

# *St Catherine of Siena Catholic Primary School*

## *Teaching and learning policy*



*Approved by:*

*Governing Body*

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*Be who God created you to be and you will set the world on fire.*

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## **1. Aims**

*This policy aims to:*

- › *Explain how we'll create an environment at our school where pupils learn best and love to do so*
- › *Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school*
- › *Promote high expectations and raising standards of achievement for all pupils in our school*
- › *Involve pupils, parents and the wider school community in pupils' learning and development*

## **2. Our guiding principles**

*All our policies and practice reflect the distinctive nature of our Catholic school and are inspired by our Mission Statement, 'Be who God created you to be and you will set the world on fire.'*

*Pupils learn best at our school when they:*

- › *Have their basic physical needs met*
- › *Feel secure, safe and valued*
- › *Feel a sense of belonging to the group*
- › *Are engaged and motivated*
- › *Can see the relevance of what they are doing*
- › *Know what outcome is intended*
- › *Can link what they are doing to other experiences*
- › *Understand the task*
- › *Have the physical space and the tools needed*
- › *Have access to the necessary materials*
- › *Are not disrupted or distracted by others*
- › *Can work with others or on their own, depending on the task*
- › *Are guided, taught or helped in appropriate ways at appropriate times*
- › *Can practise what they are learning*

- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

### **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

#### **3.1 Teachers**

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- › Actively engage parents/carers in their child's learning for example via newsletters, Twitter, our website, open days/mornings, parent workshops and by clearly communicating the purpose of home learning
- › Update parents/carers on pupils' progress through weekly Feedback Friday targets and termly Parents' Consultations, and produce an annual written report on their child's progress
- › Meet the expectations set out in the school's curriculum policy, behaviour policy and marking and feedback policy.

At St Cath's we follow a whole school pedagogical approach to teaching and learning based on Rosenshine's principles of direct instruction, with a focus on high expectations, committing learning to long term memory, to help all pupils – especially those with SEND and disadvantaged pupils – achieve success. Rosenshine's principles are encompassed in our St Cath's School Standard, which all staff adhere to.

#### **3.2 Support staff**

Support staff at our school will:

- › Know pupils well and scaffold tasks to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Use agreed assessment for learning strategies

- › Use effective marking and feedback as required
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions to make sure they've understood expectations for learning (of themselves and pupils)
- › Identify and use resources to support learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners
- › Meet the expectations set out in the school's curriculum policy, behaviour policy and marking and feedback policy.

### **3.3 Subject and phase leaders**

Subject and phase leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject/phase
- › Encourage teachers to share ideas, resources and good practice

- › Meet the expectations set out in the school's curriculum policy, behaviour policy and marking and feedback policy.

### **3.4 Senior leaders**

Senior leaders at our school will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning
- › Provide support and guidance to other staff, through coaching and mentoring
- › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly
- › Meet the expectations set out in the school's curriculum policy, behaviour policy and marking and feedback policy.

### **3.5 Pupils**

Pupils at our school will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › Be curious, ambitious, engaged and confident learners
- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required
- › Meet the expectations set out in the school's curriculum policy, behaviour policy and marking and feedback policy.

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning

### **3.7 Governors**

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

## **4. Planning and Preparation**

At St Catherine's, we have designed a curriculum that is ambitious, and intended to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. Our curriculum is coherently planned and sequenced to provide cumulatively sufficient knowledge and skills for future learning.

### **Curriculum Intent**

The intent of the curriculum at St Catherine's is driven by our Mission Statement, 'Be who God created you to be and you will set the world on fire.' It is designed with three aims:

**Aim 1: To enable pupils to be who God created them to be**

To develop the 'whole' child by providing a balanced curriculum, which equips our children with powerful knowledge, with high expectations for all, so that every child achieves their full potential.

**Aim 2: To support and encourage pupils to 'set the world on fire'**

To be rooted in the world around them, inspiring the pupils to contribute to wider society and live out our Catholic mission by being agents for change.

**Aim 3: To build on the rich cultural capital of our school community**

To value and celebrate the uniqueness of each child and their heritage. To deliver a curriculum in which our children see themselves and are seen. To provide a curriculum which recognises and builds on the cultural capital that our families bring to the school, as well as exposing children to key powerful elements of British and world culture.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

To reduce teacher workload, the school has invested in the following schemes of work:

- Religious Education – Come and See
- Writing – Literacy Tree (Literary Leaves)
- Phonics – Little Wandle
- KS2 Guided Reading – Ashley Booth
- Maths – White Rose
- All Foundation Subjects – Kapow

Our curriculum is designed and adapted to be ambitious and meet the needs of pupils with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

See our EYFS policy for more details on our school's teaching and learning in the early years.

## **5. Learning environment**

When pupils are at school, learning will take place in classrooms, break-out areas, outdoor spaces, the school hall and dining room, library and ICT suite.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters or working walls of material pupils have previously learned about and can identify



- › Accessible resources for learning such as books, worksheets and other equipment including manipulatives
- › A seating layout that allows everyone to see the board and participate
- › Displays that celebrate and support pupils' learning

## 6. Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt our teaching and scaffold learning to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils
- › Pupils that are working at greater depth within the curriculum

Ways that we do this include:

- › Using support staff effectively to provide extra support
- › Teachers working with targeted groups of pupils
- › Pre-teaching key concepts or vocabulary
- › Post-teaching/consolidation/over-learning
- › 'Keep up' and 'Catch up' sessions
- › Working with our SEN co-ordinator (SENCO), our pupils with SEND and their parents to establish the appropriate level of material to support these pupils to make good progress
- › Using ability groupings for certain subjects where appropriate
- › Mixed ability response partner work
- › Providing scaffolding such as writing frames, speaking frames, sentence starts and word banks (magpie nests)

See our SEND policy and information report, and our statement of equality information and objectives.

## 7. Home learning

Home learning, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. At Saint Catherine of Siena we believe that education is a partnership between children, parents and school. We use the term "home learning" in its widest sense to include any learning activity that children, individually or with their parents, undertake outside school.

All home learning will be made available either on Google Classroom, Tweeted (e.g. SLT challenges), sent via ParentPay Mail or by hard copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

See our Home Learning Policy for further details.

## **8. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given verbally daily, to individual pupils, groups or the whole class. Pupil work will be marked against the learning objective (1-3 ticks) and using 'tickled pink' and 'green for growth'.

See our Marking and Feedback Policy for further details.

## **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment. A range of Assessment for Learning (AfL) strategies are used within lessons to gauge pupil understanding and enable staff to address misconceptions. Staff use this information to adjust their teaching strategies, give feedback or even re-teach to drive the learning forward.

Pupils have formal summative assessment at the end of each term and statutory assessment at the end of Each Key Stage.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' consultations. Pupils will receive a written report annually.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

Explain how you'll do this, for example through:

- › Conducting learning walks
- › Lesson observations
- › Reviewing marking and feedback
- › Termly pupil progress meetings
- › Gathering input from the Junior Leadership Team and through other pupil voice
- › Planning scrutinies
- › Book scrutinies
- › External visits (e.g. School Improvement Partner visits and reports)

#### **11. Review**

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

#### **12. Links with other policies**

This policy links with the Teaching Standards and the following policies and procedures:

- › Behaviour policy
- › Early Years Foundation Stage (EYFS) policy
- › SEN/SEND policy and information report
- › Marking and feedback policy
- › Equality information and objectives
- › Home Learning Policy