



**We Work, We Play, We Care, We Pray**



**Bishop Bridgeman C.E. Primary School**

Rupert Street, Bolton BL3 6PY

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Head Teacher: Mrs J Pilling B.Ed (Hons)



## **TEACHING AND LEARNING POLICY**

At Bishop Bridgeman C.E. (Aided) Primary School we have a clear Mission and Vision Statement and a carefully thought out set of Aims and core values. These are used to inform the way we think about the Curriculum and how it is to be delivered.

### **Our Mission Statement**

**Our School promotes the development of happy and confident learners, so that each child can achieve his or her full potential.**

### **Our Vision Statement**

**We Work, We Play, We Care, We Play**

### **Our Core Values**

- Love
- Faith
- Hope
- Honesty
- Friendship
- Forgiveness
- Trust

### **AIMS**

1. To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually, within a school based on Christian principles.
2. To provide an environment where children can react positively to learning. This is achieved by valuing each child and by the effective development of his/her skills and talents.
3. To develop each child's sense of social responsibility, self-esteem, good manners, respect for others and self discipline.



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4. To develop each pupil's spiritual awareness by promoting Christian principles, love of God and love of one's neighbour and by recognising and respecting other faiths present in our school.
5. To provide a broad and balanced curriculum within and beyond the regulations of the National Curriculum.
6. To stimulate children's curiosity and excitement about the world and to encourage them to search for a faith by which to live.
7. To use the financial resources at our disposal to provide the highest possible levels of staffing, equipment, and safe, attractive accommodation and surroundings.

## **CURRICULUM ENTITLEMENT**

Our first goal is to provide a curriculum, which enables every child to realise his/her greatest potential in a happy, caring environment.

We believe that every child is entitled to an education, which emphasises **quality** in terms of teaching and learning. Our expectations are that all children can and will achieve the highest possible standards, and our planning therefore is informed by regular assessment and guided by the need for clear progression and continuity in all subjects.

The curriculum is made up of a framework of experiences and subjects and consequently we plan learning programmes, which provide the children with opportunities:

- to develop lively and enquiring minds;
- to identify, define and solve problems;
- to develop interest and imagination;
- to create, perform and appreciate;
- to develop a sense of awe and wonder;

In line with the requirements of the National Curriculum, as prescribed by the Education Act 1988, all children at our School follow a broad and balanced



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curriculum in all Key Stages (Foundation Stage : 3-5 years; Key Stage 1: 5-7 years; Key Stage 2; 8-11 years) based on the following areas of experience.

1. **Intellectual**
2. **Aesthetic**
3. **Spiritual**
4. **Moral/Ethical/Cultural**
5. **Social**
6. **Physical**

The full range of National Curriculum subjects taught in school are:

**Core Subjects:** Mathematics - English - I.C.T. - R.E.

**Foundation Subjects:** Geography, History, Music, P.E., Art, Science, Design Technology, a MFL and P.S.H.C.E.

**Information / Communication Technology**, as a subject of the National Curriculum, is taught not only as a discrete subject to introduce and develop computer skills but is also used in all subjects of the curriculum to aid and enhance the learning process.

In addition, all children receive **Religious Education** in accordance with the Trust Deeds of the School and in such a way as to reflect the multi-faith dimensions of our pupils and the wider community.

More detailed information about the specific aims and the provision made in each subject of the curriculum are freely available from the Head Teacher.

### **CURRICULUM DELIVERY**

We believe that '**how**' we teach children is an important factor in providing the quality of educational entitlement we aim for and in raising the standards of achievement. We recognise that there are a variety of styles of teaching. No one



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style is preferred; all staff will use those styles that are appropriate to the situation and to them.

There is a Chinese proverb which says:

**I am told and I forget;  
I see and I remember;  
I do and I understand.**

Whilst being generally sound, it must not be seen to obscure the fact that children learn in a variety of ways.

We recognise and believe that **Learning** is a complex process involving and combining **Visual, Auditory** and **Kinaesthetic** elements. We further recognise that every child learns in a different way and may well have a preference for a particular element. Nonetheless, all children will make use of each of all the elements to a greater or lesser degree in their learning.

The challenge for the teacher is to recognise this complexity and to ensure that all children have maximum opportunities to learn in their preferred style.

## **SCHOOL ORGANISATION**

We believe that children learn best and make greatest progress in as small a class group as resources allow.

We also believe that the highest possible adult: pupil ratio is vital if we are to ensure that all children learn at their optimum rate. This means that alongside every class teacher there will be a range of other adults supporting the learning.

We recognise the importance of the Core Curriculum subjects but also believe in the place of carefully planned, cross curricular learning. This belief manifests itself in the way we link objectives in the Core subjects with the discrete teaching of the Foundation subject and in a number of Cross-Curricular "Super Learning Weeks" weeks spaced out through the year.



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## **OTHER ISSUES**

'Professional development' is recognised as an important factor in maintaining standards, and staff are encouraged to attend appropriate in-service courses to enable them to address the issues and challenges of their work. (This is in addition to the school based professional management).

The School recognises its responsibility to all children and has a clearly set out policy to meet the special educational needs of those children who we feel require additional support. This policy clearly follows the Government Code of Practice for Special Educational Needs (S.E.N.D.)

All children at our School have equal access to the full curriculum and in the truest sense are regarded as having an equal opportunity no matter what gender, colour, race or creed. The School seeks to include in its policies an understanding of the needs and experiences of all who contribute to the life of the whole school community.

We also believe that 'the curriculum', in its fullest sense, comprises all the opportunities for learning provided by the School. Therefore, in addition to the formal programme of lessons we attempt to provide a range of 'extra-curricular' activities which will reflect the climate of relationships, styles of behaviour and general quality of life in the school community as a whole, expressed in our Aims.

Next review at Governing body meeting 26/11/14