



St Mary's Catholic Primary School
St Mary & St Joseph Catholic Primary School



Teaching and Learning Policy

Everyone at St Mary's and St Mary & St Joseph Catholic Primary Schools know we are part of God's family.
We share, play and learn together and try to do our best.

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all pupils.

Aim

The fundamental aim is to underpin the principles and strategies for teaching and learning within our school communities.

School Expectations for Teaching

Staff teach an engaging, broad and balanced curriculum planned to enable children to meet Age Related Expectations (ARE) within the National Curriculum Framework 2014. Knowledge and skills are to be taught appropriately to enable children to build on what they know and what they can do as they progress within the school's curriculum.

Staff to plan appropriately for all groups of children- to ensure all lessons provide all children with the opportunity to succeed through scaffolding or appropriate support.

That all lessons build on previous knowledge and skills gained through the school within the Curriculum.

That all lessons demonstrate the key elements of good AFL with interwoven questioning to promote deeper understanding within subjects.

That all lessons allow all children the opportunity to understand the purpose and objectives of the learning to allow children to be able to assess their own learning.

That every lesson taught ensures that there is no cap on pupil learning and that pupils are encouraged to become responsible for their own learning and knowing their own next steps in the learning journey. Teachers will give guidance when necessary.

That planned activities are varied to ensure children have the opportunity to explore, develop and practice new skills/ concepts.

That all staff are able to use a range of teaching strategies to meet the range of learning styles which best meet the children within their class.

That staff have high expectations of presentation, quality and quantity of work.

All lessons provide opportunities to develop speaking and listening.

School Expectations for Learning

Pupils are motivated to develop their Reading, Writing and Maths basic skills in order to equip them to achieve in all curriculum subjects.

Pupils aspire to do well in all that they do, they respond well to all tasks set including challenges and in turn show a willingness to concentrate on them, and make good progress.

Pupils are able to ask questions and talk about their own learning.

Within all lessons pupils are willing to take risks by having a go and trying new learning challenges within all curriculum subjects.

In EYFS, KS1 and KS2 teaching ensures that learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include: investigation and problem solving; research and finding out; group work; paired work; independent work; whole-class work; asking and answering questions; visits to places of educational interest; visitors into our school; creative activities; debates, role-plays and oral presentations; computing and the use of ICT.

Curriculum

Our curriculum is engaging, broad and balanced and shows clear intent and promotes the expectations of National Curriculum 2014 and Ofsted requirements for the curriculum 2019. The school strives to enable all learners to gain a greater depth at their age related expectation, building on prior knowledge and skills previously taught. This means that teachers may spend longer on a subject/topic to gain that greater depth, before moving on to the next topic. We use a range of resources to support our curriculum;

- The National Curriculum 2014
- The Early Years Foundation Stage Framework
- 'Come and See' RE scheme of work
- RSE Life to the full
- Phonics - Read Write Inc, Ruth Miskin
- Spelling - Read Write Inc, Ruth Miskin
- Charanga (Music)
- Hamilton Trust
- Twinkl
- White Rose Maths
- Espresso
- Times Tables Rockstars

Long Term Planning

The school outlines topics to be taught each half term with an overarching theme/ topic name. The plan is set out in phases EYFS (this plan responds to the needs and interests of the children) KS1, Lower Key Stage 2 and Upper Key Stage 2. All teachers have a copy of this in their Curriculum File and it is available on the website. This document ensures that the curriculum is and balanced and progressive across year groups.

The document is bespoke to each school community and celebrates learning opportunities offered to our children.

Medium Term Planning

All Teachers have access to medium term planning. These provide teachers with the specific areas to be covered within a term/ half term/topic. It is the responsibility of the class teachers to ensure that all areas are covered to a greater depth and curriculum leaders will oversee this and make changes when necessary.

Short Term Planning

Teachers plan for all lessons using short term planning or planning is incorporated into Powerpoints or a similar programme for ICT. Lessons are planned based on the children's learning needs, a variety of strategies are used to facilitate in order to maximise learning within the class. Mini-plenaries are used to address misconceptions and further learning.

Assessment

The purpose of assessment is to support the raising of standards of achievement and attainment for all pupils. See Monitoring Assessment & Target Setting Policy.

Monitoring

Monitoring of teaching and learning is common practice and as part of our vision we have adopted an open/sharing Teaching and Learning culture where good pedagogy is promoted.

Monitoring is used to inform performance management and also for school improvement actions. Teacher's performance is regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. All observation will be carried out in a supportive fashion. See Appraisal Policy.

This allows Subject Leaders to observe the teaching of the subject in which they lead. Some lessons may be jointly observed by members of the SLT. Written and verbal feedback is given to the member of staff outlining strengths and ways forwards. Work scrutiny (book looks) take place regularly by subject leaders, this is in relation to school improvement not simply performance management. Written feedback is always provided. The school aims to give teachers notice of when these will take place however this is not always possible, therefore staff should always be prepared as this contributes to overall vision of school improvement.

Drop in and pupil voice are strategies also used to monitor teaching and learning across the schools.

*We have the ability to use remote learning if and when it is required with the use of google classroom and the virtual learning platforms Seesaw and Evidence Me.

Spring 2022

Review Date Spring 2024

