

St. Mary of the Angels Catholic Primary School

Teaching and Learning Policy

Recognising and celebrating the presence of Christ in one another

- ◆ St Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.
- ◆ The school is committed to the widest and fullest education with ambition for all pupils in a partnership between home, school, parish and community.
- ◆ The school aims to create a happy, ordered environment where all members feel secure and valued.



Current date approved:	January 2025
Approved by:	Full Governing Body
Date of next review:	January 2027

At St Mary's we are committed to high quality teaching and learning to raise standards of achievement for all children. This Policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims of the staff, children, school community and environment.

This policy ensures that;

1. By improving the quality of Teaching and Learning we improve outcomes and therefore life chances for all of our students including those such as Pupil Premium, Disadvantaged and SEND.
2. Underpinning principles of Teaching and Learning are clearly defined and monitored.
3. All staff are empowered with the relevant pedagogical tools to teach effectively using Walk Thru's theories.
4. Coaching and support of CPD are clear to support teachers in developing their practice, which is identified in the School Development Plan.

At SMA we believe that quality teaching will be promoted and achieved by: - planning lessons which sequence knowledge, secure skills; challenge outcomes, and assess, identify and address gaps in learning, over time. To empower and include children's voice in a way that is fit for purpose.

Given their starting points, children are provided with learning opportunities that are challenging, open-ended, investigative and collaborative enabling all groups of learners to achieve, grow and reach their true potential. Learning Outcomes are made explicit to the children. Meaningful and memorable connections are made due to our purposeful links with different curriculum subjects across the Core and Foundation subjects (WLP).

The starting points of all the children are taken into account when planning and delivering learning to ensure that in all parts of the lesson, learning matches the children's needs. In every lesson a range of strategies will be used to ensure the children are engaged in their learning. Lessons are adapted and moved on appropriately to meet the needs of all learners ensuring that all groups make progress.

Revisiting, practising, retrieving, questioning and providing feedback will be built into daily lessons using the pedagogy of "Walk Thru's" - Tom Sherrington and Oliver Caviglioni. These theories have been used to inform and feed into the School Development plan, Teaching and Learning Action plan and Policy. All of the strategies contained within Teaching WALKTHRU's are rooted in proven practice and research. Each year, SMA will determine which of the strategies are the priority principles for that academic year. This means that the policy is one which grows and responds to the changing needs of the school over time. The agreed list of Principles will inform all elements of Teaching and Learning each year.

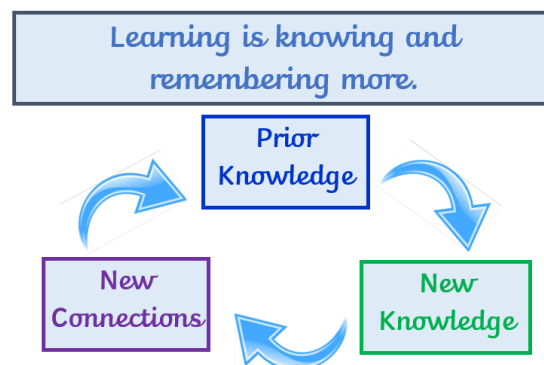
Aims

To raise standards; as a school, we must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our School, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

Below are the non-negotiables of our Teaching & Learning Policy.

SMA Staff will:

- Have an up to date Knowledge and understanding of the Statutory frameworks needed to support teaching.
- Ensure that our curriculum offer underpins teaching and learning opportunities
- Plan rich and varied sequential lessons and experiences to acquire, develop and apply a broad range of knowledge, skills and understanding.
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils.
- Plan opportunities and experiences to build children's cultural capital and Christian citizenship.
- Prepare resources in advance, promoting active learning.
- Encourage self-esteem, self-worth and emotional health and well-being.
- Ensure subject knowledge and learning intentions underpin learning and moves the children's learning forward.
- Provide opportunities for retrieval of key learning.
- Model and demonstrate (my turn, our turn, your turn) which will be used to share the learning and show the learning process (metacognition).
- Ensure that questioning protocols allow for thinking time (e.g. think, pair, share) and for deeper and more extended responses.
- Assess by recalling using Walk Thru strategy's as well as 'Forget me not' opportunities, questioning, provide effective feedback, offer challenges and provide opportunities for deep learning.
- Be reflective and make adaptations effectively.
- Develop meta-cognitive skills.
- Use and teach aspirational vocabulary that expands children's language.
- Assess during all parts of the lesson to identify what the children can do and what they need to do in order to improve using the feedback policy and marking code.
- Use mini- plenaries throughout the lesson to assess and check understanding and progress so learning can be moved rapidly
- Make next steps explicit.
- Use Plenaries effectively to review our learning cycle - learning is knowing and remembering more.



SMA children will be taught to:

- Have self-respect, self-discipline and positive attitudes, which reflect and illustrate our British Values, Catholic Virtues and Mission statement; become active and responsible citizens, contributing positively to the community and society.
- Be responsible and demonstrate excellent learning behaviour.
- Make the best possible progress.
- Strive to reach their highest potential.
- Ensure to develop as literate, numerate and technologically competent individuals.
- Respond positively to the opportunities, challenges and responsibilities of a rapidly changing world.

- Self-assess, monitor, be curious, be involved.
- Believe in their own ability developing lively, enquiring minds.
- Be independent— in charge of their own learning.
- Investigate, Problem solve & Work collaboratively
- Experience range of visits/ visitors to extend and enrich their learning and building their cultural capital

The SMA environment will:

- Be supportive and caring of all members of the school community.
- Respect for all in keeping with our school mission statement and Catholic ethos.
- Provide a calm and effective working environment, in which each child can produce his or her best work.
- Be welcoming in which courtesy, kindness and respect are fostered.
- Provide a fair and disciplined environment, in line with the school's behaviour policy; promote engaging lessons.
- Ensure safety.
- Provide ways for lessons to be stimulating.
- Be well resourced; useful, organised and easily accessible by pupils.
- Foster an essence of independence with clearly labelled resources and be clutter free and tidy.
- Include furniture which is suitable for learning.
- Have work areas around school.
- Support appropriate high quality continuous provision in Early Years Classrooms which are well organised.
- Include a visual timetable that is displayed.
- Opportunities for children to self-regulate (Display boards) which are used in every classroom.
- Include displays that are interactive, well presented (children's work is attractively mounted and clearly labelled with child's/ children's names), current, supports learning and vocabulary rich. Displays show case good work for every child across the year and photographs show learning experiences.
- Include space for Reading areas, which will be organised in an engaging and inviting way; providing a range of fiction and nonfiction reading materials for the children to access freely.
- Maths displays will include year group foci – see maths policy.
- Provide Interactive whiteboards which are used for a range of purposes and is integral to teaching and learning.

The School community & parents will:

- Champion all our children, working as a team supporting each other.
- Support the school values, vision and mission to work collaboratively.
- See children as individuals and respecting their rights, values and beliefs.
- Foster and promote good relationships and encourage a sense of belonging to the school community.
- Provide an enabling learning environment in which all are fully aware and supportive of behavioural expectations.
- Offer equal opportunities in all aspects of school life, recognise the importance of different cultures; encouraging, praise, and positively reinforce good relationships, behaviours and work.
- Have a responsibility to support the children and the school in implementing the school policies.
- Ensure that their child arrives at school on time and keep their punctuality and attendance a high priority, which includes avoiding taking holidays during term-time.
- Read with and/or to their child regularly and ensure that home learning opportunities are completed on time and to a good standard.
- Attend parents' evenings and strive to work positively in partnership with school staff.
- Promote a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Support the school values, vision and mission to work collaboratively.

Effective teaching, Learning & Behaviour

The Curriculum, Planning

Reception classes follow the EYFS Foundation Stage Curriculum using the Development Matters statements. Years 1-6 follow the National Curriculum, supporting the needs, interests and experiences of our children at St Mary of the Angels.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through adaptation strategies. (See SEND policy and Adaptation documents for individual curriculum subjects).

While teaching the National Curriculum, wider aspects of learning, such as the awareness of emotional well-being, RHSE, implementing British values, encouraging social skills and developing self-esteem, also form a significant part of pupils' education.

Lessons are clearly linked to the national curriculum. Lessons are planned appropriately to support progress in each lesson including any adaptations to support all learners. Planning supports teaching assistants to enhance learning. Regular opportunities occur to ensure all staff are briefed on the weekly planning intentions. TA's are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional support.

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Learning experiences will include a variety of different learning styles, opportunities to practise and transfer newly acquired knowledge through cross-curricular work: (Hinterland planned activities will be managed).

Learning does not take place in isolation; knowledge can be transferred from one area of learning to another. Children have opportunities to rehearse their learning orally and practically to build confidence and fluency and develop their understanding. Children will be observed in their resilience and encourage them to develop in their own awareness and mindfulness, self-care, positive relationships & purpose. Mutual Respect will be expected with children recognising and appreciating differences and valuing them, developing essential skills for lifelong learning.

Monitoring and Assessment

At St Mary of the Angels we see assessment as an integral part of high quality teaching and learning. We believe that it lies at the heart of the learning; starting and ending with the learner. Assessment is a teaching tool central to classroom practice and school culture.

KS1 & KS2

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress. This type of assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils 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. Methods of formative assessment include the following: - Retrieval Practice, Question and Answer sessions, Hot seating, Quizzes, Self-assessment, Gap tasking. We use day-to-day in-school formative assessments using pedagogy walk thru strategies to question, recall and retrieve prior knowledge, provide feedback through live marking and discuss next steps with groups, the whole class and individuals.

We see this ongoing, minute-by-minute formative assessment methodology as integral in terms of eradicating misconceptions and ensuring that children are knowing and remembering more.

Summative assessments and national standardised summative assessments are used; End of term assessments & External examinations such as the National Curriculum tests.

Where a child is working below their current year group, their teacher will provide an appropriate alternative year group assessment, in order to track small steps of progress and next steps of learning.

Summative assessment enables school leaders to monitor the performance of pupil cohorts and groups. They help to plan where interventions may be required, and can be used to ensure pupils are supported to achieve sufficient progress and attainment in subject specific lessons using assessment grids in Core subjects as well as Foundation subjects using proof of progress tasks, unit markers and reflection grids. Teachers are able to evaluate the teaching and learning at the end of a unit or our Wider Learning Project and reflect on next steps going forward. It supports children to understand how well they have learned over a period of time. Summative assessments enable parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

EYFS

Reception children are assessed formally using the RBA resources in the first six weeks of their entry. Each child in EYFS has an Individual Assessment Overview in Nursery & Reception where we track using the Development Matter statements, the Nursery Early Learning Goals - School based) and the Early Learning Goals (Statutory). Both Formative and Summative data is collected and monitored using these.

Baseline data in Nursery & Reception is gathered through observations and interactions in continuous provision, planned supported activities, play and adult directed activities. The SHREC approach has been adopted to ensure high quality interactions.

Floor books are used in Nursery to highlight key experiences, capture learning, record use of key vocabulary and to support children with retrieval skills. They can be used to support children in the recalling process. Discussions and sharing of this book occurs frequently to support the children in recalling and embedding learning. In Reception, during focussed activities, all staff write comments in the children's learning journeys, often identifying the level of support needed or if the work was carried out independently. Children are encouraged to discuss their work and next steps/Gap tasks are discussed with the children in child friendly terms. All of the information collated over the year provides the evidence base for the Early Learning Goals at the end of Reception.

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for three-parent consultations, one per term, so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year target set report and an end-of-year report. This final report provides parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment.

We publish the following results on our school website:

Average progress scores in reading, writing and maths

Average 'scaled scores' in reading and maths

Percentage of pupils who achieved the expected standard or above in reading, writing and maths

Percentage of pupils who achieved a high level of attainment in reading, writing and maths

Percentage of children achieving the phonics screening assessment

Percentage of children in Reception achieving a Good Level of Development.

SEND (Special Educational Needs and Disabilities)

At St Mary of the Angels, every teacher is a teacher of SEND. The curriculum will be made available for all pupils. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer. St Mary's will support children with SEND using adaptation techniques; environmental adaptations, adapt Teaching strategies, plan the use of Classroom resources. Provision for pupils with SEND will be made to match the nature of their individual needs, wherever possible, and the class teacher and SENCO will keep regular records of the pupils' SEND needs, the action taken and the outcomes. (APDR Assess, Plan, Do, Review cycle).

EHC Plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought.

More information can be found in the school's SEND Policy.