



Sacred Heart School

Service Before Self

Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

Curriculum: Academic

Teaching and Learning Policy

Aims:

- To engender a positive attitude to learning, in accordance with our Mission statement
- To provide a secure positive learning environment where the needs of the individual pupil are considered
- To motivate pupils in a stimulating learning environment where their contribution is valued, so that they develop a sense of self worth, self respect and esteem.
- To provide a clear framework where expectations are understood and accepted by the pupils
- To help children to become independent learners
- To offer equal opportunities regardless of ethnic group, colour gender or creed
- To consider the pupils as active partners in the learning process

Pupils are provided with emotional support through:

- Being talked and listened to as people
- Being shown that teachers care
- Feeling that their contributions are valued
- Teachers offering a positive role model
- Staff being seen to work in partnership with other adults in the school and parents.
- Staff being consistent in their dealings with pupils

Staff create a positive working environment by:

- Creating an ordered secure environment
- Making good quality resources readily available
- Explaining, and making sure pupils understand, classroom rules
- Making the classroom environment stimulating and attractive
- Making teacher expectations clear with regard to behaviour, working practices and outcomes of activities
- Praising positive behaviour
- Differentiating tasks where appropriate
- Ensuring that children have the opportunity to work in a variety of groupings
- Acknowledgement of achievement by providing regular, positive feedback
- Setting tasks which give opportunity for open ended investigations and independent learning
- Following cross-curricular themes when these are appropriate
- Planning activities which have an introduction, task and plenary

The Teaching and Learning Process:

- The school recognises that different children learn in different ways.
- It is important therefore that a variety of visual, kinaesthetic and auditory elements are used in lessons. Teaching style is more effective if it matches with learning style

Groupings for activities:

- Pupils are grouped in different ways for a variety of reasons:
- There should be opportunity to pupils to work individually, in a small group or as a whole class
- Groupings should be appropriate to task and learning objectives
- Groupings should be flexible and sometimes pupils may choose their own groups, although staff need to be sensitive to those who are not readily included
- Sometimes grouping may be by ability
- Staff need to be sensitive to those who find work difficult and to those who are dominant or submissive in a group

Independent Learning

It is essential that pupils become independent learners in order to develop skills for adult life and enable them to enjoy lifelong learning.

Independent learners

- Organise their work effectively
- Are self-motivated
- Apply existing knowledge and skills to new situations
- Can access and use a range of resources appropriately
- Are able to tackle and solve problems using their own initiative
- Are able to evaluate their own work and identify areas for improvement

Teachers encourage and support independent learning by:

- Posing open ended questions and setting open ended tasks
- Encouraging children to ask questions and through staff responding positively to questions asked by pupils
- Encouraging pupils to undertake their own investigations within the wider curriculum
- Encouraging pupils to learn beyond the school day by welcoming research completed at home linked to current programmes of study
- Offering praise and encouragement

The Role of the school

To ensure that teaching and learning is effective the school will monitor pupil progress by:

- Analysing termly reports to highlight under/good achievement in comparison to teacher and MIDYIS expectations
- Providing support mechanisms where underachievement is identified
- Recognising good performance through the schools awards system
- Monitoring internal examination performance and acting where necessary eg retakes, additional tuition
- Analysing external exam results to identify individual strengths and weaknesses in individual departments. This is done by comparison with MIDYIS predictions and the pupils overall achievement across their range of subjects

Action where weaknesses are identified will include:

- Alerting staff and departments to pupils who are underachieving
- Supporting pupils through appropriate mechanisms, such as report card, changing sets, time with learning support etc.
- Supporting teachers through appropriate mechanisms, such as review of policies to be adhered to, monitoring of planning etc.

The School is mindful of former government guidance such as the five outcomes of **'Every Child Matters'**

1. Being Healthy – Physical Education; Care for Special Needs; Spiritual, Moral, Social & Cultural
2. Staying Safe – for example through work in PSHE and Assemblies.
3. Enjoying and Achieving – developing skills for life, through Curricular and Extra-curricular activities
4. Making a Positive Contribution - through wider School Activities / Citizenship
5. Economic Well-being – to make the most of potential so that pupils can support themselves

Effective teaching and learning involves

- Providing a positive, supportive atmosphere, based on praise rather than criticism, so effective learning can take place
- Listening to pupils and valuing their contributions to support emotional health and well being
- Respecting pupils as individuals, who have individual rights and are treated with equal regard to encourage positive behaviour
- Encouraging pupils to participate fully in lessons, including good attendance
- Building self-confidence and self-esteem through effective teaching
- Being consistent, firm but fair
- Being supportive, but non-threatening and avoiding direct confrontation so that pupils feel relationships with staff are positive and helpful
- Showing enthusiasm and excitement
- Being well prepared, but flexible and adaptable as circumstances arise
- Encouraging pupils to assess their own performance
- Discussing and agreeing individual targets
- Reviewing grades and discussing and offering advice for the future

Teacher performance is monitored and supported by:

- Observation by the Head teacher, Heads of Department and Peers
- Review of a random selection of exercise books
- Investigating concerns quickly and effectively as possible
- Ensuring homework is being set in the Form planner
- Continuing professional development for the whole staff of the school

Monitoring and Review:

Senior Management/APPC on an annual basis.

GRADE DESCRIPTORS FOR PUPILS:

8

To gain this grade you need to:

- show excellent knowledge, understanding and skills
- complete your work with flair
- present outstanding pieces of work
- work independently, beyond the instructions given by your teacher

7/6

To gain these grades you need to:

- complete work, as set, sometimes including independent research
- show clear understanding
- present written work of a high standard
- confidently use subject vocabulary
- show competent subject skills

5/4

To gain these grades you will:

- cope with most work that your teacher sets, including homework
- show sound understanding
- present written work that is of a good standard
- use most subject skills appropriately
- use subject vocabulary
- show subject knowledge
- deal reasonably well with new ideas

3/2

Marks at this level are because:

- you can manage basic work, but some may be unfinished
- you show some understanding of most topics, but sometimes need to go over things to make them clear
- some of your work may lack sufficient detail
- you describe, but don't give good explanations
- you use some subject based words, but could use more
- you may need help to understand new ideas

1

If you receive this mark it tells you that:

- work you have been asked to do is often unfinished
- without help you find it difficult to understand new knowledge and skills
- you are not completing enough work to allow you to make progress
- you are not using subject based words

GRADE DESCRIPTORS FOR MARKING: Staff

8 Excellent/Exceptional performance

- consistently shows excellent knowledge, understanding and skills
- tasks are completed with flair
- outstanding pieces of work
- independent input, beyond instructions

7/6 Very good/good

- achieves tasks as set
- shows clear understanding
- written work of a high standard
- confident use of subject vocabulary
- competent skill
- confidence in completing tasks

5/4 Satisfactory

- achieves most tasks, including homework
- shows sound understanding
- written work consistently of a good standard
- most skills used competently
- uses subject vocabulary
- shows subject knowledge
- deals reasonably well with new knowledge

3/2 Below average

- achieves key tasks but some may be incomplete
- reasonable understanding of most concepts
- some work may lack depth or quality
- uses some subject vocabulary
- deals reasonably with new knowledge, skills and concepts

1 Weak

- tasks are incomplete
- limited understanding of key concepts
- written work is limited, with an inadequate amount completed to enable progress
- lacks subject vocabulary
- poor skills with obvious gaps in knowledge