

*'Live Fully, Laugh Often, Learn Deeply,
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TEACHING AND LEARNING POLICY

Our vision and aims for children's learning

At The Bishops' School, we believe that Christ is at the centre of all we do and, as such, we aim to create a happy and supportive learning environment in order to develop confident children who have enthusiasm and a joy of learning. We understand that children need to have a range of transferable skills and attitudes to learning which will allow them to continue their learning journey throughout their lives. We recognise the importance of providing a rich and varied learning environment and experiences. Every child's potential is recognised and we aim to help each child progress to the best of their ability by providing motivating and challenging work which will lead to a strong sense of self-worth and achievement. It is important for individuals to be able to develop positive relationships with others and feel a sense of responsibility towards their immediate community and the wider world. We aim to help our children to grow into responsible citizens.



We aim to personalise learning as much as possible by tailoring the learning experiences to the children's abilities and by providing a rich diversity of activities, opportunities and experiences as the children progress through the school.

As a staff and school community we are committed to developing excellence in teaching and learning. This involves us in continual professional development and being continually reflective and responsive practitioners.

How we plan the curriculum

As a shared denomination school, we follow the Catholic 'Come and See' syllabus to teach RE.

English and Maths are planned in line with the requirements of the National Curriculum with new initiatives (eg, SPAG) being incorporated into teaching and learning as required, and as soon as teachers have received appropriate information and training. We are transitioning to the requirements of the 2014 National Curriculum in line with recommendations. The implementation of the new National Curriculum will retain our current practice of providing a rigorous structure of progression and coverage whilst being creative, innovative and making real and relevant connections to the everyday lives of our children. English is taught alongside, and through, topics to provide coherent, meaningful structure and links to text-based learning. Maths is included in topics where appropriate and relevant. The same approach is used by the Foundation Stage classes who follow the Early Years Foundation Stage curriculum.

Medium-term planning

Our **medium-term planning** is taken from an overview of the National Curriculum which has been broken down for each subject and allocated to appropriate key stages and year groups. Our current approach will be applied to the new (2014) National Curriculum and continued in a similar way. This method ensures continuity and progression in each subject. Each year group has the freedom to choose their own topics provided that all the National Curriculum objectives allocated for each subject are taught in sufficient depth. In order to facilitate this coverage, topics are chosen which coherently group subjects together allowing subjects to be taught in

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meaningful blocks. Some subjects may be taught in greater depth during one topic and may not feature at all in a different topic.

At The Bishops' School we are committed to delivering a high-quality curriculum for PSHCE which includes an awareness of our place in a connected world, addressing international issues and building global citizens. The Global Dimension is threaded through all topics and is appropriately linked to the subjects being studied. Global Dimension teaching commits us to developing children's understanding of Citizenship from a personal and local level as well as at an international level. Our partnership with Kagaari Primary School in Kenya has been embedded into the curriculum with each year group studying an agreed associated topic which is communicated and shared with the Kagaari School. Further Global Dimension skills are addressed through additional international activities which are planned for through the school year.

All topics consider the eight different areas of intelligence as defined by Howard Gardner together with VAK activities in order to meet the varied learning styles and preferences of our children (See Appendix B). Lessons are 'blocked' throughout the topic to ensure learning progresses at a suitable pace and level, and children's experiences are built on in an immediate and purposeful manner. The medium-term topic plan shows detailed lessons which outline each week's teaching and learning.

We aim to achieve a team approach - which includes Learning Support Assistants where possible - when planning, in order to ensure that children are receiving similar experiences within year groups. This also helps staff to support each other and to draw on individual strengths and knowledge resulting in a wider resource base from which to work. Staff are given Preparation, Planning and Assessment time together in order to facilitate this.

Short-term planning

The topic plan is broken down into weekly blocked lessons which show detail in objectives, activities and outcomes. Detailed weekly planning is produced for English and Mathematics. The Foundation Stage plan weekly from their medium-term plans for all the prime and specific curriculum areas. We take account of previous learning and ensure our assessments inform further planning.

How we teach

We recognise that children learn in a variety of ways and so we aim to personalise learning for them. The value of field trips is recognised at The Bishops' School and teachers support learning by arranging an educational visit or experience each term. In conjunction with teachers, our Special Needs Co-ordinator takes responsibility for ensuring that children with any learning difficulties are supported at an appropriate level using a variety of intervention strategies. We employ a team of Learning Support Assistants who provide support for staff and children, at a number of levels, which helps facilitate an appropriately differentiated curriculum and rich learning environment.

Our mantra is the 3Cs! (informed **C**hoice – **C**hallenge for all – breaking the **C**eiling!) In order to meet the needs of individuals, we apply our teaching to children's own experiences and use a range of strategies and interventions to differentiate our teaching:

- Teach in context, eg, adapt content for children from other countries
- LSA/teacher support for small groups or individuals
- Individual education plans

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- VAK (visual, auditory, kinaesthetic) eg, visual literacy, interactive/hands-on activities
- Differentiated questioning and use of language
- Differentiation by task
- Differentiation by outcome
- Challenges/extension tasks
- Setting groups within the class
- Working in mixed-ability groups
- Talk partners
- Response partners
- A range of interventions, including Early Morning Reading Club, Maths Club and Maths Lab, and 'Catch up'
- Booster groups for Year 6

We ensure that learning objectives are clear and children understand how to be successful. We realise the importance of knowing our children well and that assessment is a vital part of the teaching and learning process. We use a variety of strategies to inform our assessment of children's learning:

- Knowledge Harvest at the start of a topic (see Appendix)
- Recorded work and success criteria
- Observations of activities
- Questioning/oral responses
- Thought showering/mind-maps
- Listening to talk
- Topic evaluations
- Quizzes/tests at end of unit of work
- Recognising connections in learning eg, use of a skill in a new situation
- Levelling work
- Photographs
- Plenaries
- Discussion with Learning Support Assistants
- Visualisers to refer to previous learning
- Talk partners and the use of randomly selected names (pencil cards/lolly sticks) to give all a fair chance to be heard
- Observations/photos esp for EYFS Learning Journey

We recognise that children need to foster good habits to enhance their learning experiences and maximise their potential and we are committed to developing these. In particular, collaboration, creativity, curiosity, resilience, being reflective and resourceful (see Appendix C). These are referred to regularly. Children are also involved in the assessment of their learning by:

- Being involved in setting their own targets
- Comparing their work to previous work
- With guidance, 'marking' their own work or that of their peers (Self and Peer Assessment)
- Reflecting on the marking/feedback teacher has given
- Using checklists/success criteria
- Using star ratings/traffic light/thumbs up-down systems
- Communicating with teacher in written work.
- Response partners

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In order to build on previous learning, we ensure that our assessments and the children's assessments inform our teaching. Planning teams discuss their assessments and annotated plans, adapting and amending planning where necessary, either for the immediate future or when the subject is revisited. (See Assessment Policy)

Monitoring

To ensure continuity and progression, Teaching and Learning is monitored in a variety of ways.:

- Lesson observations
- Work sampling and moderation
- Monitoring of plans
- Obtaining children's views
- Observations and records kept by LSAs
- SENCO observations and monitoring of LSAs

Constructive feedback is always part of the process to ensure that the monitoring process is meaningful and useful. (See Performance Management Policy)

ICT

ICT is an important tool for teaching and learning and this has been recognised at The Bishops' through investment in interactive whiteboards, visualisers and digital cameras. These enable learning and teaching to be interactive, make resources and activities available online and give access to high quality programmes for learning. The visualisers are a powerful tool for Assessment for Learning strategies. A suite of computers is available for whole-class/group lessons and tablets are being introduced to classes for groups of children to use to support and integrate their learning across the curriculum. (see ICT Policy)

The wider school community

At The Bishops' School we recognise and value the important role parents, governors, clergy and other staff play in supporting the development of our children. We also recognise the role of outside agencies (eg, police, fire service, road safety) play in the wider education of our children and welcome them into school on a regular basis.

Learning Support Assistants

Our team of Learning Support Assistants provide significant support for both adults and children at The Bishops' School. They know the children with whom they work very well. They realise the importance of building caring relationships so that the academic intervention work they do with these children has maximum impact. They provide additional support in many ways, such as for:

- Clubs (using personal skills, eg, art and gardening club, street dance, gym)
- School trips
- Concerts
- Sports days
- Assembly preparation
- Behaviour management/playground support
- Liaising with parents, specialist teachers, transition to new schools etc
- Making resources/displays

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- Supporting Annual Reviews for children with a Statement of SEN
- Mentoring/emotional support for vulnerable children

We recognise that the supportive role the LSAs provide is invaluable to the learning and achievement of our pupils.

Clergy

We are fortunate to have the support of both the Roman Catholic and Anglican churches. A range of ministers from both the Catholic and Anglican churches lead our weekly church services. Ministers regularly visit the school and individual classes, particularly for class worship. They also lead "extra" services in connection with the church year, eg Stations of the Cross, Advent.

Parents

We believe that parents are the prime educators of their children and we aim to welcome them into the school and to be actively involved in their children's school-life. We communicate with them in a variety of ways and ask that they support the school rules and Christian ethos. We encourage them to come to weekly church services and to their child's class assembly. At the beginning of each school term, they are informed of the topics their child will be studying and how they can help to support their child, eg with homework, providing PE kits on the appropriate days. They are invited into school to discuss their child's progress with the teacher every term and receive a written report at the end of the school year outlining their child's progress. In addition to this, parents are able to chat informally to the teacher at the beginning or end of the school day, or by arranging an appointment. Homework diaries/home-link books also aid communication. Parents are invited to curriculum or vision evenings to help them understand the role of the school and the teaching process and to "exhibition" evening to celebrate their child's work. The school website and weekly newsletters keep parents informed of school events.

The 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 their effectiveness as well as health and safety regulations
- Monitor the achievements of the children and the statutory school targets
- Support the evaluation of the school's practices through involvement with analysing questionnaires to parents, interviewing children and support internal subject-leader monitoring activities

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APPENDIX A

Abbreviations

SPAG	Spelling, punctuation and grammar
EYFS	Early Years Foundation Stage
PSHCE	Personal, Social, Health and Citizenship Education
VAK	Visual, auditory, kinaesthetic

Definitions

Knowledge Harvest

A Knowledge Harvest is the opportunity for children to show what they know. It provides a fantastic opportunity to record everything they know that may be linked to the new topic. The knowledge harvest empowers learners to realise that they already know many things and provides a base which can be used throughout the topic to make connections. Knowledge harvests can take many forms but are most often seen as mind maps.

EYFS Learning Journey

A record of a child's learning in EYFS evidenced with assessment notes, observations, examples of work, photographs etc.

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APPENDIX B

HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCES (1983)

The theory of multiple intelligences is a taxonomy of intelligence that differentiates it into specific (primarily sensory) "modalities", rather than seeing intelligence as dominated by a single general ability. Although the distinction between intelligences has been set out in great detail, Gardner opposes the idea of labelling learners to a specific intelligence. Each individual possesses a unique blend of all the intelligences. Gardner firmly maintains that his theory of multiple intelligences should "empower learners", not restrict them to one modality of learning.



Musical Intelligence – ability to perform and comprehend musically

Bodily-Kinesthetic Intelligence – strength in bodily-kinesthetic intelligence

Logical-Mathematical Intelligence – ability to mentally process logical problems and equations

Linguistic Intelligence – ability to construct and comprehend language

Spatial Intelligence – ability or mental skill to solve spatial problems of navigation, visualization of objects from different angles and spaces, faces or scenes

Interpersonal Intelligence – interact with others, understand them, and interpret their behaviour

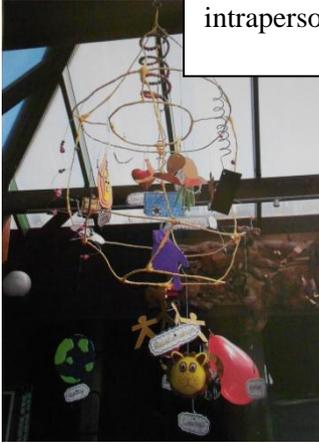
Intrapersonal Intelligence – ability to understand and sense ourselves

Naturalist Intelligence – ability to identify and classify patterns in nature

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APPENDIX B (contd)

Interpersonal and
intrapersonal



Spatial -
visualisation



Bodily-kinesthetic

Naturalistic



Mobiles made by staff at The
Bishops' illustrating the multiple
intelligences as defined by
Howard Gardner (1983)

Logical -
mathematical



Verbal - linguistic



Musical



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APPENDIX C

Below is an example of the learning habits we foster at The Bishops' School. These cartoon characters are one way which teachers may use for display and to develop good learning habits. However, teachers are free to adapt displays and approaches as they feel appropriate for their children.

Desmond the Creativity Dolphin		Be a Creative learner - take time to think - play with ideas in your head - use your imagination - think around situations.
Critical Curiosity and Maisie the Mouse		Be a Curious and Questioning Learner - have an enquiring mind.
Resilience and Elvin the Elephant		Be a Resilient Learner - don't give up when things go wrong - mistakes can help you learn.
Learning Relationships and Madge the Monkey		Be a Learning Relationships Learner -working with other people or reading what they think can be helpful.
Resourcefulness and Hamish the Hamster		Be a Resourceful Learner - think about what you are going to need to help you before you start a learning task, and about your learning afterwards - how did it go?