

St Peter's Catholic Primary School



Teaching & Learning Policy

Rationale:

At St Peter's Catholic Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and necessary understanding to enable them to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Purposes:

We believe that individuals learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens,

Aims:

We believe that children learn best in different ways, we therefore aim to provide a rich and varied learning environment, which allows children to develop their knowledge, skills and abilities to meet their full potential.

Through our teaching we aim to:

- Embed an agreed range of good practice across the school
- Provide a unified focus for monitoring learning and classroom practice
- Ensure that the needs of children are met
- Establish targets for improvement
- Ensure that children are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum
- Enhance the professional development of staff
- Ensure that teaching is appropriately differentiated and adapted for all children
- Enable children to become confident and resourceful, enquiring and independent learners
- Foster children's self-esteem and help them to build positive relationships with each other and other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and in doing so promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent and positive citizens

St Peter's Curriculum**EYFS**

Our children start at St. Peter's in their Reception year after being on their EYFS learning journey in our nursery, pre-school and other child-minding settings. It is vital that we understand and value their previous experiences as well as establish their school starting point. We are fully committed to the EYFS curriculum and embrace Early Years pedagogy ensuring this shapes our practice. At St. Peter's Catholic Primary School, we follow the Statutory Framework for the Early Years Foundation Stage. Our school ethos underpins everything we do in EYFS and beyond.

We strive to create a rich and stimulating learning experience for all the children every day. We plan engaging topics and we always use high quality texts to introduce this to the children as a way in for their learning to begin. We link all areas and activities as much as possible so the children immerse themselves in new experiences. Our focus is to secure learning and development in the three prime areas of learning- personal, social and emotional development;

communication and language; and physical development alongside the four specific areas of learning- literacy; mathematics; expressive arts and design; and understanding the world. Our Early Year's curriculum is planned to ensure our children effectively develop the Characteristics of Effective Learning through a range of well researched and planned activities enabling our children to develop and progress in all seven areas of learning. A balance of teacher led, teacher supported and independent learning in continuous provision areas enables our children to make good progress and develop a positive attitude towards learning.

Learning to read is one of the most important things children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We use Little Wandle phonics literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. We want children to love reading – and to want to read for themselves. This is why we work hard to make sure children develop a love of books alongside learning to read. SMSC (Spirituality, Moral, Social and Cultural Development) and Religious Education are the backbones of all learning here at St. Peter's and they complement the EYFS Curriculum whilst continuing to nurture children as they enter Year 1 and move through to year 6 on their National Curriculum journey.

National Curriculum- Years 1-6

At St Peter's, we have built our curriculum to ensure our children develop the knowledge and skills to prepare them for life and work in the 21st Century. We are committed to providing a broad and balanced curriculum which inspires and engages- sparking a passion towards learning as well as allowing children to develop socially and emotionally whilst growing in the catholic faith. Our school ethos underpins strong teaching and learning in all subject areas. Reading remains a huge focus throughout years 1-6 and children are encouraged to develop their speaking and listening skills, de-coding and comprehension ability as well as continuing to develop their love of books through exposure to a range of quality texts.

We embrace the programmes of study set out in all subject areas of the National Curriculum. Teachers assess children's learning daily and termly assessments enable staff to make judgements to monitor if children are on track to meet or exceed the end of year National expectations. Discussions with senior leaders enable gaps in learning to be identified and specific interventions planned to meet this need and ensure progress is made.

In reading our younger children start to learn to read through our Little Wandle Phonics Scheme. We have a main school literacy with an array of texts, genres and authors. Each classroom has a designated book area with age-specific and recommended texts. These books are used by teachers as class reading text and dedicated time each week is given to reading together at 3pm every day. There is a dedicated lesson each week to comprehension. In Early Years and Key Stage 1, guided reading takes place three times a week and the English lead and SLT ensures children read to an adult, continue to develop vocabulary, fluency and expression as well as comprehension skills. Children visit our own school library or class library and choose their own book to read for pleasure, as well as accessing a progressive reading scheme to help them with reading at home. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Teachers ensure children are reading books that challenge them, and create exciting reading areas around the school. Reading is assessed through termly NFERs, Benchmarking, Little Wandle Phonics Assessments and Salford Reading Tests assess each term which gives an accurate reading age and clarity to the book band each child should be reading within.

In writing we use Read to Write scheme as a starting point to teaching different genres of writing which engage our children. We ensure our children have a purpose to their writing and follow a specific process of writing which supports both teaching and learning. Grammar is taught in writing lessons but also specific grammar teaching and daily spelling lessons spelling helps us build up competency. We assess using writing assessment frameworks (Writing TAFs) and moderate across year groups as well as with other schools in our cluster. We work hard on handwriting and presentation, and edit our work carefully to improve it. We celebrate writing across the school.

In Maths we use the White Rose Hub mastery schemes of work for progression and assess termly using the maths tests. We have a Visual Calculation Policy which identifies (for each year group) which methods should be taught and

when for both written and mental maths calculations. We use Times Tables Rock Stars to support the rapid recall of times tables facts which can also be accessed at home.

In our rapidly evolving world, science is a vital part of our curriculum intention. Science stimulates and excites children's curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Science links direct practical experience with ideas, it can engage learners at many levels. Children learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. Each half term a question is posed to each class which they use their science skills and research techniques to answer. The children are assessed on their abilities to work scientifically

In Religious Education we use the Diocesan approved scheme of work 'The Way, The Truth, The Light' We aim for our children to leave school with a coherent understanding of Christian belief and practice through the exploration of the significant theological concepts within Christianity. We explore and compare different faiths to develop their wider religious, theological and cultural literacy. We seek to support teachers in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.

Our curriculum encourages children to develop independent thinking skills and questioning. In our Foundation subjects, French, PSHE, geography, history, art, design and technology, PE and computing we have chosen the subject content based on National and global studies as well as local studies to ensure that our children have a sound knowledge and understanding of the local area in which they live.

In History we ensure we teach our children about the significant events in history around the world alongside researching the local area. In geography we encourage our children to be curious about the world whilst gaining knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We use and adapt Kapow geography scheme. Across history, science, art and design and technology, we look at significant people and have added additional studies about local significant people. In music we ensure our children learn about different types of music through the scheme Charanga. We want them to understand how music plays an important part in history and experience music and songs from different eras, countries and cultures. Our French curriculum focuses on developing oracy, Literacy and Intercultural Understanding to enable our children to express their ideas and thoughts in another language, and to understand and respond to its speakers. We utilised the Language Angels scheme which ensures progression and continuity. PSHE and SMSC is taught throughout our curriculum areas alongside specific teaching in our My Happy Mind lessons. We also have a ELSA who works regularly with children and parents across the school and staff trained in NHS Next Steps. Our children have the opportunity to discuss and reflect on what is happening in the world around them which develops their knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. We also utilise outside professionals such as advisory teachers to deliver lessons on British Values, Fair Trade, Antiracism, Gender equality and Inclusivity. Physical Education is vital in developing children's health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect with a key focus on developing team work and team spirit. Through involvement in physical sports and activities children learn to move in different ways, control their bodies and develop coordination. Additional sports and physical activities during break times ensures they continue to be active and healthy. We are fortunate to have a sports specialist teacher who delivers and supports PE across the school as well as after school sporting curriculum clubs.

Our teachers also plan a wide variety of educational visits including: residential, school trips and visitors to school enhance/support this learning. Theme days/weeks are also planned to further develop learning together as whole school, including, Science week, Art and RE week, History Day, Sports week and World Book Days. Sports enhancements enable our children to represent succeed and excel in competitive sport and other physically demanding activities with children from across the borough.

How we act when we learn?

Our children are encouraged to develop a growth mind set approach from the earliest opportunities in school, so that they are resilient learners, who recognise that their effort is key to their success. They understand that they can

improve through hard work, the use of effective strategies, and help from others when needed. They are not afraid to make mistakes and learn from them. Our children understand the importance of wellbeing and good mental health and its impact on their learning. They know who to speak to if they need support and that looking after their mental health is as important as looking after their physical health.

When teachers design learning opportunities, they look for ways for children to develop good learning behaviours. We ensure our children understand that they can learn from their environment, experiences and activities. This language modelled by staff supports children understanding that learning is a process that we have to work hard at.

Who we are when we learn?

We empower our children to be engaged and creative lifelong learners who can contribute to the wider society. Our children are encouraged to live out our school motto and values both in school and at home and understand that these values are what make you a good person. Our school ethos statement, written by our community is at the heart of our school and the work we do.

Teaching and learning standards

Through our teaching philosophy, children are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all children to contribute to lessons, teachers:

- Use different ways to ask for children input including, lolly sticks, magic hats etc, ensuring all children are expected to contribute.
- Allow sufficient thinking time between questions to allow children to consider their responses.
- Plan time in their lessons for children to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers praise learning using formal and informal approaches

The school formally rewards children in the following ways:

- Calling the children parents praising the child
- Positivity Postcards
- Head teacher's awards for outstanding work and learning
- Star of the week- one child from each class choose to receive this for following the nominated school value

The school informally rewards children in the following ways:

- Congratulating children privately or in class
- Utilising the school ladder system displayed in each classroom
- Praising the whole class
- Writing positive feedback on written work
- Writing positive comments on Tapestry

The teacher will manage disruptive behaviour by:

- Utilising the school ladder system displayed in each classroom
- Using non-verbal cues and referring to the child by name.
- Quietly speaking to the child whilst the rest of the class is engaged.
- Giving the child a task/job to encourage responsibility.
- Reminding the child of the sanctions that follow a poor choice. (lost learning)
- In exceptional circumstances, calling for support from another member of staff.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is
- Creatively plan and deliver lessons
- Understand what learning came before
- Motivate children effectively
- Enjoy and have a passion for teaching
- Continue to learn and enhance their skills through lesson study and regular ongoing CDP
- Hold high expectations for all children
- Understand how thinking and questioning develop learning.
- Are reflective practitioners wanting to improve their knowledge and skills at all times
- Engage children of all abilities
- Seek out and accept constructive feedback from peers, children and parents
- Are given opportunities to lead
- Involve parents and carers in their teaching
- Understand and implement effective behaviour management strategies

Effective Learning

We realise that children learn in many different ways and when planning lessons, we consider these different forms ensuring, wherever possible, that there is a visual, auditory and kinaesthetic element to the lesson. We feel that for effective learning to take place children must:

- Have first-hand experiences to bring their learning alive and give it real-life value (e.g. wow hooks to learning, trips, visitors, investigations, first hand observations, field studies, learning outside)
- Have access to a variety of different learning styles
- Be able to practise and transfer newly acquired skills (e.g. through cross-curricular work: the skills acquired through a report writing unit in literacy can then be transferred into Geography, History, Science)
- Be made aware that learning does not take place in isolation and should be explicitly taught so that skills can be transferred from one area of learning to another, rather than expecting them to just realise this themselves.
- Be able to increasingly evaluate their own learning
- Be able to work within different groupings e.g. as individuals, in pairs, small groups, mixed ability pairings/groups and be taught through direct modelling the usefulness of this e.g. Talking/Thinking partners, mixed ability groups to feed-back findings etc
- Have access to relevant tools, equipment and learning aids which they can access and use independently or with partners/groups to facilitate more independent learning e.g. well-resourced and labelled maths equipment which children know they can use when they want to support their own independent learning

Through our teaching we aim to:

Promote active learning, which provides opportunities for children to pose their own questions and find answers, investigate and take responsibility for their learning.

- To see learning as an active process rather than a passive one.
 - To encourage discussion between children and teachers and children and children regarding their learning, expectations, targets and decisions.
 - To ensure that there is continuity of learning and progression within a class, between classes and during transition to other schools.
 - To provide a variety of learning experiences using various teaching styles and techniques.
 - To use on-going (formative) and summative assessments and share the findings of these with the children in child-friendly terms.
 - To provide a variety of working contexts e.g. individual, pairs, mixed ability, groups, whole class to ensure a range of opportunities.
 - Ensure that learning has stuck, through checking that is incisive and systematic.
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- We are all teachers of English. The quality of both children' and teacher's language, such as in instructions and questioning, are significant determinants of progress.
 - Teachers must be explicit about learning outcomes and key words.

- Demonstrate the values of the school.
- Reinforce children's aspiration for success by the challenge we offer.
- Enable them to show resilience by taking a risk and working through barriers.
- Each class is a learning community in its own right. Their success depends on each other.

At St. Peter's we believe great teaching comes from teachers:

1. Content knowledge
2. Quality of instruction
3. Classroom Climate
4. Classroom management
5. Teacher beliefs in the school ethos and vision
6. Teachers ability to reflect and improve

We believe the following are characteristics of excellent teachers:

1. A passionate commitment to doing the very best for their children
2. A love of children enacted in warm, caring relationships
3. Excellent pedagogical content knowledge - the ability to identify, present and explain key concepts
4. An ability to use a variety of models of teaching and learning
5. Collaborative working style with other teachers to plan, observe and discuss one another's work
6. Constant questioning of, reflecting on and modifying their own practice

High expectations are set out for all subject areas and staff are expected to follow this policy and the Marking and Feedback Policy. They should provide feedback to subject coordinators in order to improve future curriculum design.

Effective Teaching

When teaching we focus on motivating the children and building their skills, knowledge and understanding of the curriculum. We use the school curriculum overview to guide our teaching. This sets out the aims, objectives and values of the school and details what is taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's One Page Profiles (OPP). We have high expectations of all children, and we believe that their work here at St Peter's Catholic Primary School is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission and then we complete a risk assessment.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. Our displays ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time

during the year. 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.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

Monitoring teaching and learning

Teaching and learning is monitored every term by the SLT (Senior Leadership Team) who carry out a range of actions to ensure the following;

- The school ethos is at the heart of the school
- All areas of the curriculum are taught weekly and the timetable reflects the entitlement
- Any aspect of the school that needs development / improvement is identified and actions put into place ensure this happens
- Teaching and learning empowers children to want to learn and develop and they are fully engaged in learning
- Children are provided with the tools to enable them to realise their full potential

The termly cycle of monitoring & evaluation is as follows;

Class teacher

- Follows the Marking and Feedback policy to ensure high standards are in place, next steps and questions allow children to learn further and opportunities for work to be improved is given
- Encourages high presentation levels across all subject areas in line with the Presentation Policy
- Uses formative assessments to inform planning and adapt teaching to ensure all children make good progress
- Identify children who may need additional support and deploy staff to lead interventions
- Set targets for SEND children/vulnerable children in collaboration with the SENCO
- Capture evidence of learning in children's books to show progress overtime
- Complete summative assessments at the end of each term in all core subjects
- Complete summative assessments at the end of the year for all foundation subjects
- Come prepared for Progress Review meetings each term to discuss children's progress and attainment with the head teacher and SENCO and identify next steps
- Carry out learning walks as a staff team to share good practice and value the commitment to the learning environment
- New class teacher to meet with the current class teacher to discuss attainment, achievement, progress and any pastoral issues or vulnerabilities
- Appraisal targets set in line with cohort needs, data analysis, personal development and personal well being
- Carry out book scrutinises together to share good practice and identify areas where improvement is needed- focus on feedback, marking and editing procedures and handwriting procedures
- Appraisal targets reviewed in line with observations and data

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 pupil 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 and the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parent about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- Weekly newsletters showing our children's achievements, learning opportunities and key information
- By holding regular parents' evenings where we report to parents and explain the progress made by each child and indicate how the child can improve further; explaining to parents how they can support their children with homework. We suggest regular shared reading with all children.

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

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- 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;
- Fulfil the requirements set out in the home/school agreement.

Assessment

We base our teaching on our knowledge of the children's level of attainment which is guided by our formative assessments (carried out in each lesson) and summative assessments (measured against the end of year expectations). Our aim is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with additional needs, we use information contained on the children's OPP.

Formative Assessments:

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Formative assessment is a powerful way of raising children's achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help children achieve their targets. It is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes

- Self-assessment

Summative Assessment

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- ARE used to determine a children final assessment.
- ARE used to judge a teacher's performance.
- ARE used to monitor the progress of individuals and groups of children.

Methods of summative assessment include:

- NFER tests (termly)
- Salford Reading Test and Benchmarking
- Regular phonics tests
- External examinations such as the national curriculum tests, Times Table Assessment (Year 4) and optional SAT's in KS1

Special Educational Needs and Disabilities

When planning for teaching and learning we consider the wide range of abilities of our children. Where necessary children are identified as having additional needs and placed on the school SEND register. These children are then assessed individually and OPP or Early Years Support Plans are created. Extra support is given and the curriculum differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. (See SEND Policy)

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.