

St Mary's Primary School and Nursery Unit



Teaching and Learning Guidelines

2017

Mission Statement

St Mary's Primary School and Nursery Unit accepts and shares the responsibility of nurturing in our children the values, attitudes, beliefs and practices of our Catholic faith with home and parish. We wish to promote a way of life inspired by the life and teachings of Christ. We work as a team to provide a stimulating environment, in which each child can feel safe, secure, happy and cared for. A 'child centred' approach is adopted in all issues. Excellent relationships and effective communication with all partners involved in the education of our pupils is viewed as central to achieving our vision and aims.

The Board of Governors, principal, all staff, parents, pupils and local community share these ideas, values and beliefs.

We aim to -

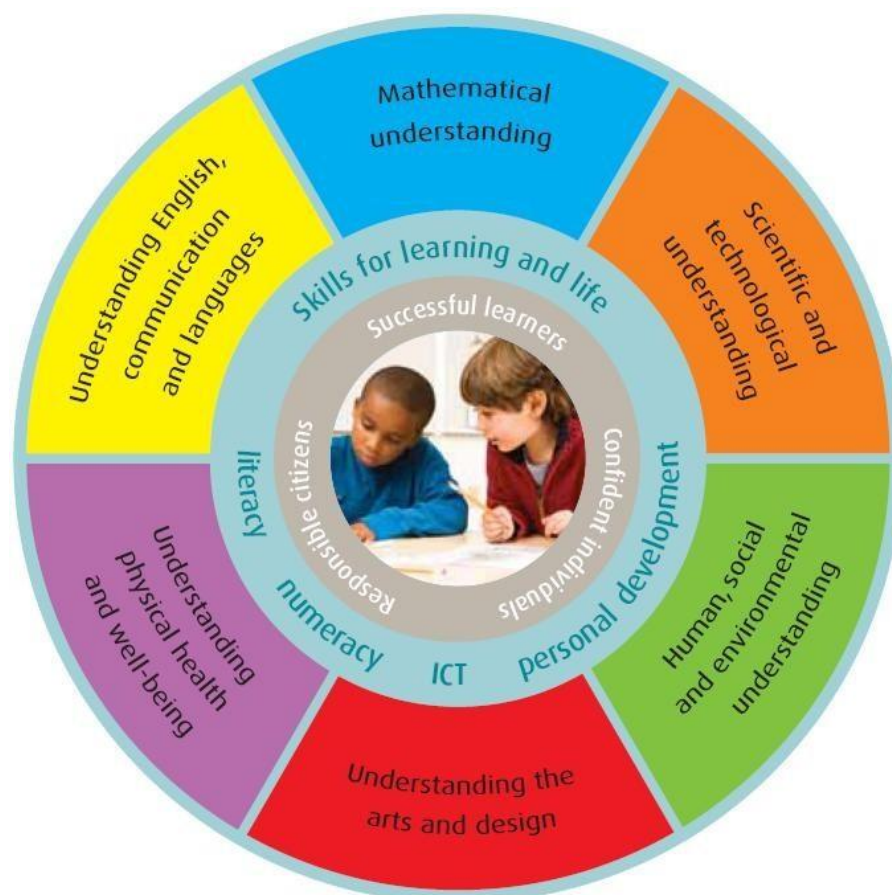
- 1.) Appreciate, respect, protect and value 'childhood' as a unique and very special experience of living.
- 2.) Work closely with our parents and parish in the development of the catholic faith of our pupils.
- 3.) Get to know individual children, respond to their needs and help them achieve their fullest potential.
- 4.) Develop in the children a positive self-image; respect for themselves, for others and respect for their local and global community.
- 5.) Enable the children become confident, independent and accept the uniqueness of their personalities, talents and capabilities.
- 6.) Promote the spiritual, moral, emotional, social, physical, creative, cultural and intellectual development of the children.
- 7.) Equip the children with the skills to cope with the challenges, difficulties, choices, pressures and influences of living in a modern world.
- 8.) Develop our pupil's 'life-skills'- critical thinking, decision making effective communication, learning from mistakes, risk taking, which are so necessary for their health, safety and well-being in today's society.
- 9.) We aim to promote a partnership and a close working relationship with parents/guardians whose views and wishes as prime carers will be heard and respected to enable us to support their children's learning.

***Childhood is a unique experience.
Respect it. Enjoy it. Protect it.***

KEY PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING

We at St Mary's believe:

- Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.
- Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.
- Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.
- Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.



ST MARY'S GUIDELINES FOR EFFECTIVE TEACHING AND LEARNING

PLANNING/EVALUATIONS

Monitoring and evaluating of planners/evaluations is a shared responsibility between the subject co-ordinators and SLT

MODERATION OF PLANNERS

Dates for submission of planners and evaluations will be agreed with all staff.

Paper copies of planners and evaluations should be given to SLT

KS2 – Mrs Fegan

KS1 – Mrs McWilliams

e-copy to be saved on the staff e-folder

LONG TERM PLANNING

Schemes of work are available for all staff and form the basis for all planning. Co-ordinators keep abreast of new developments in their curricular area and update policy/schemes with staff when necessary.

MEDIUM TERM PLANNING

Each half term planners include:

- Learning Intentions
- Learning Experiences
- Literacy Focused Planner
- Evaluation

Planning for Core Subjects include reference to:

LITERACY: Reading; Writing; Talking and Listening

NUMERACY: Mental Maths; Number Measures; Shape and Space; Data Handling

ICT: Explore; Express; Exchange; Exhibit; Evaluate

SHORT TERM PLANNING

DAILY NOTES

Teachers are provided with a daily diary/planner. Planners are brought to all staff meetings

WEEKLY NOTES

Staff complete weekly notes which are evaluated on a weekly basis and submitted to SLT

EVALUATIONS

These note pupil progress in all areas and identify individual/group progress/needs. Teachers ensure identified areas of need are included in future planning and teaching.

All Evaluations and Planners should be available for Co-ordinators to view on the e-staff folder.

PEER AND SELF EVALUATION

Informal Peer and Self Evaluation should be included in all lessons.

Formal Record: within each half term, one written Peer and Self Evaluation within *Literacy, Numeracy and Homework*.

MONITORING AND EVALUATING

ICT, Literacy and Numeracy Monitoring will occur each term. Notice for these will be at least two weeks.

Co-ordinators and SLT will manage the monitoring.

Books will be monitored in accordance with planners and agreed teaching and learning guidelines.

LITERACY CO-ORDINATOR MRS AILEEN MCLEA

Please refer to the full policy and scheme P1-7, available in the STAFFROOM and e-copy available in the STAFF e-FOLDER

SPELLING

Primary Ed spelling Scheme
Complete spelling Programme
Jolly Phonics/Grammar

P3-7 Children complete SWST in September before starting Primary Ed/Complete spelling scheme.

Spellings taught and referred to throughout week 1 and week 2.

Extension Words/Word Building encouraged Week 2.

Dictation and spelling list are used as a means of assessment.

Children tested weekly

Spelling scores monitored by class teacher and more challenging tasks set when necessary

READING

P1-4

Shared Reading

Two guided reading sessions for each group in the class.

Learning assistant used in addition to this

P5-7

Shared Reading.

Two guided reading sessions with emergent readers

One session with fluent readers, based on either group reading book or class novel.

Learning assistant used in addition to this

Reading Partners

Children identified by class teacher, screened by trained assistants and complete 10 week programme.

Reading Records

All teachers keep a log of books read by each reading group.

Teacher Personal Judgement and PM Assessment Kit to be used periodically to assess reading levels.

Workshop on Running Records – Mrs Fegan.

Store any running records in Class Assessment File.

WRITING

Separate book for 'Creative' Writing – different genres

Reading Related Activities, Spelling, Grammar and Punctuation work to be included in daily activities.

LITERACY EARLY INTERVENTION

Mrs Mallon provides early intervention for literacy.

Children are selected on basis of teacher judgement and a range of screening tools.

Parental consent is required.

Progress is monitored

LITERACY LEVELLING/MODERATION

Talking and Listening, Reading, Writing

Agreed half-termly focus for levelling and moderation purposes.

Planned for on separate planning sheet to include:

Familiarisation, Modelled, Shared, Guided, and Independent lessons - saved in staff folder.

Samples

Three samples of levelled unmarked work to be sent to co-ordinator by agreed date per half term

Each sample to include detailed task description

PUPIL LITERACY FILES

One piece of marked levelled work stored on a half termly basis

TRACKING

Pupil levels are tracked on staff e=folder on a half term basis

PRESENTATION AND MARKING

P1-3

Learning intentions and Success Criteria negotiated and recorded in the classroom. More able children encouraged to record the date.

P4-7

Long date recorded.

Learning intentions and Success Criteria negotiated and recorded both in the classroom and in the children's books (according to ability). May be written/typed by teacher or assistant.

Where possible, One Star and Wish per week for each child

When oral feedback is given, the letters OF is noted where possible.

Self and Peer evaluation should be incorporated both informally and formally.

NUMERACY

CO-ORDINATOR - Mrs Margaret Fegan

Please refer to the full policy and scheme P1-7, available in the STAFFROOM and e-copy available in the STAFF eFOLDER

COMMERCIAL RESOURCES

Collins Primary Maths

New Heinmann Maths

New Wave Mental Maths

P1-3 Individual Workbooks

P4-7 Textbooks (supplemented by P1-3 workbooks for less-able children)

MENTAL MATHS

Each lesson to begin with a Daily Mental Maths Activity where possible.
Activities recorded on weekly and half term planner
Collins Teacher's File – Mental Maths Starters incorporated where possible.

LEARNING EXPERIENCES

Opportunities for practical activities incorporated where possible.
All four areas of maths to be planned for within each Half Term.
Weekly planners to include differentiation

Shared resources returned to Maths Store when not in use.
Agreed half-termly focus for levelling and moderation purposes.
Three samples of unmarked work to be sent to co-ordinator by agreed date.
Planned for on separate sheet.
Pupil Numeracy files – One piece of levelled work stored on a half termly basis

NUMERACY TOOLKIT

Posters displayed and referred to in each classroom
Focus area agreed and systematic approach employed.
Samples passed to co-ordinator as agreed

PRESENTATION AND MARKING

Separate book for Numeracy activities
P1-3 More able children encouraged to record the date
P4-7 Short Date recorded by more-able children.
Where the children cannot record the date, the teacher should record the date on the page (eg. when marking the work.)

When appropriate, One Star and Wish is used to mark the children's work. When oral feedback is given, the letters OF is noted where possible.
Self and Peer evaluation should be incorporated both informally and formally.

ICT

CO-ORDINATOR MRS CLAIRE MCWILLIAMS

Please refer to the full policy and scheme P1-7, available in the STAFFROOM and e-copy available in the STAFF e-FOLDER

ICT SUITE

Teaching time in the ICT suite should be prioritised for the teaching and learning of ICT skills from the school scheme as well as curriculum based ICT work.
Agreed timetable of ICT suite completed early September

P1-P2 – log on and off with help.

P3-7 – log on and off independently

E-SAFETY

E-Safety should be taught throughout the year both explicit and discreet
Information and advice is sent to parents

E-Safety week is celebrated within the school annually to highlight issues

One Whole school assembly e-safety each half term

e-Safety Advice and Internet Agreement circulated and signed by parents, forms collated and sent to co-ordinator for storage.

I-pad agreement for new staff

Agreed use of new Resource Room

EVIDENCE

P3-7 have an online folder each year where work is saved to create a progressive online portfolio. Children will save drafts, finished pieces and print screens as evidence of developing ICT skills.

ICT MODERATION

Term 1a

-Focus familiarity of desk top and storage.

-Evidence of some tasks saved in 'My Documents' folder using Print Screen (P.3-P.7)

Term 1b and thereafter

-Each child to complete an agreed levelled task from ICT school scheme. Tasks can be found in the Exemplification Library on the CCEA website using the following link

http://www.nicurriculum.org.uk/curriculum_microsite/uict_ks1_and_ks2/tasks_and_exemplification/exemplification_library.asp

-Finished tasks and any task related work should be saved in 'My Documents', using Print Screen where appropriate.

-Three levelled samples of one task from differing ability groups should be sent to co-ordinator with task description sheet by agreed date.

-In June, children will complete a checklist of ICT skills that they have developed throughout the year to assess their learning. Foundation Stage teachers to complete checklist of skills for children.

I-PADS

iPad staff agreement signed.

All iPads should be securely stored on a daily basis.

For holiday periods, all iPads to be sent to co-ordinator for storage in a locked filing cabinet. If teachers wish to store iPads elsewhere, permission must be sought from co-ordinator.

It is the responsibility of each class teacher to mark/identify each iPad.

Each year group currently has five iPads and one teacher iPad. We encourage the sharing of iPads, especially in the period from 1.45pm-3pm when P.1 and P.2 have gone home.

PHOTOGRAPHS/FILM

Photographs/films of children should not be stored on iPads for long periods. They should either be deleted or transferred onto the school computers. Photos of children should not be stored on teacher's iPad for more than a few days if the iPad is being transferred out of school.

Each class has a school camera and SD card. Photographs should not be stored on the camera for long periods and should instead be deleted or transferred onto a school computer. Teachers should not use their own cameras/phones to take photos of children. It is the responsibility of the teacher to ensure photos are deleted.

SPECIAL EDUCATIONAL NEEDS/ADDITIONAL NEEDS CO-ORDINATOR MRS MARY MCCANN & MRS CLAIRE MCWILLIAMS

Please refer to the full policy, available in the STAFFROOM and e-copy available in the STAFF e-FOLDER

CLASS ADDITIONAL NEEDS FILE (AN FILE)

All classes have an Additional Needs/Special Education Needs File. Additional information with regards to AN/SEN can be found in the assessment policy at the front of the file, or on the staff e-folder.

RESOURCES

SEN Resource File available in KS1 Area along with numerous Board leaflets and Guidelines on inclusion, Specific Needs etc.
EA SEN Good Practise Guidelines are included in AN Files
Dyslexia Toolkit available for each Key Stage (Class boxes available on equest)
Sensory Boxes are available in each classroom
Additional Tactile OT resources can be made available on request

SEN CYCLE:

IEPs

- **End of September**
Teacher meets with Parents, agree targets and IEP(a) drawn up.

Signed IEP given to parent, SEN co-ordinator, AN file and saved on Staff folder.

Samples of target work are kept in AN file.

SEN learning Assistant records tasks/activities added where possible.

- End of January

Teacher meets Parent to review IEP(a) and agree/set new targets.

Signed IEP given to parent, SEN co-ordinator, AN file and saved on Staff folder.

Samples of target work are kept in AN file.

SEN learning Assistant records tasks/activities added where possible.

Annual Reviews – February.

Psychology Consultation - October. Teachers to submit individual consultation forms to SENCO

MAST Courses – Programme available in Staffroom. Teachers to complete application form in the back of the booklet

SEN LEARNING ASSISTANTS

Co-ordinator timetables support/rooms

Where an assistant is assigned to a child with learning needs, we try to ensure the assistant spends as much time as possible working with the child, or the class to allow the teacher to work with the child.

SEN learning assistants should record activities/tasks in their daily log books, referring where possible to child's targets.

Log books are reviewed regularly by the class teacher and on a termly basis by SENCO. They are used to inform future target setting

At all other times, the teacher should ensure effective use of the assistant's time.

SEN ASSISTANTS MEETING first Friday of every month during whole school Assembly

WAU

Co-ordinator Mrs Margaret McAuley

Please refer to the full policy and scheme P1-7, available in the STAFFROOM and e-copy available in the STAFF e-FOLDER

RESOURCES

Resource list available within WAU Policy

Resource boxes available from the ICT shelves.

A contents list is included within each box.

Please report any breakages/missing items to Mrs McAuley so that items can be replaced

Each child has a separate WAU book/file/booklet.

Evidence of children's involvement in planning boards should be included where possible.

Each child should complete an evaluation at the end of each topic. Independent research is encouraged where possible.

Educational visits/trips complement learning where possible.

ECO SCHOOL CO-ORDINATOR MARIA BRADLEY

ECO InitiativeS

Mandates and Elections for the ECO-council are held on an annual basis (Sept).

The elected council hold meetings on a half-termly basis.

Initiatives are led by the council, however all staff/pupils have active roles.

Shared Garden:

Each class has a set plot

It is the responsibility of each teacher to maintain the plot.

Classroom

Each class should have a paper bin.

Paper wastage should be a minimum.

Food bins are compulsory

Eco-Warriors

Duty to monitor electric bill

Monitor classroom lights/doors/windows

Set policies for the school.

Liaise with students Council, SLT and BoG

PE CO-ORDINATOR

Please refer to the full policy and scheme P1-7, available in the STAFFROOM and e-copy available in the STAFF e-FOLDER

Planning: Agreed half term PE focus
All equipment to be stored safely and tidily.

P1-P4 – Change shorts
P5-7 Change into PE gear
Trainers are essential
Shorts are essential as tracksuit bottoms pose a tripping danger.
Watches, hairbands dangly ear-rings should be removed before activities.

Children not doing PE should accompany the class to the hall/event and watch.
They can be involved in the discussion and evaluation of activities where possible.

SWIMMING:
Children who do not have swimming gear should not go to the leisure centre.
Children to be supervised within P5.6.7 (Simple task left for them)

ASSESSMENT CO-ORDINATOR MARY MCCANN

Please refer to the full policy, available in the STAFFROOM and e-copy available in the STAFF e-FOLDER

CLASS ASSESSMENT FILE

All classes have an Assessment File.
Additional information with regards to assessment can be found in the assessment policy at the front of the file, or on the staff e-folder.
All children are continually assessed throughout the school year.

STANDARDISED TESTING

As a school, we complete Literacy and Numeracy NFER standardised e-tests in September. Results are collated, analysed and used to set targets.

CLASS TARGETS

Based on the analysis of class performance, each teacher devises a class Action Plan, targeting areas for whole class improvement.

Teaching strategies/planning focuses on the development of this target.

Action plans are evaluated at the end of the year and co-ordinators analysis improvements.

INDIVIDUAL TARGETS

Using CAT4 scores and NFER standardised testing, teachers identify underachieving pupils and set targets and additional work for improvement. Parents are informed during Parent Teacher Meetings and are asked to sign an agreement that they will participate in target set work.

Action Plans are evaluated at the end of the year and samples of work kept as evidence.

PERSONAL TARGETS

To encourage TSPC, children are encouraged to set their own personal goals – literacy, numeracy or behavioural, encouraging self-motivation and improvement.

MOTIVATIONAL TARGETS

Where possible, the SLT strive to encourage the children to perform and behaviour to their best of their ability. Whole school targets are set and rewarded, such as Accelerated Reader and Sunshine Awards.

HALF TERMLY ASSESSMENTS

Each class completes a number of assessment tasks throughout each half term – formal and informal.

At the end of each half term each child completes a literacy and numeracy 'classwork' test to assess their progress. Results from this are analysed by the class teacher and used for future planning and target setting.

OVERVIEW OF HOMEWORK POLICY

- Homework is differentiated according to levels of ability in the class
- Homework is set from Monday to Thursday for all classes.
- Homework should be explained in class and where possible reflect classwork.
- The standard of homework should reflect the standard of class work.
- The names of children who do not complete homework are recorded by class teacher. Parents should be informed where possible.
- Each child should be encouraged to get homework signed by a parent/guardian.
- Homework should be differentiated by ability.
- Practical activities should be included where possible

FORMAT:

P1-2

- Jolly Phonics
- Numeracy
- Literacy
- Religion

P3-7

- Reading:
 - Library Book
 - Guided/Class Read
- Spelling
 - One Unit completed per week.
 - Practice spelling test as part of Thursday Night's homework.
 - Look, Say, Cover, Write, Check
- Literacy
- Numeracy (Mental Maths)
- Other curriculum subjects.

MARKING OF HOMEWORK

Homework must be marked at least on a weekly basis.
Supportive comment/sticker/stamp may be used
It is the responsibility of teachers to monitor homework.

PE SE Evaluation included half termly basis.
Homework will be included in notified book scoops.

PARENTAL CONTACT

Parent Teacher Meetings

P1	Settling In Meetings	October
P2-7	Progress Meetings	Late October/Early November
P1	Progress Meetings	February
P7	Transfer Meetings	April

Written Reports are distributed in June

Teachers are encouraged to foster good links with parents through informing them of pupil progress or of issues hampering their child's learning as and when the need arises . Meetings with parents should not clash with staff meetings on Tuesday afternoons. Teacher's should inform another member of staff/SLT if they are holding a meeting.

Where possible, parents should receive at least one week's notice for events/formal meetings. Teachers are flexible with times/dates where possible.

Parents should be encouraged to be involved in their children's learning. Where possible they may be encouraged to support the teacher on a set topic, or volunteer educational on trips. (SLT should be informed.)

We aim to produce a monthly newsletter which is informative and also provides opportunities to celebrate success.