

Teaching and Learning Policy 2024-25



Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

One Page Teaching and Learning Summary



To learn through the example of Jesus to Love, Respect, Understand and Value each other

AIM: To deliver high quality engaging learning ensuring that all of our pupils will grow to make positive contributions to the community we serve both now and in the future.

We will build upon eight essential skills to support our children both now and in the future



RELATIONSHIPS: We recognise that successful teaching and learning is built upon positive relationships. As a school our teaching philosophy is centred on positive interactions between staff, pupils and the community.

Plan: *Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students*

- Planning must be **clear and precise** in terms of the **knowledge and skills** we want the children to learn
- Tasks should have a **clear purpose** and **designed to facilitate learning**
- Differentiation should be planned for to **ensure a Quality First approach** which **meets the needs of all children** of different abilities
- Plan to **maximise the IMPACT** of any additional adult in the room

Teach: Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

- Teaching should be an **interactive process**
- **Explicit instruction** and explanation ensuring **rich use of language** and **key vocabulary**. This includes modelling outcomes and subject specific terminology
- Ensure that **learning has stuck**, through checking that is **incisive, systematic** and effective.
- Children over time should be working harder than staff and **make use of strategies** they have been taught

Assess and Feedback: Assessment should inform planning and feedback should be regular, so that children can act upon advice and guidance making progress over time

- All work should be **interacted with** following the school feedback policy (see additional guidance)
- Feedback should **be explicit** and the children should have **time to reflect** upon suggestions and make amendments if necessary
- All assessment whether formative or summative should **inform future planning**
- Children should have the opportunity to **reflect upon and assess what skills and knowledge they have acquired** throughout a lesson or unit of work

Policy on Teaching and Learning

Ss. John and Monica is a Catholic School enriched by a variety of cultural and faith backgrounds. It is founded on a partnership with parents and parish.

At SS. John and Monica Primary School, we are dedicated to providing high-quality teaching and learning to elevate the standards of achievement for all our pupils. This policy has been developed in collaboration with all teachers and governors, outlining our shared expectations and consistent practices. It reflects the approaches we have agreed upon and clearly defines the best practices the school aims to uphold.

This policy should be read alongside our subject-specific policies.

Principles of Learning

At SS. John and Monica's, learning is a shared commitment involving pupils, parents, staff, governors, and the wider community. We aim to create a supportive, safe, and positive environment with high expectations, where all individuals are valued. Our goal is to meet the diverse needs of every child, enabling them to make the best progress and reach their full potential. Through a broad and balanced curriculum, we develop literacy, numeracy, and technological skills, while promoting spiritual, moral, social, and cultural growth. We encourage independent, creative, and collaborative learning, instilling values such as respect, honesty, tolerance, and integrity, preparing pupils to thrive in a rapidly changing world and contribute as responsible citizens.

Building Skills for Life

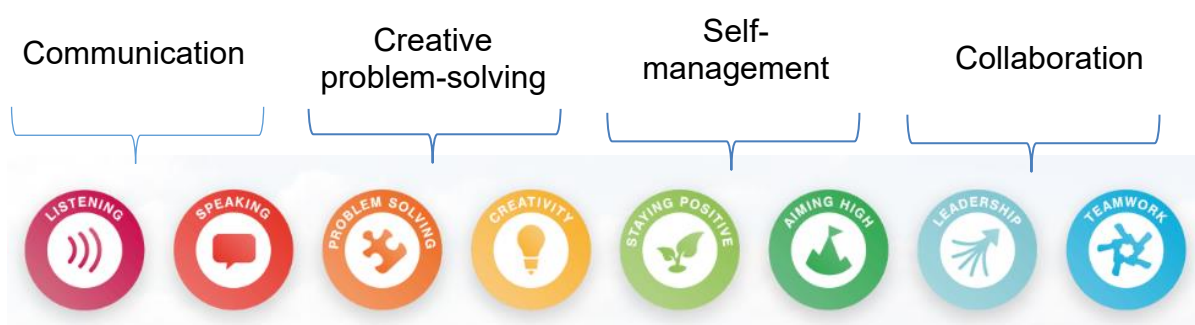
At SS. John and Monica School, we work in partnership with The Skills Builder Programme to ensure every learner has the opportunity to develop eight essential skills that support both their current and future success. Research shows that developing these skills enhances children's emotional wellbeing and academic achievement, while also preparing them for life beyond school.

The Skills Builder Partnership has created a Universal Framework that breaks down each of these essential skills into 16 teachable steps. We use this framework to guide the teaching and practice of these skills at appropriate levels throughout school life. It provides us with the language, resources, and structure to develop these skills across the entire curriculum.

Essential Skills

The eight essential skills, known by various names, are grouped into four key domains that consistently emerge as vital in education, employment, entrepreneurship, and life in general. These skills, paired together, cover communication, creative problem-solving, self-management, and collaboration – equipping our pupils with critical life skills.

The Skills are



How are we using Skills Builder in our school?

When you visit our school, you will notice how we incorporate the Skills Builder programme in various ways:

- We use the language of the essential skills during lessons and when providing feedback on our learning.
- The logos representing the eight essential skills are displayed in classrooms, communal areas, and on school displays, as well as used in marking and feedback.
- We link the essential skills to key whole-school events.
- Each term, we focus on specific essential skills across different class groups, deepening our understanding of what these skills mean.
- We use programme elements like Projects and Challenges to practise these skills in fun and practical ways.
- Essential skills are embedded into our planning for learning outcomes and activities.

Learning Environment

Aligned with the mission of SS. John and Monica's, we strive to create a calm, caring, and welcoming environment where every child can reach their full potential. We foster kindness, respect, and positive relationships, promoting a sense of belonging and community. By celebrating achievements, providing positive role models, and working collaboratively, we embody the school's commitment to nurturing each individual and building strong connections with all stakeholders and the wider community

Roles and Responsibilities

Teachers will:

- Provide a challenging, stimulating curriculum to help all children achieve their best.
- Recognise individual needs and ensure continuous, progressive learning.
- Serve as positive role models, being punctual, organised, and informed on educational issues.
- Maintain clear communication on school procedures and pupil progress.
- Foster links with the community to prepare pupils for life beyond school.

Parents are encouraged to:

- Ensure regular attendance, punctuality, good health, and proper uniform for their child.
- Support school discipline, homework, and teacher efforts.
- Stay engaged in discussions about their child's progress and inform the school of any issues.
- Keep contact information up-to-date and support the Home-School Agreement.

Pupils are expected to:

- Attend school regularly and punctually, be organised, and follow the behaviour policy.
- Take responsibility for their learning and complete homework.
- **Planning**
- The foundation for curriculum development at SS. John and Monica's is our School Improvement Plan, collaboratively developed by staff and approved by governors. We are committed to following the 2014 National Curriculum and incorporate both themed days and Skills Builder days throughout the year.

Some subjects are taught through a topic-based approach, while others are delivered as discrete subjects, ensuring consistency through regular staff meetings.

- Each subject has a clear **Intent, Implementation, and Impact** plan, supported by curriculum overviews that outline learning in each year group. Our progression of skills documents ensure that learning builds from one year to the next. We prioritise raising standards in Speaking, Listening, Communication, Reading, Writing, and Mathematics, with daily lessons planned and delivered across the school.
- **Maths:** We use a mastery approach in maths, believing that all children can succeed, and aim to instil a love of the subject.
- **English:** Our English curriculum centres on fostering a love of reading. Each year group uses a high-quality core text alongside supplementary materials to expose children to a wide range of literature, including complex narratives and non-linear time sequences.
- **Wider Curriculum:** We enhance our wider curriculum provision with a variety of high-quality schemes, complementing teachers' own planning and ideas

Organisation

The learning environment is essential for effective teaching and learning. We provide opportunities for:

- Whole class teaching
- Group work (by ability, mixed ability, or friendship)
- One-to-one teaching
- Conferencing, debate, and discussion
- Peer support
- Collaborative learning in pairs or groups
- Independent learning
- Booster support

All lessons incorporate planned challenges and extensions. We also utilise all areas of the learning environment, including outdoor spaces, to facilitate a range of practical activities that develop knowledge, skills, and understanding.

Classrooms are organised to support learning and foster independence, featuring:

- Resources grouped by subject
- Comfortable and attractive book corners
- Visual timetables, working walls, and subject-specific vocabulary displays
- Involvement of pupils in maintaining equipment and resources

Classroom support includes learning support assistants and volunteers, as determined by the Head Teacher

Adaptive Teaching

At SS. John and Monica's, we prioritise Quality First Teaching as the foundation for differentiation and adaptive teaching. This approach is built on:

- Establishing secure, positive relationships between staff and pupils.
- Designing highly focused lessons with clear objectives.
- Maintaining high levels of pupil involvement and engagement.
- Encouraging interaction for all pupils through effective questioning, modelling, and explaining.
- Emphasising learning through dialogue, providing regular opportunities for individual and group discussions.
- Setting expectations for pupils to take responsibility for their own learning and work independently.

To ensure high expectations for all learners and to facilitate their progress, teachers differentiate the curriculum based on individual needs, considering factors such as pace, level, content, sequence, task relevance, resources, extension opportunities, and outcomes.

For pupils who are rapidly grasping concepts or seeking greater depth, we provide appropriate challenges and stimulating learning experiences. Our provision for pupils with special educational needs (SEN) follows the Graduated Approach outlined in the SEN Code of Practice 2015, focusing on high-quality whole-class instruction to minimise the need for additional support.

Overall, we aim to create an inclusive environment where every pupil can achieve their full potential through tailored teaching strategies and supportive relationships

Homework

At SS. John and Monica's, we view homework as a valuable part of the learning process. We believe that homework should:

- Involve parents in their children's learning and keep them informed of their child's progress.
- Utilise the home context to reinforce learning.
- Encourage children to discuss their work with parents, explaining what they are doing and how.
- Extend learning time, allowing children to practise and consolidate their skills and knowledge.
- Prepare children for secondary school homework experiences.
- Promote the idea of lifelong learning beyond school hours.

Homework is assigned regularly for all year groups in accordance with our homework policy (see attached Appendix Homework Policy).

Assessment

At SS. John and Monica's, we conduct regular assessments to determine pupils' attainment levels and inform future planning. Formative assessment is integral to tracking individual progress, identifying what each child has learned, and determining the next steps in their learning journey.

We recognise that ongoing formative assessment is vital in creating a positive learning culture, enhancing learning outcomes, and supporting deeper understanding. All assessment results are analysed by the Head Teacher and Senior Management Team (SMT) to inform future planning and the School Improvement Plan.

(See attached Appendix 2 Assessment)

Feedback and Marking

At SS. John and Monica's, feedback is an essential part of helping pupils understand their progress. Effective marking:

- Provides positive and constructive comments that guide children on how to improve.
- Often occurs through discussions between the child and teacher during the task.
- Addresses misconceptions in learning with the support of the class teacher and Learning Support Assistant (LSA) during lessons.

For more details, please refer to our Feedback Policy.

Monitoring

At SS. John and Monica's, pupil work is regularly monitored and moderated in each core curriculum area by subject leaders, the Senior Leadership Team (SLT), and the Head Teacher. Pupil Progress Meetings facilitate discussions about the whole school Provision Map and the impact of interventions used. Subject leaders consistently review children's books, while the Head Teacher conducts regular lesson observations in specific curriculum areas. The Performance Appraisal cycle also informs teaching and learning practices.

Effective learning is ensured through monitoring successful teaching, which takes into account children's prior learning and guarantees continuity and progression.

Effective Teaching and Learning Strategies

At SS. John and Monica's, we employ a range of effective teaching strategies to ensure equitable access and appropriately matched tasks for all learners. Key strategies include:

- An integrated curriculum that encourages active participation.
- Teacher observation and interactive teaching techniques, including discussion and questioning (both open and closed).
- Regular previewing and reviewing of work, along with opportunities for reflection and mind mapping.
- High expectations and reinforcement through encouragement, praise, and opportunities for repetition.
- Responsive interventions tailored to individual needs, ensuring every child has the chance to succeed.
- A variety of communication methods, both verbal and non-verbal.

We prioritise diverse experiences, encouraging children to take an active role in their learning through:

- Investigative work and collaborative projects that foster communication and decision-making.
- Opportunities for problem-solving, research, and inquiry across the curriculum.
- Activities such as debates, role plays, design projects, and physical education, alongside field trips to enhance learning.

Furthermore, we focus on developing essential thinking skills, including creative thinking, information processing, reasoning, and evaluation, to prepare pupils for future challenges

Enrichment

At SS. John and Monica's, we highly value the use of visits and visitors to enrich the curriculum, enhancing children's experiences and supporting learning across various subjects. Our enrichment activities include:

- Educational class visits
- Residential trips
- Enabling Enterprise theme days and visits
- Retreat days
- Visits to places of worship
- Sports and competitions
- Topic theme days
- R.E. theme weeks/days

These activities are designed to broaden pupils' perspectives and deepen their understanding of the curriculum

Policy date: September 2024

(Appendix 1)

Homework Policy

At SS. John and Monica Catholic Primary School, we recognise homework as a vital component of a child's education. It fosters independent learning, encourages responsibility for personal progress, and reinforces classroom skills. Homework also promotes a partnership between parents, carers, and the school, enhancing a child's educational experience. Our policy aligns with current government guidelines, which outline reasonable time expectations for homework.

Aims of Homework

Homework is encouraged throughout the school, with the following aims:

- Reinforces skills taught in school and provides practice opportunities.
- Promotes self-discipline and responsibility for learning.
- Fosters independent learning.
- Allows teachers to support and extend individual progress.
- Prepares children for secondary school and future employment.
- Encourages sharing of learning with parents and carers.
- Involves parents and carers in their children's education.

We believe a strong partnership between home and school is essential for success and aim to strike a balance that allows children leisure time while reinforcing their learning.

Reading

We encourage daily reading as an integral part of homework, fostering a love for reading. Parents are invited to discuss books with their children to enhance understanding and enjoyment.

Homework Schedules

Homework is assigned regularly and may vary based on activities such as educational visits or topic research. Assignments may include written tasks, reading, and activities to reinforce literacy and maths skills. Teachers decide homework content based on the needs of their students. For older children, homework may involve research, presentations, design projects, simple experiments, and problem-solving activities. Additional tasks may be assigned as needed, such as handwriting practice or multiplication revision.

Year Group Guidelines

Year group	Guideline Amount	Tasks/activities
Reception		Children will read daily (two books weekly minimum) Spellings/sounds will be set weekly
Year 1	1 hour weekly	Children will read daily (two books weekly minimum) Spellings/sounds will be set weekly English Task and Maths task weekly
Year 2	1 hour weekly	Children will read daily (two books weekly minimum)) Spellings will be set weekly English Task and Maths task weekly

Year 3	1 ½ hours weekly	Children will read daily Spellings will be set weekly English Task/Maths task weekly TTRS accessed 2x weekly
Year 4	1 ½ hours weekly	Children will read daily Spellings will be set weekly English Task and Maths task weekly TTRS accessed 2x weekly
Year 5	25-35 minutes daily	Children will read daily Spellings will be set weekly English Task and Maths task weekly TTRS accessed 2x weekly
Year 6	30-60 minutes daily	Children will read daily Spellings will be set weekly English Task/Maths task weekly (homework booklets) TTRS accessed 2x weekly In preparation for the demands of secondary school, Year 6 may also be given further homework daily in the spring and summer term to ensure that they are 'secondary ready.'

(Appendix2)

Assessment Policy

At SS. John & Monica's, we believe that effective assessment is essential for improving pupil achievement and helping each child reach their potential. We focus on understanding individual development through collaboration with parents and pupils, allowing us to tailor learning experiences based on each child's needs.

Types of Assessment

- **Assessment of Learning:** Collects and analyses data to determine what students can do.
- **Assessment for Learning:** Engages students in reflecting on their own progress and understanding. This includes questions like:
 - What do you already know?
 - What do you need to learn?
 - How will you achieve your goals?

Learning outcomes (LO) are shared with students in every lesson, and they may contribute to defining these objectives. Success criteria are utilized for marking, helping students understand their learning process and encouraging lifelong self-evaluation skills.

Aims for Assessment

1. Evaluate the effectiveness of teaching and learning.
2. Improve curriculum content and delivery.
3. Monitor curriculum implementation.
4. Identify areas for development.
5. Provide relevant support and development through INSET to enhance staff confidence.
6. Report development and school improvement information to various stakeholders.
7. Inform the School Development Plan.
8. Establish a teaching baseline.
9. Identify strengths and weaknesses in learning needs.
10. Ensure continuity across the curriculum and classes.
11. Provide detailed information to parents about pupil achievement.
12. Facilitate self and peer assessment, enhancing collaborative learning.
13. Value contributions from all staff members.
14. Integrate formal and informal assessments into regular teaching.
15. Use assessment data to inform teaching strategies.

Key Principles of Assessment

- Be integral to curriculum planning, teaching, and learning.
- Motivate learners.
- Account for previous performance levels to identify changes and implement interventions.
- Allow flexible planning within the National Curriculum, enabling teachers to adapt learning objectives as needed.
- Indicate learning successes and areas for improvement.
- Focus on both learning processes and outcomes.
- Utilise clear success criteria developed collaboratively by teachers and students.
- Provide objective, consistent feedback on progress.
- Involve children actively in their learning, from planning to execution.
- Encourage self and peer assessment to build confidence in discussing their learning journey

