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| **Catholic Ethos : A Framework for Self-Reflection**  *Reviewed and Revised October 2020* | | | | |
| **LEARNING AND TEACHING**  ”I have come so that they may have life  and have it to the full”  *John 10:10* | | |
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**LEARNING AND TEACHING**

*"I have come so that they may have life and have it to the full"*

*John 10:10*

| **INDICATORS** | | Evidence showing how this is **EMBEDDED**  in school life | Evidence showing how this is **DEVELOPING**  in school life | This area needs to be **DEVELOPED/REVIEWED**  *(See Planning Format)* |
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| 1. | Teachers have the highest expectations of themselves and their pupils. |  |  |  |
| 2. | A culture of ‘inspiration’ and ‘aspiration’ permeates the school. |  |  |  |
| 3. | Catholic values are explicitly and consistently reflected in all curricular and extra-curricular activities. |  |  |  |
| 4. | The uniqueness of each pupil is recognised and celebrated. |  |  |  |
| 5. | Teachers model Catholic attitudes, values and behaviours. |  |  |  |
| 6. | Teachers have a strong belief in the ability of all children to succeed. |  |  |  |
| 7. | The Learning and Teaching policy recognises the needs of all children. |  |  |  |
| 8. | Teachers actively build pupils’ self-confidence and self-esteem. |  |  |  |
| 9. | The learning environment is stimulating and well organised. |  |  |  |
| 10. | The pedagogy is purposeful, interesting and engaging. |  |  |  |
| 11. | Pupils’ work is praised and publicly celebrated. |  |  |  |
| 12. | Processes are in place for effective planning and regular monitoring and evaluation of classroom practice to ensure continuous improvement in outcomes for pupils. |  |  |  |
| 13. | Marking for improvement and constructive feedback are key components of the effective learning and teaching process. |  |  |  |
| 14. | There are positive and meaningful relationships between teachers and pupils within an ethos which challenges and supports pupils to achieve their best. |  |  |  |
| 15. | Teachers actively seek and are given opportunities to continue their professional development and to deepen their personal spirituality. |  |  |  |
| 16. | The curriculum is regularly reviewed to ensure the provision of a broad, balanced and relevant Learning and Teaching environment. |  |  |  |

**Learning and Teaching : The Way Forward**

*Suggested Planning Proforma after completion of Audit*

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| **Date Audit**  **completed** |  | | **Who was involved in the Audit**  **discussion and completion?** | |  | |
| **Area(s) highlighted for**  **further development:** | |  | | | | |
| **Action(s)** | | **Timeline** | | **Person(s) responsible** | | **Resources required** |
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| **Monitoring and Evaluation on Completion** | | | | | | |
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**SECTION 4 : LEARNING AND TEACHING**

**Examples of Good Practice**

*"I have come so that they may have life and have it to the full"*

*John 10:10*

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| All school policies and schemes of work are fully inclusive,  reflecting the values and mission of the school’s ethos.  ***(Also relevant to Section 1 : Mission and***  ***Section 5 : Inclusion and Diversity)*** | Planning and Schemes of Work are reviewed  and revised and/or updated regularly. |
| All school policies consider the academic, physical, emotional,  social and spiritual aspects of the individual pupil and all  school personnel are knowledgeable on all five aspects. | The principal and teachers are confident in speaking about  education from a broad Christian perspective and apply and demonstrate the vision/ethos in the daily life of the school. |
| Teachers use the appropriate texts as recommended by the Diocese  and supplement appropriately in response to the needs of  the pupils i.e. Grow in Love, Fully Alive, RSE programme etc.  ***(Also relevant to Section 2 : Religious Education)*** | Parents are kept fully informed about the curriculum  and how to support the pupils at home. |
| Visual displays and art work around the school, on the school website, in school literature, through the See Saw App, recognise and acknowledge pupils’ talents and clearly show the school  community as welcoming all peoples, beliefs and cultures.  ***(Also relevant to Section 5 : Inclusion and Diversity)*** | Pupils’ achievements are celebrated and reflect attributes  such as honesty, kindness, respect etc and are given  equal importance alongside academic awards. |
| All teachers use models of self-reflection such as trusted colleagues, networking and collegial book discussions to continually seek to improve their practice in order to help the pupils and raise standards. | The on-going assessment, planning and development for Special Needs and/or Nurture Groups to ensure the pupils’ needs are met and sufficient resources are allocated to support this initiative.  ***(Also relevant to Section 5 : Inclusion and Diversity)*** |

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| P7 pupils participate in the Love for Life sessions.  ***(Also relevant to Section 2 : Religious Education)*** | Use of Trócaire/CAFOD materials and other appropriate materials  to support teaching on social justice and the environment.  ***(Also relevant to Section 6 : Social Justice and***  ***Respect for the Environment)*** |
| Christian mindfulness and well-being (emotional, spiritual and physical) sessions/opportunities are arranged for staff and students alike. | ‘Walking Tours’ of the school by staff to see how school  display boards promote learning and teaching and  demonstrate the school’s ethos and values.  ***(Also relevant to Section 1 : Mission)*** |