

Saint Augustine's Catholic Primary School



Curriculum Teaching and Learning Policy

Updated Autumn 2023
Agreed by Governors Spring 2023
To be reviewed: September 2025

At St Augustine’s Catholic Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

190 teaching days and 5 INSET days/twilights each year are used to deliver the 2014 National Curriculum and Religious Education, and also to provide other learning experiences for children from 4 to 11 years of age, both formally and informally. The NC subjects and RE are taught by teachers in a planned, structured and hierarchical way, outlined in our school policies and long, medium and short term planning. The Senior Management Team and subject leaders are informed of planning to complete the cycle of curriculum management. A copy of all documentation should be found with every class teacher.

Mission Statement

“Our Catholic school is a caring, multi-faith community which values its religious and cultural diversity. We deliver a broad and balanced curriculum to all pupils, through a working partnership with home, parish and other local faith communities, in preparation for future opportunities, responsibilities and experiences.”

Principles of Teaching and Learning at St Augustine’s

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of gender, race and culture
- To encourage children to take pride in their work and the work of others

Curriculum Structure

The school follows the principles laid down in the Early Years Foundation Stage Curriculum and the National Curriculum 2014.

The school’s self-evaluation highlights our strengths and areas for school development. The School Improvement Plan (SIP), incorporating the OFSTED and RE Inspection Action Plans as well as priorities identified through monitoring, is the lead document for our curriculum development, stating priorities.

The Long Term Plan is a class content grid from Year 1 to Year 6 based on the 2014 National Curriculum, Religious Education Curriculum Directory and Personal, Social and Health Education. Medium term planning includes subject specific planning, activities and assessments for each half term. The half-term subject plans form the whole school schemes. Short term planning is a more focused set of lesson

objectives and activities for individual lessons and is at the discretion of the classteacher.

Developing a Learning Culture at St Augustine's

Children should:

- Feel safe – respect, value and support for each other as learners
- Take risks
- Feel they have ownership of their own learning; know what they need to do to improve
- Recognise mistakes and errors as a learning opportunity
- Have high expectations of themselves – learning behaviour, progress in learning, presentation etc
- Have a 'can do' attitude
- Aspire to do and be the best they possibly can

Adults should:

- Establish positive working relationships with all children in the class
- Make learning fun
- Model learning and expected behaviour for the children
- Through appropriate adaptation, provide activities that provide the right amount of challenge for all pupils in all subjects with an appropriate amount of support
- Celebrate all pupils' progress, however small
- Treat all children fairly and with kindness and respect; with encouragement, praise and rewards for all

Effective Learning at St Augustine's

All teaching will be structured to maximise learning opportunities. We are adopting a more 'mastery approach' in all subjects where all lessons are pitched at the expected level for the year group and the pupils are given additional support through resources or adult intervention if needed (pupils with SEND needs have a bespoke curriculum if that is appropriate for them).

Lessons are planned in accordance with the following principles:

- the teaching should build on previous learning ;
- it should give pupils the 'big picture' of the lesson;
- the teacher should make the expected learning explicit;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work, group work (in groups organised in different ways for specific reasons), paired work, individual work
- independent work, which is child directed or collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching at St Augustine's

Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning.

Learning Objectives – indicated on planning

- clear and focused based on learning rather than task
- displayed
- discussed and explained to the children
- based on prior attainment, knowledge and understanding

Success Criteria – used when appropriate

- break down the learning taking place
- include the steps or 'ingredients' the children need to be successful in their learning
- are identified by the teacher during the planning process
- are usually generated with the children during the lesson
- are written up and referred to during the lesson

Plenary – used when appropriate

- Planned times during, and at the end of, the lesson

- Reviews progress towards learning objective and success criteria
- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

Learning Outcome – indicated on planning (see adaptation below)

- what will be achieved by the children by the end of the lesson
- the learning activity/evidence of learning
- sufficient time given to enable children to achieve meaningful learning
- differentiated according to the levels at which the children are working

Adaptation

- Takes place throughout the lesson
- Is matched to children's levels and next steps learning
- May occur through adult support; range and level of resources; time; task; different expectations if appropriate
- The aim is to give as many children as possible the opportunity to achieve at the year group expected level in every lesson

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place e.g.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy)
- Will be differentiated
- Opportunities will be planned for children to develop their own questions and questioning

Feedback & Marking (refer to separate policy)

- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps in learning

- Reflects the intended learning for the lesson, children's individual development areas and level related spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking

Self & Peer Assessment

- Older children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work – more so in the older year groups

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Assessment

The school uses a range of assessment strategies, both formative and summative, to promote effective learning.

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and celebrate success and move on to the next steps in learning.

We use the following strategies to link assessment to improved learning and teaching:

- Teacher's own evaluation of one week's planning informs next week's plan
- Use of data from formal assessment to inform planning
- Improvement/ editing time: children are given back work with suggestions as to how part of it might be improved, then planned improvement time is given
- Assessment tasks, e.g. reading, writing, maths, science: used to inform future planning
- Through termly formal assessments staff are given feedback on pupil performance and areas that need focussing on for individuals and for the cohort

St Augustine's Assessment Checkpoints:

The following assessment checkpoints are built into teachers' planning to help promote the children to 'know more, remember more and be able to do more.' We use these principles in all subjects areas

1. Prior Learning - long term: staff assess with the children what they already know relating to the 'topic area' to be taught
2. Teacher Assessment: staff to ascertain what they understand at the end of each lesson
3. Prior Learning - short term: Staff to assess what learning the children have remembered from the previous lesson at the start of the next
4. End of Unit Assessment: check in on the knowledge and understanding -answering the 'big question' if appropriate
5. Sticky Learning Assessment: After about 4 weeks staff check in on what the children know, do and can remember from the unit taught. Staff to revisit/reinforce/practice key concepts as needed.
6. Summative Assessment: Subject Leaders and SLT to check carry out a Pupil Book Study with Learning Ambassadors for the subject about a term later.

These principles also form part of the Subject Leaders monitoring – especially through Pupil Book Studies

Planning

Long Term Planning (formulated by Subject Leaders) - yearly

The school has a new long term plan in place that outlines what is to be taught in each subject in each year group. The purposes of long term plans are:

- To support the Intent – the intentional learning expected
- To ensure breadth of curriculum, progression and continuity
- To provide an overview of the learning to be presented to the children
- To define the content of teaching in all curriculum areas throughout the school
- To give staff an indication of the Key Learning that is to be covered in each subject

Medium Term Planning (formulated by classteachers) – half termly

- Uses the school's set planning formats – where appropriate, which for Science, Art, DT, History and Geography includes an overview sheet outlining the key principles and intended learning of the unit of work
- To be uploaded to the school's Planning Drive to aid Subject Leader monitoring
- Defines Learning Objectives/ Key Learning to be taught/learnt
- Defines areas of teaching
- Reference the new National Curriculum and EYFS curriculum
- Show cross-curricular links
- Shows how teaching and learning will be adapted – especially for the SEND pupils

- Contains a sample weekly timetable for the term

Short Term Planning

Uses teachers' own planning format and can include the following:

- Defines learning objectives to be taught and criteria that children's work will be assessed against - Learning Objectives (used as the title of the work) and Learning Outcome
- Define specific teaching activities
- Defines a timetable for the week (if not included with the MTP)
- Show in detail how teaching and learning will be differentiated
- Provides an evaluation of children's attainment and progress towards achieving learning objectives
- Indicates where and when support will be given to the pupils

Learning Environment

At St Augustine's we believe that a stimulating environment sets the climate for learning and that an exciting, well-organised classroom, promoting independent use of resources, supports high quality learning.

Working towards this:

- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich. Particular emphasis should be made on developing the children's vocabulary in all areas of the curriculum
- Displays are used to:
 - Celebrate success - achievement, good work
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote Independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, presentation examples, interactive & challenging, 'What a good one looks like' (WAGOLL)
- Displays are changed regularly and reflect the current topic/themes/ learning

Learning Resources

Library Facilities: Factual books are colour coded and Dewy numbered. Fiction books are arranged alphabetically. Teachers must ensure children 'log out' their books using the system, with the PC being turned off each evening. Returned books should be put back in their proper place on the shelves. The school has started to invest in non-fiction books that tie in with the school's Curriculum Map of topics. Teachers can request additional books in advance – especially to tie in with their Power of Reading needs.

Shared Resources

The 'Well' contains most of our school learning resources. It is sectioned into the different subjects: RE, Science, Geography, History, Maths, Literacy, DT, Art, PSHE. The door to the 'Well' is kept locked – children must not be allowed in there.

Musical instruments are stored on trolleys kept in each Key Stage and in the Junior entrance cupboards. PE equipment is organised in the halls, the Junior entrance cupboards and in the corridor between the buildings.

Computing resources are stored in the Infant stock room. Pupils have access to a computer suite, two laptop trolleys and iPad trollies (as well as the class-based iPads). These are stored centrally in school and are timetabled for use throughout the week. The school subscribes to a few on-line packages for use in Computing and across the curriculum. These include:

- Purple Mash – full suite of programs, including support for guided reading
- Digimaps – to support geography mapping
- TT Rockstars – to support times table development
- Numbots
- Spelling Shed
- Vocabulary Ninja

Exercise books are kept in central stores in Key Stage areas and stationery is stored in individual classes.

Procurement

All goods and services must be ordered through the main school office after agreement with the Headteacher. Money for each Key Stage is centralised to allow bulk procurement of the main resources (such as pencils, books, etc.) then each class has a small budget for specific resources they need.

Role of class teachers

It is the role of class teachers to promote learning and teaching in the classroom. Teachers work with individuals, groups of different abilities and the whole class to facilitate learning. Teachers are required to:

- Plan, deliver, monitor and evaluate lessons
- Plan, deliver, monitor and evaluate intervention programmes – linking mainly to the day's learning
- Plan, deliver, monitor and evaluate IEPs etc.
- Attend termly Pupil Progress meetings with SLT to discuss the progress and needs of their Literacy and Maths sets and what is to be done to address any underachievement
- Report termly to parents on pupil attainment and progress
- Line manage any support staff assigned to work with them
- Prepare resources and displays
- Liaise with outside agencies

The Role of Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible.

They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence
- Support in the general running of the classroom – including classroom management and displays etc.

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help.

The Role of Subject Leaders

- Produce a Long Term plan outlining what is to be taught in each class
- To ensure a curriculum that allows for breadth, progression and continuity
- Monitor progress and attainment in their subject area and action plan to address areas of need - including carrying out pupil interviews
- To monitor evaluated planning to ascertain subject coverage and pupil attainment
- To monitor the provision in each class through lesson observations (if appropriate), book scrutinies and pupil interviews as well as planning scrutinies, learning walks and data analysis
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development
- Have responsibility for the purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues – e.g. through the use of courses and professional organisations
- Create yearly Action Plans for their subject's development and evaluate at the end
- Provide subject reports for the Governors as necessary
- Liaise with outside consultants and experts to support the subject in school
- Deliver/ organise CPD for their subject area/s
- To discuss their subjects with outside agencies as necessary – e.g. Ofsted, governors, cluster network meetings.

Role of the Senior Leadership Team

It is the role of the Senior Leadership Team to ensure that effective learning and teaching takes place. In order to ensure this Senior Leaders will:

- Ensure appropriate staffing levels in each classroom

- Ensure that the school's long term curriculum plan is delivered effectively
- Consider reports from subject leaders and determine future action
- Monitor planning, pupils' work and assessment data, observe lessons (if appropriate), undertake pupil interviews, monitor quality of marking and feedback
- Consider how new legislation/initiatives might be best introduced to maximise learning and teaching
- Prioritise targets for school improvement planning
- To implement the school's appraisal policy. This includes target setting, monitoring of progress and evaluation against targets.

The Role of Parents

Parents have a fundamental role to play in helping children to learn. They can support their children's learning by:

- hearing their child read regularly – right through to Year 6
- attending Parents' Evenings in which the progress made by each child, and his/her next steps in learning are explained and discussed
- acting on the reports to parents that are sent by school which outline the effort and achievement made by their child and indicating areas for improvement;
- supporting their children with homework;
- workshops where appropriate that explain the work covered and the strategies and methods taught to the children;
- reading the information sent to parents at the start of each term and via Dojo/the website/ letter in which we outline the learning areas and topics that the children will be covering that term;
- using Dojo to keep track of progress on a more regular basis if appropriate;

Role of Governors

Governors 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's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Continued Professional Development

Staff development should benefit St Augustine's School so that it is more able to anticipate and implement the changes in teaching, organisation and subject development; help staff to do their job more effectively; enable them to meet new demands that are made on them; broaden their experience, increase job satisfaction and to prepare for different and/or increased responsibilities.

The school aims to support staff as far as possible in their efforts to obtain further professional development, experience and qualifications. However, there is a need to have a priority rating on courses, meetings, visits etc. to ensure that the scarce resources of finance and time are used to the best interest of the pupils and the staff of the school.

Applications from members of staff for off-site meetings, visits etc. will be considered against the school's stated priorities and needs as agreed in the SIP and individual staff appraisal targets.

Consideration will also be given to:

- other demands of staff at the time of the course,
- expertise already available in school,
- the training already provided for individuals on his/her subject.

It is hoped that opportunities for staff training will be shared out as fairly as possible over a period of time.

All applications for courses need prior approval from the Headteacher. Staff meetings are held after school on Tuesdays or Wednesdays. Key Stage meetings are held as appropriate. Time is the most expensive element for professional development. Most INSET takes place during school time.

Staff should be aware of all INSET possibilities.

These include:

- * Lancashire programme of courses
- * Membership of professional bodies
- * INSET days
- * Use of library
- * Twilight courses
- * Individual research and reading
- * Advisers and Advisory teachers
- * Mutual lesson observation/ Peer Mentoring / Working alongside other members of staff
- * Visits to other schools (especially our local cluster schools)
- * Co-operative planning and observation
- * Staff meetings as INSET
- * Members of working parties/involvement in school/county committees

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Policy links

This policy is to be read in conjunction with the following school policies:

- All individual subjects have their own specific additional policies
- Marking and Feedback
- Assessment
- SEN/EAL
- Homework
- Behaviour Management
- Staff Appraisal
- Educational Visits
- Health and Safety & Curriculum Risk Assessments