



The Catholic

Federation of



English Martyrs, Oakham &

St Augustine's Stamford

Catholic Primary Schools

1 Introduction

The culture and ethos of our schools is to provide our children with the necessary skills, knowledge and understanding to make informed choices about important aspects of their lives in line with the Teachings of the Catholic Church. We believe in lifelong learning and the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone and we believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy covers

- Aims
- Beliefs
- Ethos
- Physical Environment
- Classroom Management
- Pupil Care
- Effective Teaching and Learning

- Role of Governors
- Role of Parents

2 **Aims**

- To develop each child's enjoyment of learning and desire to achieve.
- To raise standards of achievement in all aspects of pupil development through the school.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.
- To promote independence.
- To have effective systems of communication with parents, facilitate parent's access to staff who make time to hear their concerns
- To celebrate their own and their peers achievements and attainments within and outside school.

3 **Beliefs**

- Quality learning is a result of quality teaching, which is itself informed by regular assessment, joint target setting and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn, children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.

- Parents and carers have a crucial and constructive role to play in developing their children's learning.

These are the beliefs and values that stimulate teaching and learning.

4 **Ethos**

At English Martyrs and St Augustine's we endeavour to create a positive context

for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged in their learning.
- Involving all pupils in the way the school is run, through school council, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including experts in many fields.

5 **Physical Environment**

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning.

This is achieved by:

- Governors being proactive in their responsibility towards improving and maintaining the whole school.
- Accessing a range of appropriate technology eg laptops, whiteboards etc
- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments which set an example for children.
- Creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as promoting learning.

- Encouraging drinking water in the classroom, promoting nutritious meals and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

6 **Classroom Management**

All staff make a special effort to establish good working relationships with all children. We foster a culture of fairness and respect where all members of the community are valued and take pride in their school. All our staff follow the school policy with regard to discipline.

We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established daily routines and ways of working e.g. register, lining up, tidying away and wet playtimes.
- Children are given a sense of responsibility and equal opportunities to take on class roles.
- Children will have access to a range of resources which are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

7 **Pupil Care**

- All adults take responsibility for maintaining standards of behaviour for **all** children in the school. All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground.
- The school standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

Anti Bullying

Bullying will not be tolerated.

Bullying is the considered use of aggression with the intention of hurting another person

Bullying results in pain and distress to the victim.

Bullying can be

- Emotional being unfriendly, excluding, tormenting (eg hiding books)
 - Physical pushing, kicking, hitting, punching or any use of violence
 - Racist racial taunts, graffiti, gestures
 - Sexual unwanted physical contact or sexually abusive comments
 - Homophobic because of, or focusing on the issue of sexuality
 - Verbal name calling, sarcasm, spreading rumours, teasing
 - Cyber all areas of internet (eg email, chat room) misuse
Mobile threats by text messaging and calls
Misuse of associated technology ie camera and video
- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is
 - All governors, teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported
 - Children and parents should be assured that they will be supported when bullying is reported

We have a variety of methods to help prevent bullying including

- Writing a set of rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Making up role plays
- Having discussions about bullying and why it matters in RE and PSHE
- Using the Nurturing Human Wholeness statements

8. **Effective Teaching and Learning**

- We ensure that children learn effectively when the teacher provides an atmosphere where children are prepared to take risks; thorough preparation; lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations; innovative teaching; shared learning objectives which are understood by the children; opportunities to review and reflect on the learning; clear expectations of what children are expected to achieve by the end of the session; appropriate pace and challenge to the lesson; thinking time before answering questions; lessons where children's understanding is developed through active, practical and first hand experiences, involving

individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference.

- When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.
- We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability (including gifted and talented). When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work should be of the highest possible standard.
- We plan our lessons using learning objectives from the National Curriculum / Early Learning Goals, the National Literacy and Numeracy Strategies and the RE scheme Here I Am. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why.
- Cross curricular links are made where possible to encourage children's learning to be focussed and meaningful.
- Through our planning we offer opportunities for children to learn in different ways. These include:
 - investigation and problem solving
 - research and finding out
 - group work
 - paired work
 - independent work
 - whole class work
 - use of ICT
 - open-ended, thought provoking, challenging questions
 - visits to places of educational interest
 - creative activities
 - debates, role-plays and oral presentations
 - designing and making things
 - participation in athletic or physical activity
 - through visitors to school

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them:

Visual
Auditory / Orally
Kinaesthetically

- We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Continual assessment, using the *Assessing Pupil's Progress Guidelines*, ensure that staff are aware where each child is in their learning and where next to take them. Effective marking and verbal feedback provides an invaluable guidance to the children on how well they are doing and what they need to do in order to improve.
- We set academic targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child regularly and set revised targets half termly at the outside. We recognise that targets may be ambitious and not merely forecasts based on where a child is. Layered targets are used in each class. Every child is made aware of their target and how they can improve.

9 **The Role of Governors**

Our governors are proactive in strategic development

In particular they:

- 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 teaching and learning policies through the school self-review processes. These include reports from SIP and the termly Head teacher's report to governors.
- Ensure that safeguarding procedures are fulfilled at all times by all adults in school.
- Ensure that that school buildings and premises are best used to support

- successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;

10 **The Role of Parents**

We believe that parents have a fundamental role in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- Weekly newsletters;
- Sending annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further;
- Explaining to parents how they can support their children with homework.
- Inviting parents into school to discuss their children's progress on at least two occasions per year supplemented by ad hoc discussions as required;
- We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Feel welcomed and valued as partners in their child's learning
- Promote a positive attitude towards school and learning in general;
- Regularly share reading with very young children, and support older children with their projects and investigative work
- 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 and stationery;
- Ensure homework is returned to school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school, and things the child has achieved;
- Fulfil the requirements set out in the home/school agreement;

11 **Review**

The policy will be reviewed in line with priorities stated in the school's Development Plan.

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Chair of Governors