



**St Paul's Catholic
Primary School**

Teaching and Learning Policy

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Mission Statement

"In Him we live and move and have our being"

This school is an overtly Catholic Community of faith. It bears witness to the Gospel values of mutual respect, love, forgiveness hope and development of the gifts and abilities which each one of us has.

The mutual active support of staff, children, parents and governors is needed to put these values into practice in the day to day living of the school.

Vision and Ethos

Welcoming and inclusive, our school family encourage one another to love, grow, share, learn and achieve highly to experience success in life. We empower our children to be resilient and happy, and to know they can be anything they want to be.

Effective learning is a result of effective teaching. It is the expectation at St Paul's that all lessons are effective and teachers are actively encouraged to develop their practice to ensure children retain previous knowledge and build upon it.

Learning Sessions:

At St Paul's we believe there are essential elements to effective teaching and whilst not all elements will be in every lesson, we expect to see a number of these in every lesson taught. The school plans monitoring activities to ensure these elements are included and that all demands of the 'Teaching Standards' are met.

- Trust Virtues are evident throughout the lesson
- Positive interactions between the adults and pupils founded on mutual respect
- Consistent classroom management – all engaged, no child a passenger
- Effective use of additional adults
- Enthusiastic delivery
- Use every opportunity to develop a child's vocabulary
- Use every opportunity to model and develop the use of standard English in lessons
- Reactivation of prior learning
- A clear link to previous and future learning
- Learning Objective developed/shared with the children when appropriate
- Appropriate challenge for all children
- All children able to make progress with any additional needs catered for
- Quality modelling by the teacher
- Use opportunity to develop oracy skills
- High quality questioning
- Appropriate pace – children are not bombarded with new learning
- Real time feedback given where appropriate to address misconceptions swiftly
- ICT used where appropriate

At St Paul's we have high expectations of all children and we aim for their work to be of the highest standard. Children with additional needs will receive support tailored to their individual circumstances, EHCP or SEN plans. The progress of children is assessed regularly by teaching staff and is reviewed at least termly. Pupil Progress Meetings are held between senior leaders and class-based teachers to discuss the progress of each individual. The class teachers will report any barriers to learning and a strategy to remove these will be put in place.

Teaching assistants will be deployed effectively and always in response to the needs of the children. They may work with individual children or small groups. Occasionally they will provide 'hover' support to promote independent learning whilst carrying out real time marking and feedback to address any misconceptions.

We are committed to staff development. Continuous Professional Development (CPD), in house coaching and support, together with external specialist training, will be used to ensure teachers continue to develop their skills.

Learning Spaces:

At St Paul's Catholic Primary School, we take pride in all our learning spaces. The environment will reflect our faith, be welcoming and inclusive, and demonstrate our expectations for children to be the best they can be. Well cared for and respected spaces have been shown to make pupils feel that their work is important and what they achieve is valued.

Across our school we ensure all classrooms and communal areas are spaces for everyone to use, take responsibility for and be proud of.

- All areas must be kept tidy and organised – resources clearly labelled and sorted appropriately
- Reading areas will be inviting and hold high quality texts for children to access
- Working walls reflect current learning and are clearly visible as a learning resource
- Classrooms must be well organised learning spaces, free from clutter. Pupils take on responsibility for ensuring their classroom is a pleasant and safe place to learn in by being responsible for equipment and resources
- Children may be allocated particular 'monitor' roles to ensure the smooth running of their classrooms.

Our Pedagogy:

Based upon Rosenshine's Principles of Instruction we have developed a 5-part lesson design which will be used in lessons. Lessons may not always follow the structure in this order depending on the age of the children or the lesson content, however most elements of the structure will be evident as they are effective in helping children **LEARN**.

Let's remember: We activate prior knowledge which may be from the last lesson, the last week, the last month or learning from previous year groups. We link this knowledge with current learning and explain how this lesson will build upon current knowledge. High quality, varied questioning is evident so that children can demonstrate they know more and remember more (sticky knowledge).

Explain the focus/objective: Each lesson begins with a learning goal which is clear and linked to the purpose of the curriculum. Success criteria is discussed. We set high expectations of behaviour for learning so all pupils can focus and learn.

Add and apply new learning: New learning is introduced in small steps using effective cognitive strategies and key questioning. High quality modelling and worked examples are used. Oracy is at the heart of teaching and learning, so sentences starters may be used to explain thinking. We proceed when first steps are mastered.

Respond and review: Scaffolding is used to ensure all children can respond. Opportunities are provided for learners to develop their independence. The organisation of the classroom is considered to support and challenge learners. As learners respond, their understanding is frequently checked. Live marking is encouraged so that learners can evaluate their progress and misconceptions can be addressed.

Next steps: It may be appropriate to link the learning from the lesson to careers and how this knowledge will be useful in life. Consideration will be given to post teaching, pre-teaching or intervention as necessary. Evaluations and assessment of learning help the teacher plan the next steps in learning.

Presentation in books:

- Expectations of presentation in children's books should be high across the curriculum appropriate to the age and stage of the child
- Children write in pencil until Key Stage 2, when they may earn a pen licence
- Handwriting must be taught and modelled by staff in line with the school specified font (Twinkl cursive)
 - Y1 letters are correctly formed and sit on the line.
 - Y2 pupils use strokes ready to join. Some pupils may begin to join.
 - Y3-Y6 pupils are expected to develop a fluent, consistent joined script.
- Errors in pencil may be erased, however green pen must be used to neatly cross through (one line)
- Date in books: Y1 children write the day of the week in English books. Date stamps may be used by Staff.
 - Y2-Y4 children write the full date in English books. Short date used in other subjects – typed or written.
 - Y5-Y6 children write and underline the full date in English books. Short date used in other subjects – typed or written.
- Learning objectives are identified at the top of each piece of work. This may be typed or written by the pupil where appropriate. L.O. is used as an abbreviation.

Learning ethos:

All staff at St Paul's Catholic Primary School make a special effort to establish good working relationships with children in the school. We treat children fairly and with respect. All staff in school follow the behaviour policy for the vast majority of children, the exception being where children have additional needs and therefore individualised plans in place. We recognise the Trust Virtues in children's behaviour and attitudes to learning, and in doing so we build positive attitudes towards school life, lifelong learning, the Parish and wider community.

Learning and Governors:

We aim to develop opportunities for Curriculum link Governors, Sarah Gunston and Leanne Stockton, to be an active part of the school. They will review the school's policy on Teaching and Learning and observe monitoring activities in school to ensure the policy is being followed. Governors will focus on specific aspects of teaching and learning linked to the School Development Plan and will receive reports from the Head Teacher to monitor the school's effectiveness.

Learning and Parents:

At St Paul's Catholic Primary School, we believe that parents play a crucial part in helping children to learn. We ensure that we provide information through a variety of media to ensure parents know what their child is learning.

The methods we use include but are not limited to:

- Curriculum information available on the website at the beginning of each term, specific to each class
- Annual reports will be sent to the parents of all children
- Parent Teacher Consultations will be held twice a year in either virtual or face to face format
- Seesaw will be used to communicate with parents and give reminders and updates together with successes and celebrations
- Parents' meetings will be held to support statutory assessment areas such as phonics and KS2 SAT tests
- Monthly school newsletters posted to the school website
- School Facebook page and Twitter

We believe that parents have the responsibility to support their children in their learning in the following ways:

- Ensure that their children arrive in school on time and has the best attendance record possible
- Ensure their children are equipped for school with the correct uniform and equipment eg. PE Kit
- Inform us if there are any matters outside of school that may impact on a child's performance or behaviour at school so that we may plan to overcome them
- Promote a positive attitude towards learning and the school

We recognise the need to review this policy regularly in line with research, curriculum requirements and government guidance.

This policy should be read in conjunction with other policies such as:

The Behaviour and Discipline Policy
 The Remote Learning Policy
 The Feedback Policy
 The SEND Policy

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