

POLICY FOR CREATIVE LEARNING

At Holy Family Catholic Primary School, in accordance with our Mission Statement, we are committed to ensuring that all children progress academically, spiritually and socially throughout their time at our school. We believe that all children have the right to enjoy and achieve to the best of their ability in a safe, happy and secure learning environment which encourages them to grow as followers of Jesus. We believe that a strong partnership with parents and carers encourages children to reach their full potential. We plan and deliver high quality teaching in a challenging, creative and stimulating learning environment, which enables all children to achieve their potential and make good progress as independent learners. The development of confidence, co-operation, commitment, integrity, fairness, enthusiasm and concern for quality, as well as success, are all considered an important part of the learning process. This policy underpins our curriculum subject policies in addition to those listed at the end.

AIMS

At Holy Family we:

- Provide a secure and safe learning environment in which all children feel included and valued
- Consistently deliver high quality teaching
- Use a range of teaching strategies to accommodate different learning styles
- Make creative use of the range of learning opportunities available within and beyond the classroom, including computing
- Set high expectations and give every child the confidence to succeed
- Structure and pace the learning experience to make it challenging and enjoyable
- Make children active partners in their learning
- Use assessment for learning to help children assess their work and reflect on how they learn
- Use assessment to inform subsequent planning and practice
- Promote positive behaviour for learning by having high expectations
- Monitor and evaluate learning and teaching
- Provide continuous training opportunities in order to develop all staff
- Engage the active support of parents/carers
- Reward children for their behaviour and for their academic achievements through encouragement, praise, stickers, stars, certificates, house points and sharing these achievements at assemblies.

THE LEARNING ENVIRONMENT

At Holy Family we:

- Nurture the emotional, intellectual, spiritual, creative and physical well-being of the children
- Give children the confidence to take risks and learn from mistakes
- Engage and stimulate children with well-organised resources
- Enable all children to access and use a variety of appropriate resources
- Provide opportunities for children to work independently and collaboratively
- Encourage children to listen to and value the opinions of others
- Promote and reinforce the core values and ethos of our school community
- Provide interactive displays which motivate, reinforce learning, value children's work and celebrate success
- Use the outdoor environment as a learning tool
- Work in close partnership with parents, carers and those within the Holy Family parish community to extend and reinforce the learning experience for all children

BEHAVIOUR FOR LEARNING

All staff:

- Create an atmosphere where learning can occur by insisting on high standards of behaviour and adherence to the school rules
- Apply well practised routines
- Manage challenging behaviour quickly and effectively
- Notice and praise achievement and effort
- Expect a high but appropriate level of independence and responsibility through routines and activities
- Secure a high level of motivation, interest and involvement through enthusiasm, enjoyment and excellence
- Exhibit positive relationships with colleagues and all children
- Show trust and respect to colleagues and all children
- Treat all children fairly.

HOLY FAMILY ACTIV8

The creative curriculum is underpinned by 8 key skills:

- Independence
- Resilience
- Creativity
- Reflective
- Motivated
- Confidence
- Respect
- Caring

We provide opportunities for children to play, explore, reason, make choices and justify reasons through different groupings: paired, whole class, individual, friendship, ability. We listen to children and let them see we value their ideas, opinions and choices.

The following teaching styles may be used to enable children to become confident, resilient learners:

- Teacher directed
- Children given opportunities to make their own decisions
- Children taking responsibility for their own learning
- Independent learning & problem solving
- Discussion and debate
- Enquiry based learning from a suggested focus
- Collaborative learning through the use of Learning Partners
- Play-based learning
- Use of The Space to provide immersive learning experiences for all

The teaching methods promote independent learning by:

- Providing children with independent thinking time
- Providing problem solving activities which allow children to set and achieve their own targets
- Allowing children to explain their methods of thinking, their findings and results
- Allowing children to evaluate their own work.

At Holy Family, we extend the children's learning through special events and activities. We are fully committed to the implementation of government initiatives, which support the education and well-being of all children. Cross-curricular themes are taught in blocks through delivery of a carefully and rigorously planned creative curriculum.

CURRICULUM LEADERS

The curriculum leader ensures:

- Consistency of teaching in the subject area
- Full coverage of subjects within the creative curriculum
- Schemes of work support and reflect the aims of the teaching and learning policy
- Appropriate resources are available for effective implementation of the Learning and Teaching Policy
- Colleagues are supported and given advice in the subject
- Quality of teaching and learning is monitored in line with the school monitoring policy and programme
- Areas for development identified in monitoring are addressed
- They remain fully up-to-date with relevant subject knowledge and best practice.

LEARNING SUPPORT ASSISTANTS

At Holy Family, the role of the Learning Support Assistant is highly valued. They have a focused role in the Learning and Teaching process.

Learning Support Assistants:

- Support children's learning
- Reinforce children's learning
- Teach small groups or individuals
- Support differentiation.

Learning Support Assistants are trained to:

- Observe children with clear guidelines provided by the teacher
- Be fully involved in the assessment process
- Feedback to teachers and children
- Mark children's work
- Prepare resources
- Manage behaviour
- Include children with SEN and EAL (English as an Additional Language) in line with Provision Maps and targets.

CURRICULUM ENRICHMENT

We enrich our creative curriculum through:

- Educational trips, visits or experiences
- Stimulating and innovative learning environment
- Supporting the arts
- Sporting experiences and opportunities
- External visitors are invited into school when appropriate. We actively encourage links with our community.
- Opportunities to use technology are identified in planning as appropriate. Curriculum co-ordinators ensure resources are suitable and monitor their effectiveness and use.
- Close collaboration and partnerships with neighbouring schools

PLANNING

Planning ensures that there is:

- Consistency in:
 - policies
 - schemes of work
 - curriculum coverage
 - expectation
 - opportunity

- Differentiation through:
 - effective deployment of support staff
 - identified individuals within the class
 - group and individual targets ('Show Progress')
 - a range of questions
 - a range of outcomes
- Rigorous tracking of pupil performance and attainment
- Progression of skills and knowledge
- Identification and recording of the learning intentions
- Identification of key resources to be used
- Provision of a record of coverage of curriculum experience - to ensure continuity and avoid repetition
- Communication between teachers, SLT, subject leaders, LSAs and other support staff
- Provision for equal opportunities - EAL, SEN, looked-after children, gifted and talented, children with disabilities
- Appropriate planning for the Revised Primary Curriculum 2014
- Evaluation of the impact of teaching
- Deployment of LSAs and other supporting adults
- A spiritual, moral and cultural dimension to the curriculum.

Lessons include:

- learning objectives shared with the children
- success criteria in child-friendly language
- differentiation to include challenge for all children
- building on prior knowledge
- key vocabulary
- plans for the LSA (where appropriate)
- a plenary to consolidate, reinforce, increase understanding, assess and plan for future learning.

ASSESSMENT

Staff:

- Continuously and rigorously assess children's work against year group statements and expectations
- Mark and feedback in a developmental & constructive style
- Discuss children's work with them as part of the ongoing assessment process
- Assess in order to set specific learning targets for individuals and groups
- Assess progress to inform the teaching of the next lesson
- Monitor progress towards targets
- Track pupil performance and attainment
- Record assessment and achievement in line with the whole school tracking programme (Target Tracker).

All children are expected to:

- Understand what they are doing and why they are doing it in relation to previous work
- know how well they have done
- know how they can improve and what they need to do
- know if they have met or exceeded their objectives/targets
- seek to improve their work through reflection and discussion on comments made about their work
- engage in self assessment and peer assessment activities.

HOMEWORK

In accordance with our Homework Policy, homework is:

- appropriately challenging
- differentiated
- relevant to what is taught in school
- consistent and in line with school policies
- a reinforcement of skills taught
- explained and discussed with the children
- valued by the teachers and support staff
- marked according to our Assessment, Marking, Recording and Reporting Policy
- balanced between practical, written and contextual work.

HOME / SCHOOL PARTNERSHIP

Our commitment to the home/school partnership is demonstrated in many ways throughout the school. Staff members are welcoming to parents and carers who offer help in their classrooms. Staff members make themselves readily available to discuss matters informally with parents and carers when the need arises and at mutually convenient times.

Information for parents and carers is updated regularly and is available through our website and monthly newsletters. Homework diaries in upper KS2 inform parents about the expected homework. Parent consultation evenings, some of which include discussion of pupils' personal targets, take place twice a year. Parents and carers receive their child's annual report during the second half of the Summer term with individual targets set. Parents and carers have the opportunity to discuss their child's report if necessary.

The involvement of Year 6 in the life of the school, e.g. prefect duties, school council representatives, sports leaders, caring for the environment, Tweenie Duty, running school fete stalls, counting 'vouchers' (and helping to choose suitable resources and equipment) help children to share tasks of responsibility. This responsibility is extended to Year 5 who are trained as Library Monitors and House Point Monitors. Within the classroom context responsibilities are extended throughout the school to other pupils.

The parish team is encouraged to work closely with the school through the involvement of Acts of Worship, Parish events (which are also added to the school's newsletter for parents), use of the school/Parish premises during the day/evening.

The PA provides opportunities for parents to be actively involved in the life of the school; in addition, it raises funds for identified equipment and resources.

REPORTING

Reporting is used to:

- inform parents, carers, colleagues, children, governors, Xavier CET and the LEA about children's learning and progress
- provide verbal/written records of attainment and achievement
- ensure that present and future provision matches the needs of the children
- ensure a smooth transition between classes and across the key stages
- develop a working partnership between home and school.

Reporting takes place through:

- annual written reports
- parents evenings and informal discussions with parents (as applicable)

- target setting (formal and informal)
- LA collection of data
- School collection of data
- Governors' meetings

EQUAL OPPORTUNITIES

In conjunction with our Equality Policy, we promote equality of opportunity for everyone through our practices, procedures and customs. All children are included in, and have access to, high quality teaching which leads to effective learning. This takes place with a sensitivity to, and consideration of, gender, ethnicity, the range of learners' needs and socio-economic status.

HEALTH AND SAFETY

All resources are used in line with the school's Health and Safety Policy.

LINKS TO OTHER SCHOOL POLICIES

This policy should be read in conjunction with the following policies:

- Monitoring
- Assessment, Marking, Recording and Reporting
- Behaviour Management
- Homework
- Special Educational Needs
- English as an Additional Language
- Gifted and Talented
- Continuing Professional Development
- Single Equality
- Safeguarding
- Educational Visits.
- Computing and E-Safety Policies
- British Values
- Anti-Radicalisation

This policy was agreed by Governors in October 2019

Signed: _____ (Head Teacher)

Signed: _____ (Chair of Governors)

The next review of this policy will take place in: Autumn 2021

