e.g. RUCSAC and IMCA problem solving techniques
- Opportunities for self evaluation and reflection of their learning ;
- pupils take an increased responsibility in knowing their targets and understanding what is expected of them to help them progress
- Opportunities to reinforce learning are provided in classrooms through enhanced/ continuous provision