

# St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



## *Mission Statement*

*Loving and learning together, with Jesus*

# Teaching and Learning Policy

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## **St Peter's Intent**

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

## **Purpose**

At St Peter's Catholic Primary School, 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 and also reflects the aims and objectives of the school and supports its vision.

*This policy should be read in conjunction with the assessment policy, behaviour and relationships policy, homework policy and subject policies.*

## **Principles of Teaching and Learning**

Learning is a fundamental feature at St Peter's. We recognise that education involves children, parents, staff, governors and The Christus Catholic Trust, and that for optimum benefit, all should work closely together to support the process of learning. Working in partnership, we aim to:

- promote the Gospel Values to our children;
- develop the 5 R's of learning skills (St Peter's learning keys): reflectiveness, resilience, resourcefulness, reciprocity and risk taking;
- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils 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;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn, working both independently and collaboratively;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement – ***'Loving and Learning Together, with Jesus.'***

## **Environment**

The school environment underpins the aims of the school. In the course of their daily work, the staff will contribute to the development of this through:

- providing a calm and effective working environment, in which each child can produce their best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

**See Appendix 1 – St Peter's Catholic Primary School – Teaching and Learning Framework**

## **Roles and Responsibilities**

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well-prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and develop their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and promoting a healthy lifestyle;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

## **Planning**

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors.

At St Peter's Catholic Primary School, we are committed to following the Programmes of Study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We follow the R.E Directory for R.E. as outlined by Brentwood Diocese. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Weekly plans for English, Mathematics, R.E. and foundation subjects are displayed in classrooms at the beginning of each week. Plans are based upon previous assessment data, pupil need and subject expectation. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross-curricular opportunities to enhance learning.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development;
- monitoring progress in their subjects and advising the Headteacher or Deputy headteacher on action needed;
- taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

## **Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. attainment groupings, mixed attainment groups etc.);
- one-to-one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be labelled clearly;
- book corners will be comfortable and attractive;
- pupils will be involved in the maintenance and care of all equipment and resources;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.

Classrooms provide a stimulating and purposeful learning environment, including thought-provoking and stimulating displays.

Classroom support may be available in the form of both learning support assistants and volunteer helpers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits.

Learning is celebrated through displayed work and performances. We build in opportunities for editing and improving learning, including drafting and reworking, in-line with the 2014 National Curriculum in order to enhance progress and standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate other dimensions to their learning (for instance, drama). Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Learner of the Week' awards are given weekly to celebrate an individual's achievement in their learning behaviour. The learning behaviours we celebrate at St Peter's link to our keys of: reflectiveness, resilience, resourcefulness, reciprocity and risk taking.

## **Adaptation**

At St Peter's we have the highest possible expectations of all of our learners. For the children to each progress at a healthy rate, teachers may adapt the curriculum according to individual needs. Adapted tasks will be detailed in weekly planning.

Some pupils with special educational needs may receive support provided by a teaching assistant or our Inclusion Leader where appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Teachers set individual targets each term per child for Reading, Writing and Mathematics. These are shared with the child and parents (Autumn parents evening, Spring parents evening, Summer end of year reports) to encourage and strengthen partnerships in learning.

## **Homework**

Homework is considered to be a valuable element of the learning process.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to encourage children to talk about their learning to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practice and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set throughout the week, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not consist of new concepts that require explanation from a teacher;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do and how to do it;
- homework should sometimes involve the participation of the parents.

## **Assessment, Recording and Reporting**

Regular assessments are made of pupils' work in order to establish their level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what the individual has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Year 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. A baseline assessment is established in Reception within six weeks of starting school and Foundation Stage Profiles are maintained.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;

- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task;
- gives clear directions for the child to make corrections.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the curriculum areas by the subject leaders and/or the Deputy or Headteacher. Pupil Progress Meetings are held termly to track children's attainment and progress across the school and put measures in place for any children who are not on-track. Those children who have interventions in place are monitored regularly to ensure the programmes set have the desired impact. Senior leaders, Phase leaders and Subject leaders will regularly monitor lessons and children's books. They will communicate areas for development to the teachers involved and SLT, where necessary and action the follow-ups outlined in their report.

### **Learning Processes and Learning Styles**

At St Peter's we ensure that learning is accessed by as many means as possible. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'. Staff meetings and training is closely linked to teaching and learning and the curriculum areas outlined in the School Development Plan.

### **Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering. Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.

At St Peter's Catholic Primary School, the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

### **Monitoring and Evaluation of this Policy**

This policy will be regularly monitored and any necessary changes will be reported to the LGC.

## Appendix 1

# St Peter's Catholic Primary School

## Teaching and Learning Framework

As a learner at St Peter's we will:

- Make sure everyone is valued and feels safe to learn
- Ensure a coherently planned and sequenced curriculum in line with St Peter's whole school INTENT
- Ensure a successfully adapted and developed curriculum that is ambitious and meets the needs of all pupils with a relentless determination that all children will achieve well
- Demonstrate deep subject knowledge
- Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning
- Present subject matter clearly
- Ensure children apply what they know and can do with increasing fluency and independence
- Promote appropriate discussion through effective use of talk partners, collaboration and learning together
- Check children's understanding systematically, identify misconceptions accurately and provide clear, direct feedback
- Link feedback to Learning Intention and Success Criteria aimed at improving outcome, process, management of self-regulation
- Be flexible in groupings with learning well matched to the children's needs through mini surgeries ensuring all children master the curriculum
- Respond and adapt teaching as necessary without unnecessarily elaborate or individualised approaches
- Help pupils remember, long term, the content they have been taught and to integrate new knowledge into larger ideas by making clear links
- Use assessment well to help children embed and use knowledge fluently, or to check understanding and inform teaching
- Create an environment that focuses on children and opportunities for children to articulate their learning including the use of visuals and manipulatives

- Carefully and creatively select teaching materials that reflect the school's ambitious INTENT and meets the needs of every child
- Ensure work given to pupils is demanding and matches the aims of the curriculum
- Ensure children's work across the curriculum is consistently of a high quality and children achieve highly, particularly the most disadvantaged and children with SEND achieve exceptionally well

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