

St Mary & St Paul's CE Primary School



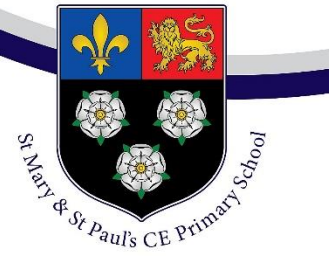
Teaching and Learning Policy

Spring 2021

‘Life in all its fullness through Learning and Love.’

St Mary & St Paul's CE Primary School

Bryer Road, Prescott, Merseyside L35 5DN • Tel: 0151 426 6869 • Fax: 0151 430 8266
Email: maryandpaul@knowsley.gov.uk • Web: www.stmaryandstpauls.org.uk



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At St Mary and St Paul's, our Core Values of **Aspire, Joy, Hope, Serve**, and our Christian Ethos define all we do. Our vision Statement underpins our curriculum intent by enabling children to have '**Life in all its fullness through Learning and Love.**'

We aim to provide opportunities for our children to develop as independent, confident and successful learners with high **aspiration**, a sense of **hope** and **joy** and with a positive contribution to their community and wider society through **service**.

We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for secondary school and beyond. We provide enrichment opportunities throughout the curriculum to support engagement in learning. Throughout a child's experience in school, we believe children should be safe and happy, where there are no limits to curiosity and develop a thirst for experiences and knowledge.

At St Mary and St Paul's we aim to:

- In Early Years Foundation Stage we promote teaching and learning to ensure children's school readiness and gives pupils a broad range of knowledge and skills to provide the right foundation for good future progress through school and life.
- To secure for all children fluent and effective reading to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure, as a door to further learning.
- To ensure that all children are fluency in number and an ability to manipulate number to support problem solving and reasoning.
- To provide memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.
- To ensure children are able to communicate articulately and confidently in a range of forms and situations across the curriculum.
- To ensure the children have access to a vocabulary rich curriculum that supports their access to the English Language.
- To provide our children with a secure knowledge and understanding of the National Curriculum to equip them for learning in secondary education and learning beyond.
- To offer all our children the knowledge and understanding of how to keep themselves healthy, both physically and mentally, to support their long term well-being.
- To secure learning opportunities for all children especially those who are learning from an alternative curriculum through our nurture provision.
- To develop knowledge about staying safe in the community and beyond.
- Through our distinctively Christian ethos, an enriching rigorous RE and Collective Worship curriculum, we share with all our children the life-giving message of Jesus and an understanding of deep respect for the beliefs and cultures of others.

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To achieve this we commit to:

- Providing a broad and balanced curriculum that is purposeful, engaging and challenging and prepares our children to be master learners
- Creating an environment that stimulates and supports high-quality teaching and learning
- Ensuring all learners achieve life in all its fullness in whatever capacity
- Making links with the local/wider community and beyond to broaden ambition and to create opportunities for our children to access an extensive range of experiences

Principles of Teaching and Learning

At St Mary and St Paul's, we believe that it is vital to deliver to our children a curriculum that enables them to become ambitious learners, to develop their learning habits and prepare them to be life-long learners, equipping them with the capital culture and knowledge of key vocabulary to succeed in the world. We believe that we learn best when the content is purposeful, relevant and inspires our children. To enable this, we believe we should create classroom cultures that cultivate the habits and attitudes of curious, confident and independent learners. It is about creating a culture in classrooms – and in the school more widely – that systematically cultivates habits and attitudes that enables children to become better learners; face difficulty and uncertainty calmly, confidently and creatively.

Strategies:

- providing a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- enabling a robust structure of learning for those SEN learners to enable them to make good or better progress in learning and social skills.
- recognising 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
- develop the skills of our children to develop independence within a broad, balanced, exciting and challenging curriculum
- providing rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- providing a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils and supports the school ethos.
- encouraging all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- developing children's confidence and capacity to learn and work independently and collaboratively
- developing enduring values of aspiration, hope, joy and service while being resilient and confident.
- encouraging children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encouraging children to value the diversity in our society and the environment in which they live
- encouraging children to become active and responsible community members, contributing positively to society

School Staff

To support the aims of the school through:

- Promoting high standards for all
- Facilitating high quality learning opportunities
- Promoting positive relationships

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- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in achieving life in all its fullness
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children including development of a nurture facility
- Rewarding children for all the good things they do both in School and in the wider community
- Promoting a positive self-image as a role model whereby children are encouraged towards a sense of responsibility for themselves and others
- Providing the skills which encourage children to become confident, independent learners

Children

To support the aims of the school through:

- Having high expectations of themselves and others
- Promoting positive relationships
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts
- Showing resilience when completing new learning and understanding that perseverance is key
- Taking pride in their work, always trying their best and aiming to always improve

Parents and Carers

To support the aims of the school through:

- Promoting high expectations
- Promoting positive relationships
- To be understanding and supportive of our aims in teaching and learning
- To attend and contribute to teacher consultation meetings
- To support their children with their homework activities including reading
- To offer support to their children for achievements made
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

Governors

To support the aims of the school through:

- Promoting high expectation for all
- Promoting positive relationships
- To ensure policies for teaching and learning throughout school are up to date and active
- To support staff and monitor progress and standards of achievement
- Visit School and talk to children about their learning experiences
- Promote and support the positive involvement of parents within the school
- Attend training and other related events
- Report to the governing body with recommendations, if appropriate
- Work with SLT to review the School's Teaching and Learning Policy when needed

We believe that classrooms should be organised to ensure that children have the opportunity to:

- Achieve life in all its fullness through learning
- Work individually, in groups and as a class
- Make positive decisions with aspiration and hope

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- Problem solve
- Be creative
- Discuss their ideas
- Develop social skills as well as independence
- Achieve academically

Learning takes place in an environment which:

- Is developed through love
- has high expectations
- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised
- makes learning accessible
- is encouraging
- is welcoming
- provides equal opportunities
- provides a positive working atmosphere

Class Rules

The children agree to the class rules that are developed at the start of each year and also review those set out in our school behavior policy. These behaviors are essential to the key environment created within each classroom for effective learning to take place. We have high expectations of each and every child and are ambitious that they make the most out of the opportunities they have.

Implementation of the Learning and Teaching Policy

What is high quality learning'?

At St Mary and St Paul's we believe that children learn best when they:

- Have a thirst for knowledge and the opportunity to share this
- Are engaged and enthused by learning opportunities
- Their learning is purposeful, varied, well-structured and well delivered
- They are curious and enthusiastic about what they are learning
- When they can discuss and share learning with peers or staff
- Form positive relationships with staff and know they can trust and respect staff and each other
- Are actively involved in their learning at an appropriate level to match their interests and learning needs
- Work collaboratively
- Achieve excellence and gain approval
- Believe in themselves
- Appropriately challenged
- They are working in an environment which is safe, caring, supportive, stimulating and appropriately resourced
- Their learning encompasses the values of the school in aiding their development as future effective citizens

What is 'high quality teaching'?

At St Mary and St Paul's we believe that good teaching is when teachers/staff:

- Plan lessons effectively, which takes children's prior learning and current assessment into account, and are responsively differentiated in order that the lessons consolidate, build upon and extend learning for all
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding and clear up any misconceptions
- Promote excellence and set standards high in all areas of school life and beyond – Learning has no limits!!
- Apply a range of teaching styles which appropriately match the children's learning styles to motivate and engage learners and adapt lessons and learning to suit learners needs
- Form positive relationships with the children in their class and other members of the school community
- Insist on high expectations of learning and social behaviours
- Ensure that effective challenge and support is given in order for the children to make at least good progress
- Embedded core values of aspire, hope, joy and serve in general teaching practise.
- Use quality questioning to help unearth and progress pupils' learning behaviours
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Effectively assess and monitor children's progress in order to extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Are reflective regarding their professional practice and the overall provision the school offers
- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions

Planning - Before the lesson teachers will:

- Establish a clear 'learning intention' and know how this fits in to the bigger picture of the overall curriculum.
- Ensure Subject Knowledge is good
- Approach every lesson with strategies for support if necessary - Learning has no limits.
- Use formal and on-going formative assessment strategies to determine where the children are in their learning and their next steps
- Develop a clear structure to aid lesson pace and engagements
- Plan important sticky knowledge that the children must take from the lesson.
- Plan Key vocabulary that will be essential to learning within the lesson
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links
- Plan for IEP/IBP and PIVOT targets to ensure all needs are met.

Main teaching - The main teaching part of the lesson will include:

- Articulate the 'learning intention' to pupils and ensure they are also clear on how this fits in to the bigger picture and the wider curriculum and what key learning needs to be retained
- Informing the children of the learning, how to be successful and specific language to be used
- Teacher modelling the process and task which is expected of the children
- Using resources which stimulate, sustain and support children's learning where necessary
- Appropriately levelled questioning
- Appropriate feedback given throughout the lesson to challenge and support the children
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged - opportunity given for children to move ahead if understanding is secure
- Secure subject knowledge demonstrated by the class teacher
- All children actively involved and engaged in their learning
- High expectations of children both in terms of their work and their learning and social behaviours
- Praise for the children when they do the right thing, achieve well and make progress
- Bring core values of aspire, hope, joy and serve to life.
- A wide range of assessment strategies including mini plenaries
- Evidence of positive relationships

Group teaching and independent activities – This part of the lesson will include:

- Activities which match the learning outcomes, with aids to be used responsively where needed
- Opportunities for children to work independently and for children to independently seek out resources to increase resilience
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions
- Time reminders to indicate to the children how long they have left to complete activities
- A purposeful learning atmosphere dependent on the task the children are completing

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and refer to direction on how to be successful
- Teachers and increasingly children making assessments which will inform future learning

- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning.
- Discuss the sticky knowledge that has been learnt throughout the lesson.
- Consolidation on the lesson's learning has been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning intention need to be completely revisited again
- Give the children opportunities to reflect on their own work and self-mark when appropriate.
- Following school's Feedback Policy to assess children's work and give children time to respond to feedback.
- Evaluating whether all the children or groups of children achieved the learning intention, identify children who need additional intervention.
- Organise and plan appropriate next day interventions to plug necessary gaps, supporting children in keeping up with ongoing learning journey.
- Track pupils progress against National Curriculum.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To offer quality first teaching to a small cohort of children to ensure progress. (see Interventions tyoes below)
- Supporting a small group within the classroom
- Delivering intervention groups
- Carrying out assessments
- Preparing resources
- Deliver a nurture based curriculum to support children with statements of special educational needs or Individual Behaviour Plans (IBPs)

How do we use Support Staff in the delivery of Interventions?

Immediate

- Every class has a fulltime teaching assistant. They are available to provide immediate same day interventions based on the needs of particular children and/ or teachers assessment of their progress eg a child or group of children who really struggled with a mathematics concept in the morning could receive additional support in the afternoon to fill any gaps or correct any misconceptions.

Targeted

- As a school we run a number of additional interventions to support children's learning, impact on their progress or cater for their specific needs. Our Teaching assistants are experienced in catering for a wide arrange of differing needs and work closely with class teachers and the school SENCO to support children so that they reach their full potential.
 - Withdrawn SEN Groups – these run each morning in Yrs 2-6 and cater for children who are working below the expected level in either Maths or English. Children can attend just the English group, maths group or both depending on need. Progress is monitored and next steps of learning are planned using PIVATs. Children are selected based on analysis of

internal data and the aim is always to try and close any gaps in learning and get the children back into the main class.

- Aspire– This group runs each afternoon for small groups of children from Yr 2 – 6. This intervention is designed to build childrens self esteem and emotional literacy and is based around developing their social, emotional and social development as well as their speech, language and communication needs. Progress is measured using the Social and Emotional PIVATs and activities are planned around childrens interests, local or world events and seasonal occasions.
- Nurture– Children attend Nurture either fulltime or part time. This intervention provides a carefully routined day, where there is a balance of learning and teaching, affection and structure within a homelike atmosphere. Progress is carefully planned and monitored using PIVATs. Children who attend have a specific special educational need that has been identified.

Nurture generally supports children who have:

- a) on going emotional issues
- b) require support with their poor social and communication needs.
- c) Have developmental delay
- d) Have general language delay.
- e) Are working significantly behind their peer group.

Curriculum Planning

1) St Mary and St Paul’s School planning is based on the following requirements:

- The new Primary National Curriculum 2014
- QCA Programme of Study for Science
- Early Years Foundation Stage Framework
- English – Bespoke from Lancashire Grid for Learning
- Maths – White Rose
- ICT- Knowsley CLC
- RE- Diocese of Blackburn Scheme
- PSHCE – Bespoke to St Mary and St Paul’s from PSHE Trust and SRE from CLP
- MFL- Hackney Learning Trust
- PE- Bespoke by P Sport
- Music - Charanga
- Design ad Technology – QCA Programme
- Geography and History – Bespoke curriculum
- Art and Design – Bespoke, skills-based curriculum created using carefully chosen artists as a driving force

Long Term Planning

- Our ‘Whole School Curriculum Map’ is planned across the school and to identify cross curricular links and opportunities for educational visits.
- Each subject is planned out to ensure progress of knowledge and skills.

Medium Term Planning

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children
- For mathematics we use White Rose as a template
- For English we have developed a bespoke curriculum using Lancashire Grid for Learning
- For the foundation subjects our medium term planning is planned by class teachers from the schemes of work and monitored by subject leaders.

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Assessment, Record Keeping and Reporting

Children's standards and achievements across the curriculum are assessed in line National Curriculum Objectives and work on a scoring system within each year group.

Inclusion (please refer also to the School's Equal Opportunities Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning
- Successful inclusive provision at St Mary and St Paul's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Mary and St Paul's.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.