



St Anne's Catholic Primary School

Teaching and Learning Policy

1 Introduction

- 1.1 At St Anne's we recognise that both adults and children learn new things every day.
- 1.2 We believe that children have the right to a high-quality education.
- 1.2 Learning should be rewarding, enjoyable and fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make good choices. We believe that positive teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 At our school we provide a learning environment that allows children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching we aim to help children to:
 - Become confident and independent learners;
 - Develop their self-esteem and build positive relationships with other people;
 - Develop self-respect encouraging them to respect the ideas, attitudes, values and feelings of others;
 - Show respect for all cultures and promote positive attitudes towards other people;
 - Understand their community and the part they play in it;
 - Grow into reliable, independent, positive citizens.

3 Good learning

- 3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take these into account when planning work for groups and individuals.
- 3.2 We offer a variety of opportunities for children to learn in different ways including:
 - Investigative work;

- Problem solving;
- Independent work;
- Paired work;
- Group work;
- Whole class work;
- Asking and answering questions;
- Using ICT;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Discussion, drama and role-play;
- Designing and making things;
- Participation in physical activity.

3.3 We encourage children to take responsibility for their own learning and to reflect on how they learn. The use of learning objectives and success criteria, along with other assessment for learning strategies, promotes independent, self-motivated learning.

4 Good teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught in each year group.

4.2 Staff have agreed “non-negotiables” for quality first teaching. It is expected that these are evident in every lesson and in every classroom.

4.3 Teaching is based on our knowledge of the children and where they are in their learning. We ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with English as an Additional Language (EAL) or Special Educational Needs or Disabilities (SEND), we pay due regard to information and targets contained in the children’s individual education plans (IEPs).

4.4 Targets are set for the children over the year and these targets are shared with the children and their parents. Targets are curricular (i.e. the “next steps” required to move the children on) and numerical (i.e.

working towards the National Curriculum level the children are expected to reach by the end of the academic year).

- 4.5 The progress of each child is reviewed on at least a termly basis through pupil progress meetings. Teachers are expected to be constantly aware of pupils' achievement and progress, and are responsible for intervening when children or groups of children appear to be falling behind.
- 4.6 Lessons are planned with clear learning objectives ("Can I..." questions) linked to the National Curriculum.
- 4.7 Teaching is linked to a lesson's learning objective and this is referred to frequently during lessons and should form the basis for assessment and praise.
- 4.8 Staff members establish good working relationships with all children in the class and treat them with kindness and respect. All children are treated fairly and given equal opportunity to take part in class activities.
- 4.9 All staff members follow the school's behaviour policy. Each year staff and pupils discuss and agree class rules. Children are praised for their efforts in order to build up positive attitudes towards school and learning. When children misbehave we follow the guidelines for sanctions as outlined in the behaviour policy.
- 4.10 All tasks and activities that the children carry out must be safe. When children are taken out of school, risk assessments and consent forms are required in line with the school's educational visits policy.
- 4.11 The role of support staff is important and the focus of their role is to help children with their learning. Support staff will work with individual children, small groups or the whole class.
- 4.12 A stimulating and well-organised learning environment is essential for effective learning. This promotes independent use of resources and high-quality children's work.
- 4.13 Displays are changed to ensure that the classroom reflects the topics studied by the children. All children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English, Maths and RE.
- 4.14 The school is committed to supporting staff members in developing their skills so that they can continually improve their practice.

5 The role of governors

5.1 The school's governors determine, 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;
- Ensure teaching strategies are appropriate in light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning through school self-review. This includes reports from subject leaders, termly reports from the headteacher and governor visits in school.

6 The role of parents / carers

6.1 Parents / Carers have an important role in helping children to learn. We inform parents / carers about what and how their children are learning by:

- Holding parents' evenings each term;
- Inviting parents / carers to workshops to tell them how we teach English and Maths etc.;
- Inviting parents / carers in to school to spend a session in the Reception classes when their child first starts school;
- Sending them information at the start of each half term outlining topics that the children will be studying;
- Sending home an end of year report sharing their child's effort and attainment over the year, along with identified strengths and how they can improve further;
- Explaining to them how they can support their children with homework;
- Story time sessions.

6.2 We believe that parents / carers have a responsibility to support their children and the school in implementing school policies. We ask that parents:

- Ensure their child has the best punctuality and attendance record possible;
- Ensure their child is equipped for school with the correct uniform and PE kit;
- Inform us if there are matters outside of school that are likely to affect their child;
- Promote a positive attitude towards school and learning in general;
- Support the school's home-school agreement.

7 Related policies

See also:

- Assessment;
- Educational Visits;
- Health and Safety;
- Child Protection and Safeguarding;
- Marking and Feedback;
- Curriculum policies

8 Appendix

8.1 Non-negotiables for quality first teaching - EYFS

(Ofsted, Teachers' Standards, lessons, planning, T&L, books)

- Assessment for learning opportunities
- Learning objectives
- VAK
- Differentiation (SEN, MAGT, EAL)
- Resources, including ICT, that aid learning (as appropriate)
- Effective displays, including celebration displays
- Opportunities for children to take the lead, make their own choices
- Clear structure, clear communication
- Pace
- Flexibility
- Effective use of additional adults
- Feedback at the point of the lesson
- Rewind time – reviewing previous learning, at the end of topics
- Memorable experiences
- ICT
- Working wall
- Ensuring progression and linking to targets and previous learning, (focus activity evaluation/in-the-moment planning)
- Effective questioning
- Challenges
- Positive attitudes
- Cross-curricular links
- Modelling (both teacher and child)
- Higher order questioning
- Excellent behaviour and excellent behaviour management
- Skills-based focus
- Choice (e.g. activity, how to record)
- Celebration of achievement – praise
- Pre-learning
- Evidence of home-school learning links
- Effective outdoor learning

8.2 Non-negotiables for quality first teaching – KS1 & KS2

(Created in line with: Ofsted, Teachers' Standards – thinking about lessons, planning, T & L, books/presentation)

Planning

- Differentiation (SEN, MAGT, EAL) – *think about all groups*
- Challenge (for ALL children)
- Cross-curricular links to make learning meaningful
- Effective and higher order questioning
- Skills-based focus: developing resilience, focus on the process, communication, independence
- Well-judged inspirational teaching strategies, well matched to needs

Teaching

- VAK (visual, auditory, kinaesthetic – learning styles) – *evident in weekly/unit plan, activity dependent*
- Children leading children, expert learners
- Clear focus; grounding the learning - *Chn need to know what they are learning, not just what they are doing*
- Pace
- Flexibility (when required within lesson/unit) – *allowing for personalised learning, change/adapt – to meet needs*
- Effective use of additional adults, team teaching. Timely support and intervention matching needs
- Memorable experiences/inspiring lessons and/or use of a hook which motivate and engage pupils
- Effective and higher order questioning
- Modelling (both teacher and child) – child modelling is important
- Demonstrate secure subject and curriculum knowledge
- Well-judged inspirational teaching strategies, well matched to needs

Learning

- Assessment for learning opportunities – *variety of elements, some should be present in every lesson, child-led assessment, targets*
- Learning objectives and clearly defined success criteria/STS – *children involved in this, shared, visual, taking ownership & responsibility*
- Effective interactive displays including celebration displays – *supportive/positive learning environment*
- Opportunities for children to take the lead – when appropriate
- Pre-learning/non-negotiable HW monitored for impact
- Marking and feedback at an appropriate point of the lesson – some written feedback should be done during lesson (where possible) and MUST be done after the lesson, from teacher and pupils - to inform future teaching and learning. This needs to be consistent.
- Working wall – To aid learning, child-friendly & interactive. What we already know and what we want to find out. Chn taking ownership of their learning.
- Effective and higher order questioning
- Challenge – for ALL
- Positive attitudes & atmosphere, reinforce expectations
- Modelling (both teacher and child) – child modelling is important
- Excellent behaviour FOR learning – following rules, on-task, listening, effort, attitude, active, manners etc. Children taking responsibility for their learning
- Safe learning environment
- Choice (e.g. activity, how to record)
- Celebration of achievement; praise
- Rewind time – chn having the time to respond to marking and feedback to move their learning on
- Effective group work: discussion, roles, research opportunity, feeding back, leading lessons, no bigger than four. Make the link between this presentation and leadership skills, i.e. feeding back after group work
- Use of HW/pre-learning to support in-class learning

- Children to be given ownership of their targets, knowing what they are, pro-actively trying to meet them

Resources

- Variety of resources, including ICT, make a marked contribution to learning (as appropriate) & provide the relevant support: word banks, pencil grips
- ICT – when appropriate & enhances learning
- Working wall – To aid learning, child-friendly & interactive. What we already know and what we want to find out. Children taking ownership of their learning

Progress and Attainment

- All children should make at least 'good' progress in lessons and over time
- Marking and feedback at an appropriate point of the lesson – some written feedback should be done during lesson (where possible) and MUST be done after the lesson, from teacher and pupils - to inform future teaching and learning. Needs to be consistent, input from the child & teacher
- Ensuring progression of all pupils and linking to targets and previous learning (when appropriate)
- Celebration of achievement, praise
- Children to be given ownership of their targets, knowing what they are, pro-actively trying to meet them
- Progress in relation to attainment (ARE) and curricular targets
- Standard of work in books – content and presentation matching expectation and level

8.3 Non-negotiables for quality first teaching – whole school

(Summary of key non-negotiables to accelerate progress and raise standards)

1. Learning objectives and success criteria to focus on developing skills, knowledge and/or understanding. The focus will be on learning, not activities.
2. There is absolute clarity about what new skills, knowledge and understanding will be taught during the lesson, as well as how previous skills, knowledge and understanding will be practised and embedded.
3. During the lesson, children need to be given opportunities to discuss and work together, as well as receiving direct teaching. These opportunities need to be focussed and supported by the teacher.
4. Teachers need to consider how to encourage active learning for the children, from Early Years in phonics through to Year 6.

5. Children will be supported to reflect on and discuss their learning at the end of each lesson, using the questions and areas to consider on their learning which will be displayed in each classroom. Staff will add to these questions as appropriate.
6. All marking will be appropriate to the age and level of the child and will focus on moving the child's learning on. This can be done as a group activity at the beginning of the next level, with the teacher or additional adult giving verbal feedback as well as written feedback.
7. Subject specific vocabulary and word banks for writing, will be carefully considered for that week's learning or subject's learning, so that EAL and other learners with barriers can access the vocabulary easily. These word banks will be limited in size, so that they are not overwhelming.
8. In order to encourage language development in the Early Years, sentence stems will be displayed to support and remind all staff to model good language. These will be in key areas for learning – mud kitchen, construction area, role play areas etc.
9. Leaders will monitor regularly and give feedback at the beginning of each subsequent staff meeting.

Date agreed by governing body on 07/12/2021	Signature of Chair or Vice Chair
Date agreed for review Autumn 2024	Frequency of Review Three Years
Responsibility for Review A&C Committee	