

# St Mary's Catholic Primary School



## Teaching and Learning Policy 2023-2025

<b>Legal Status:</b>	Non-Statutory
<b>Last Review:</b>	September 2021
<b>Review date:</b>	September 2023
<b>Next Review:</b>	September 2025
<b>Responsible Person:</b>	Governing Body

### **Mission Statement**

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person."

**Signed by Head of School:**

## **Purpose**

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. The policy sets out our framework for achieving this and for raising standards in teaching and learning.

## **Aims**

The school vision and aims are at the heart of all our teaching and learning activities.

We also aim to:

- Raise the quality of teaching and learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Ensure all children reach their full potential by learning in a variety of ways and through challenging and progressive learning experiences
- Provide an exciting, skills-driven curriculum which motivates, challenges and inspires
- Ensure all children master the necessary skills
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice

## **Teaching**

The teacher is responsible for ensuring the following:

- Confident teacher knowledge and understanding of the subject matter to be taught
- Pre-planning of tasks, activities, grouping arrangements and resources
- A clear statement to children of the intentions of the session i.e. a clear explanation of the learning intention of the lesson.
- A clear explanation to children of the activity and expected outcome through the use of the success criteria.
- Including Assessment for Learning strategies within lessons
- Effective teacher input which ensures children understand what is going on taking into consideration different learning styles. (Use visual images and practical activities to support explanation / understanding, ensure that key ideas and words are shown on the board).
- Appropriate activities which help children explore, develop and practice the new learning in order to achieve the learning objectives.
- Consideration needs to have been given to the needs of different children e.g. to ensure the more able are challenged and less confident are supported.
- Time targets need to be set to ensure pace. Children should be reminded of this at appropriate moments.
- Expectations of children's work need to be made clear e.g. quantity of work, presentation, other qualities children should be maintaining in their work.
- The teacher needs to have planned how they will use their time whilst children are at work.
- General circulation around the class should be avoided except in so far as it enables the teacher to double check everyone is successfully on task, to assess children performance and provide support where needed.
- Activities should be reviewed - reinforcing the learning which has taken place.
- Marking and assessment procedures inform both children and the teacher of what has been achieved and what needs to happen next.

## Learning

Great learning at St Mary's Catholic Primary School includes:

- Having high expectations of self and others
- Assessment for learning – children know what to do to improve and are confident in self and peer assessment
- Ability to apply skills independently, within a group and in whole class context
- Effective learning to learn skills and an awareness of themselves as learners
- The possession of a growth mindset
- Ability to solve problems and think creatively when faced with new challenges
- Knowledge and understanding of targets and how to meet them
- The development of effective speaking and listening skills which will scaffold the learning process
- A settled, calm learning environment

Children will be expected to...

- Come to school ready to learn
- Follow school rules and all instructions given
- Complete homework tasks on time
- Take pride in their learning and present work neatly
- Act on advice and feedback given
- Ask for help when they need it
- Treat resources with care and respect
- Treat all adults and children with care and respect
- Always try their best to succeed
- Work collaboratively with their peers

## Effective use of Support Staff

Support Staff are valued members of our school team and are an integral part of our teaching staff. Each day, support staff meet with class teachers to go through daily plans, which assists them in ensuring they are ready to support the children in their learning.

Below is a list of activities that support staff perform:

- Model appropriate behaviour
- High level questioning
- Ask questions children aren't willing to ask (sit by a quiet child, talk to them 1-1, encourage them to ask question or ask it for them)
- Scribing – write key points down during introduction (child does the same). Check child knows what to do before they start independent work.
- Scribing – on the whiteboard the points children will use as visual prompts or reminders.
- Modelling, as the teacher has, where necessary
- Observations
- Checking list of names – who has answered? Was it correct / relevant or not?
- Assessing children
- Spotting successes/problems – being an extra pair of eyes
- Extend and challenge all learners
- Providing further explanation
- Focus children – keep them on task
- Work with/lead a group (differentiated task)
- Swap roles with the teacher – read story to whole class
- Organising/facilitating resources; including displays
- General class management/organisation
- Helping to maintain pace of lesson
- Emotional support for children
- First Aid
- Group reading/guided reading/writing/individual reading

## High Expectations

We maintain high expectations of both adults and children at all times!

Outstanding teachers with high expectations:

- Focus on learning, not behaviour
- Have high and challenging standards of learning
- Understand precisely the ability level of their students
- Continually assess students' learning throughout the lesson to ensure that teaching objectives are being met
- Have structured, collaborative group work which improves students' communication and dialogue and increases students' motivation
- When marking, they give clear guidance on how to improve
- Workbooks are neatly presented, organised and made up of completed tasks that demonstrate a range of taught, differentiated activities. Books are free of graffiti and students are proud of them
- Promote self-control and positive behaviour; independence and sensitivity to others; social values and attitudes; attendance, punctuality and appropriate dress (partly by modelling it themselves)
- Use routines and procedures so students are aware of what to expect and how to behave without having to be told
- Develop students' higher order thinking skills through the use of questioning
- Include a range of activities to develop critical thinking
- Utilise a range of different styles of learning
- Set tasks that extend beyond the classroom and that encourage independence
- Celebrate success and achievements; sharing a sense of pride
- Are relentless in sharing and instilling a limitless approach to learning
- Are organised and prepared for lessons (modelling the importance of this for the children)
- Promote a growth mindset
- Share the why/the reasons/the shared vision
- Aware of and have high *hidden/subconscious* expectations
- Consistent approach to high expectations – staff and children
- Ensure that children understand the need for these skills in life/the world

## Planning and Preparation

Teachers either work on their own, with a colleague in a neighbouring year group or with a senior leader to plan units and lessons for the children.

There are three kinds of planning detailed below: long term planning, medium term planning and short term planning.

### 1) Long term planning:

- Teachers follow the objectives from the New Curriculum. These materials provide clear expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression.
- The school has a curriculum map that breaks up the curriculum areas into manageable half termly blocks; thereby ensuring breadth and balance in curriculum provision and continuity, and progression from term to term and year to year.
- The Early Years team follow the Early Years Framework and use the early learning goals as its main focus.

### 2) Medium term planning:

Medium term planning organises the curriculum into 6 half terms. Teachers use the learning objectives and turn these into units of work for each half term or term, mapping out what needs to be done week by week in order to achieve these goals. Consideration is given to creative cross- curricular links. Teachers use the school formats to plan.

### 3) Short term planning:

This includes weekly plans and these are completed for reading, writing and maths. The weekly plans should:

- Turn learning objectives into the actual teaching and learning activities that will take place including differentiated activities, success criteria, and expectations of exactly what the children have to do in order to achieve the learning objective.
- Plans must reflect SEN/ EAL/G & T provision e.g. ISP targets, classroom assistant support, peer support, differentiated activities.
- Short Term Planning should be annotated, recording any changes that have occurred and whether what was planned was actually covered.
- Plans should indicate how the teacher's time will be used e.g. to work with a particular group (focused teaching) - teachers should not simply circulate the class in an unplanned way.
- Use of ICT to support learning should be reflected in the planning.
- Assessment opportunities, including questioning should be planned for.

All planning is kept in the class teacher's planning file. Each subject is monitored on a half-termly basis.

### **Monitoring and Evaluation**

The school will employ a range of monitoring strategies to evaluate achievement, standards, behaviour and the implementation of the school's Teaching and Learning Policy. Monitoring activities will be used to evaluate school strengths and areas for development (SDP), plan CPD, provide evidence for the SEF and the Governing Body, contribute towards performance management and evaluate standards, progress and consistency of provision. Monitoring and evaluation activities will be undertaken regularly and can be completed by any member of the schools learning community, as identified in the school monitoring and evaluation cycle.

Monitoring strategies will include:

- Learning walks
- Drop In observations
- Work scrutinies
- Planning scrutinies
- Interviews with children
- Analysis of data and tracking information
- Pupil progress meetings
- Performance Reviews
- Governor link visits with Subject Leaders

A schedule for monitoring is set out in our school calendar, which is distributed in September of each year.

### **Displays / Learning Environment**

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well ordered, clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. Borders are used, all work is backed and explanatory labels are included, linked to learning objectives and success criteria. Lettering is of a high standard.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised
- be well resourced and clearly labelled
- make learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

## **Presentation of Work**

- Always use a sharp pencil
- Blue pen is to be used when a pen licence is earned
- Always write the date and learning objective; underline this with a ruler in pencil or blue pen
- Always draw margins neatly using a pencil
- A ruler must be used to underline and draw tables and charts
- Always use neat, legible, cursive script
- If children make a mistake, they should use a ruler to put one line through it
- Rubbers are not to be used unless directed by a teacher
- Children should not make any marks or write on the covers of their exercise books
- Colouring pencils only will be used in exercise books
- Pens with erasers on them are not to be used
- Teacher's handwriting should be neat, legible and in line with our cursive script, with correct spellings

## **Homework**

All children will receive homework each week, which supports or extends the learning that has taken place in class. All children have a reading record book which needs to be signed by a parent/carer each night. Children will be given weekly spellings to practice and learn. In addition, children are set Maths and English homework. A homework schedule is devised at the beginning of each academic year and distributed to parents/carers.

## **The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising children attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Head of School's reports to governors as well as a review of the in-service training sessions attended by our staff.

## **The Role of Parents and Carers**

We believe that parents/carers have a fundamental role to play in helping children to learn. We inform parents/carers about what and how their children are learning by:

- Holding class meetings in September, where parents have the opportunity to meet their child's teacher and understand expectations for the year
- Sending home a termly outline which includes information on what each class is learning in each subject, so that parents can support their child in the topics they are learning
- Holding Parent's/Carer's Meetings in the Autumn and Spring term (each term in the Early Years) to share their child's targets with parents
- Sending out an Annual Report to parents in the Summer term which outlines their child's progress and attainment – in the summer term
- Sending out regular homework activities which complement the learning that is happening in the classroom
- Providing a variety of workshops throughout the year

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/carers to:

- ensure that their child has the best attendance and punctuality record possible
- ensure that their child is equipped for school with the correct uniform, PE kit, equipment needed and with their homework completed
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfill the requirements set out in our Home School Agreement

### **Professional Development**

As members of the teaching profession we recognise that we are learners and that we value our own professional learning. We act as role models for lifelong learning by seeking to improve our own learning.

We:

- Direct ourselves as learners
- Extend and enhance our professional skills
- Develop our own awareness and self-esteem
- Contribute fully to the learning and success of the school and its children
- Engage in professional readings, promoting dialogue with colleagues

This can take many forms including:

- Membership of educational bodies
- Coaching
- Action research
- Collective and collaborative project work/observations/planning etc.
- Performance Management
- Staff meetings/INSET
- External courses
- Professional reading

Staff should speak with their line manager about any courses they wish to undertake.