Our Lady and St John's Catholic Primary School
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www.ourladyandstjohns.org.uk

Teaching and Learning Policy

Policy Start Date	Policy Review Date	Frequency
Spring 2023	**Spring 2026**	**Three Years**

Curriculum Rationale

Mission Statement - Our Lady & St John's:

- Prides itself on teaching and delivering a broad and rich curriculum through the knowledge and love of Jesus Christ;
- Provides a safe, friendly and nurturing learning environment;
- Is a school where every individual is welcome and respected;
- Encourages, celebrates and values individual talents and abilities;
- Is proud of its sensitive and active partnership between school, home and Parish, and the wider community.

Our Curriculum is based on the following principles:

- **Intent – what we want for all pupils:**
- **Implementation – how we are achieving this intent**
- **Impact – the results and wider outcomes that children achieve**

We encourage all children to:

- Be successful learners
- Be confident individuals
- Be responsible citizens

We are passionate about all children aspiring to be the best they can be.
Teachers use a range of approaches including whole class, group and individual teaching. Children do not always learn best in the same way and teachers and support staff will offer alternative approaches to individuals or groups.
The curriculum follows a two-year cycle of different themes. Each theme begins with a 'hook' to enthuse the children and help them devise questions that they want to research. The children then develop their

skills throughout the theme before they apply their knowledge at the end. The children then share their work with peers and parents in a variety of innovative ways.
We believe children learn best when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and analysis of attainment and progress data;
- ensure that staff development and performance management policies promote good quality teaching and learning;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These 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.

Aims

In our Teaching and Learning Policy we aim to:

- Provide a sense of direction for every member of staff
- Ensure a consistent approach throughout the school
- Enable and encourage planned development
- Provide a basis for the evaluation of teaching and learning through the school

In doing this we aim to ensure the provision we offer children is outstanding.

Teaching and Learning

Highly effective teaching and learning is characterised by personalisation. Our primary objective is to engender in the children a love of learning, an eagerness for knowledge and a delight in exploration of the world around them. We know that children will make the best progress when they are encouraged and we want them to feel secure and confident enough to take risks and 'have a go'. We openly acknowledge that there are many ways of doing things and there are usually several possible solutions to any problem.

Learning Strategies

There are a range of learning strategies identified by the staff through structured and free play, through a balance of open ended and closed tasks, by exploration and experimentation, through independent and directed learning, through trial and error, through first-hand experience, through imitation, and many more.

Teachers are also very aware of learning styles and they plan and teach taking into account the learning styles of the pupils in order to maximise learning potential. We recognise the variety of learning styles that all pupils deploy at different times:

- visual
- aural
- kinaesthetic

To meet the needs of each child we effectively include every child in consistently high quality personalised teaching. This includes:

- Sharp and clear lesson objectives
- A shared understanding of the learning 'destination' from individual to class level
- High expectations of child involvement
- High Levels of interaction
- Appropriate questioning, modelling and explaining
- Learning through dialogue
- Frequent use of authentic and specific praise
- Maximum use of visual and kinaesthetic as well as auditory/visual learning

To ensure learning is personalised for each child we use:

- Assessments of children's work including instant feedback and conferencing
- Tracking data and comparisons to curriculum expectations and national and local averages

There is also significant dialogue between teachers, support staff and the leadership team on the progress each child is making and how they learn best. Please also see our Assessment Policy.

SEN

We try to identify the particular needs of a child as soon as possible. We have access to guidance and assessment from a range of outside agencies. We make full use of home visits before Nursery and Reception to pick up on any additional need which a child might have. We give any child who needs it, extra help and support from within school resources. The SENCO facilitates this support but we are passionate in our belief that every teacher is a teacher of children with additional needs.

Please also see our Special Educational Needs Policy

Children with English as Additional Language (EAL)

The explicit teaching of language is embedded in our practice. In addition, teachers ensure that all pupils have regular and meaningful opportunities to engage with the range of language functions. We recognise the need for children to develop a good command of a range of language structures if they are to express their learning.

Teachers are aware that providing opportunities for talk is central to effective learning. Acquiring understanding of any concept requires dialogue on a number of levels – internal, with a learning partner, small group and as part of whole class interaction. All pupils and in particular those with more than one language benefit from opportunities to rework and rehearse their understandings and explanations before more formal presentation whether orally or in writing.

There is also an insistence that children speak to staff in full sentences using correct English.

Quality First Teaching

Children learn differently and typically they will need to learn a concept or acquire knowledge in a different way to some of the other children in their class. To provide for the range of ability in the class and the learning needs of the pupils, teachers modify tasks and provision in the following ways

- Different activities to suit their learning style
- Supporting with different kinds of resources
- Open ended opportunities and assessing the variety of outcomes
- Additional support to reach an objective
- Grouping to support or accelerate learning

Support staff

Teaching assistants play a vital role across the school targeting the spiritual, academic and pastoral needs of our children. As well as support with Quality First Teaching (Wave 1), they deliver a range of interventions (Wave 2 & Wave 3) in conjunction with the class teacher, Deputy, SENCO and Head teacher. Interventions are planned, delivered and reviewed each term, at Pupil Progress Meetings; this ensures they have impact and address the needs of specific pupils.

Questioning

All members of staff are continuously striving to develop and build on their techniques for asking questions to promote thought and encourage self-expression. We believe that high quality teaching and effective learning is characterised by effective questioning.

Questioning forms and techniques include the following

- open and closed
- lower and higher order
- oral and written
- literal, inferential/ deductive, evaluative and imaginative
- responses which include both conclusions and thought processes
- varying response times (from several seconds to tens of minutes) which are indicated to children
- varying response types using variety of resources

Parents

We see our parents as partners with us in the education of the child. We believe that when parents and teachers work together to support a child's learning the effect on their learning is marked and measurable. To be successful this partnership needs to offer opportunities for knowledge, expertise and information to flow both ways. Some of the features of this partnership apparent in this school are:

- the parent's fundamental role in their children's education is acknowledged by all the staff in the school.
- there is a recognition of the important role parents have played in the early education of their child and that their continual involvement is crucial to successful learning.
- parents feel welcome in the school and there are opportunities for collaboration between parent, teacher and child.
- teachers give parents information about the curriculum in a variety of ways, open days, parents meetings, workshops, newsletters etc.
- parents are kept fully informed of their child's progress and achievements.

- Home visits for every child in Reception and Nursery before they come to school.

Homework

We believe that homework contributes to the academic achievement of pupils in our school. The key purposes of homework are

- to reinforce and consolidate learning that has taken place in class

Teachers ensure that...

- at Foundation Stage and KS1 homework set encourages parents to be involved, with increasing independence;
- at KS2 homework set can be carried out independently by pupils

(See also our Homework Policy.)

Learning Environment

Children spend a significant amount of their lives in our classrooms. They should be both safe and calm places to be, as well as worlds of curiosity. The environment in which the children learn:

- Displays and celebrates children's best work, and offer stimulating, up to date topic information
- Offers prompts and reminders for independent learning (Working Walls)
- Is neat and well-ordered as a model for the neatness and order we expect from children
- Is organised to create a calm, harmonious working environment
- The interactive whiteboards and other teaching boards are clearly visible to all pupils from where they work, taking into account the possibility of reflective glare, the quality of the pupils' eyesight and the size of print
- Teachers' writing is a good model of school handwriting styles
- Resources are used to engage pupils and to ensure learning potential is achieved

Headteacher:		**Date:**	**Spring 2023**
Chair of Governing Body:		**Date:**	**Spring 2023**