

FCJ Primary School



*Teaching, Learning and Curriculum Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Article 3: Acting in the best interest of the children in our care.

Article 28: All children have the right to an education

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



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‘Teach the children with all the kindness and gentleness possible’

Marie Madeleine, 1837

‘Inspired by the Gospel and true to Marie Madeleine’s founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.’ FCJ Education: Our Vision and Values

1 Introduction

In FCJ schools, we recognise that every individual is a child of God. Our aim is to nurture and inspire our students to become their best selves. Outstanding teaching enables achievement and excellence for all.

2 Aims and objectives – from FCJ Education: Our Vision and Values

- 2.1 At the root of the curriculum in FCJ schools is a desire to help our students experience the wonder and awe of God’s presence in all things. Our curriculum takes students beyond the ordinary, leading them to discover new things about themselves in relationship with the world. We plan and teach using a creative approach that inspires each and every pupil in our care.
- 2.2 FCJ staff accompany their students in a learning environment infused with gospel values.
- 2.3 In a world where justice and peace can be difficult to find, FCJ students stand out as beacons of hope. Unfairness within the classroom and in the wider world is questioned and challenged through a relevant and changing curriculum.

3 Ignatian Pedagogy

An FCJ education is founded upon the key pedagogical principles of Ignatius which actively seeks to develop and support the following core principles for all the pupils in our care:

- 3.1 An aim to develop the whole student – mind, body and spirit;
- 3.2 The value of academic excellence;
- 3.3 Encouragement of life-long learning;
- 3.4 Exploration of values and ethical issues, and examination of the connection between faith and culture;
- 3.5 Encourages the develop moral character;
- 3.6 Preparation and development of students for responsible living in a rapidly changing and diverse society;
- 3.7 Encourages critical, analytical and creative approaches to solving problems;
- 3.8 Incorporates global and international dimensions for growth and learning;
- 3.9 Inspires students to change society and the world for better.

FCJ Education: Our Core Values

Through our teaching and the learning experiences we provide within our setting our aim is to equip student with the skills to live by our shared FCJ Vision and Values:

- Excellence
- Companionship
- Justice
- Dignity
- Hope
- Gentleness

These values are taught both implicitly and explicitly within our planned curricula and are evidenced within our school throughout work and play.

The Pedagogical Paradigm of Ignatian Pedagogy



The paradigm of teaching for learning in an FCJ school seeks to maintain a constant interplay of experience, reflection and action.

Experience: the teacher plans lessons and creates the conditions whereby the pupils can gather, recollect and recall material rich in their own experiences. This allows them to distil what they already understand and what they can bring to their new learning in terms of knowledge, skills, understanding and feelings.

Reflection: children should be engaged in the process of reflecting on their own experiences and actions and this process should be modelled by, guided by and supported by the teacher. This allows the pupils to assimilate their new learning and facilitate the process of further actions and reflections.

Action: the teacher guides the pupils to learn new information, which, in turn furthers their experiences allowing their knowledge, understanding and skills to grow and develop. The teacher supports the children to learn how to learn and prepare them for life-long learning.



Research Informed:

We are a research informed school.

Research helps teachers to

- understand what works and why
- identify the long and short-term implications of actions
- provide a justification and rationale for decisions and actions
- help to build a repertoire to help deal with the unexpected, identify problems and inform improvement

There are 3 main theoretical perspectives which helps to inform the curriculum in our school:

Cognitive load theory, as described by John Sweller

Schema theory of Jean Piaget

Principles of Instruction (teaching) as described by Barak Rosenshine – links to **Data Driven Instruction**, as described by P Bambrick-Santoyo

In combining these three perspectives, within Ignatian Pedagogy, we provide a solid foundation for teaching and learning in our school, inform the training and support we provide for staff, and how we evaluate and improve our curriculum.

4 Subject Leadership

A Subject Coordinator at FCJ is responsible for the leadership, development and administration of a subject in alignment with the Vision, Values and Development Plan of the school. The Subject Coordinator leads the staff to contribute to the well-being and education of students at FCJ. In their leadership of the subject, a Subject Coordinator models for others both deep knowledge of the curriculum and excellent teaching practice. The Subject Coordinator will help to facilitate professional learning opportunities and discussions with the teachers and support and enable them to be the best they can be. The Subject Coordinator is responsible for participating in the leadership, development and promotion of the ethos and character of FCJ Catholic school, established by Marie Madeleine.

Leading, developing and maintaining the ethos and character of FCJ.

Curriculum coordinators deliver the curriculum in a way that is faithful to the FCJ mission and to offer students learning opportunities that develop their God-given gifts and dignity, empowering them to understand the part they have to play in building a world of justice, peace, love and beauty, (FCJ Curriculum Leadership Booklet).

- Demonstrate an understanding of and value for the FCJ Vision and Values



- Place value on the sacredness of each person and show attentiveness to the aspirations and need for each individual to achieve personal excellence and face the future with courage and confidence.
- Keep hold of the whole picture, in order to provide inspiration for the development of a common vision, which reflects the essentially distinctive FCJ nature of education.
- Create positive relationships with students, staff and parents that embrace the key values of FCJ schools.
- Promote the rights of the child, with a particular focus on pupil voice. Regularly gather the opinions of the children in our care in order to help move the subject forward. This is in line with Article 12 of the UNCRC.

Leadership of teaching and learning for the subject

Our vision isn't just about raising performance – it strives to change people's lives for the better, (FCJ Curriculum Leadership Booklet).

- Ensure all classes are using effective evidence-based practices
- Actively support school-wide focus areas and ensure these are embedded in the subject.
- Monitor student outcomes in the subject and make appropriate adjustments when necessary.
- Ensure that the all teachers in the department are using high quality assessment tasks, where required.
- Demonstrate passion for and expertise in the subject area.

Leadership of the curriculum

FCJ schools aspire and strive to grow into communities of personal and academic excellence, (FCJ Curriculum Leadership Booklet).

- Lead the development, implementation and impact evaluation of action plans, which link to the school development plan and whole school shared targets.
- Lead the process for writing and reviewing planning, to ensure they are innovative, engaging and up to date.
- Lead teachers in the subject to ensure they produce quality reports for parents.
- Contribute, as a member of the Curriculum Coordinators Committee, to the improvement of teaching and learning and curriculum at FCJ.

Support and leadership of staff within the subject

FCJ Leaders believe in themselves and the team. They witness their 'zest for life' through their right relationships, which are at the heart of trust. This will generate a collaborative spirit where, in companionship, resources and good practice are shared, (FCJ Curriculum Leadership Booklet).

- Act with integrity and professionalism when interacting with staff, students and parents.
- Create a sense of collaboration and a positive environment to assist teachers to thrive.

Administration and management of the subject

A vision is most powerful when it is shared by everybody in the community, (FCJ Curriculum Leadership Booklet).

- Complete all administrative tasks relating to the role accurately and on time.



- Communicate with staff, students and parents when required.
- Ensure all subject documentation and records are up to date.

Leadership and engagement in professional learning

The dynamic process of Ignatian Pedagogy should inform all the Teaching and Learning that is pursued in an FCJ school and is the same process that can transform our leadership into a meaningful and gospel inspired one, (FCJ Curriculum Leadership Booklet).

- Demonstrate engagement in professional learning in the areas of Ignatian Pedagogy, content knowledge and leadership.
- Help to facilitate professional conversations with teachers regarding their professional growth.
- Demonstrate commitment to continuous improvement and actively lead and support school-wide directions.

5 Lesson planning

Lessons are planned, based on the Ignatian teaching model and the principles of Teaching and Learning for All (Rosenshine Principles), and delivered with the utmost professionalism. Teachers recognise that every student is unique.

Lessons are planned and delivered in accordance with the statutory requirements for the Jersey Curriculum. Assessment procedures include SATs, CATs, PIRA, PUMA & Data Driven Instruction alongside Teacher Assessment.

Teachers are required to complete lesson planning on a weekly basis, outlining clear objectives, adaptation and provision for children with SEN/D.

Lesson planning is monitored by Subject Leaders and the Senior Leadership Team and lesson observations are undertaken regularly to develop teaching for learning.

‘Strong in companionship the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.’ FCJ Education: Our Vision and Values

A wide range of teaching methods should be evidenced to accommodate all learners in our care.

These may include the following:

- the Big Question (reviewed throughout the learning process)
- investigation and problem-solving;
- research and discovery;
- listening;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;



- using technology to support learning;
- fieldwork and visits to places of educational interest;
- creative activities;
- play, including 'small world' play and role play for FS and KS1;
- group discussions; debates; giving and listening to oral presentations;
- designing and making things;
- participation in athletic or physical activity.

6 Further information:

This policy exists and is to be used in conjunction with the other Curriculum Policies, Marking and Feedback, Assessment, SEND, Behaviour Management, Safeguarding and Child Protection, Health & Safety.

In addition to this policy for Teaching and Learning, reference is to be made to FCJ Education Booklets.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle.