



**HOLY FAMILY & ST.  
MICHAEL'S CATHOLIC  
PRIMARY SCHOOL, A  
VOLUNTARY ACADEMY**



**Everything we do is for the children**

**The main aim of our Mission Statement is that our teaching and learning are centred on the teaching and example of Jesus Christ.**

Policy: Teaching and Learning Policy

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### **Safeguarding Statement**

At Holy Family and St Michael's School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice

## **Teaching and Learning Policy**

### **Introduction**

At Holy Family and St Michael's Catholic Primary School we are committed to providing the best opportunities for the children we teach. We have high standards, aspirations and expectations of all children and are committed to working in partnership with parents and our local community to provide the best experiences we can to enhance the learning and development of each child.

We provide a stimulating, creative, skills based curriculum, set in a context that is local and familiar to the children. We base our fundamental principles of education on cultural development, achieving economic well-being - enterprise, our community and problem solving. These are personalised to suit our school in our context providing a focus for the needs of our children. We enhance our curriculum with exciting and educational visits within our local area so the children gain regional awareness, and encourage the support of local organisations from around our community and local Council, to provide our children with specialist knowledge and information.

Our curriculum is well planned with resources prepared to scaffold the learning of our children. It has Assessment for Learning embedded at its heart, as this allows us to cater for the needs of everybody. We provide opportunities for our children to self and peer assess against given success criteria and steps to success.

Within our Teaching and Learning Policy we recognise the links to other relevant policies such as Inclusion, Gifted and Talented and Special Educational Needs. The achievement, attitudes and well-being of every pupil matters as we strive to meet the needs of every child.

We rigorously track and monitor the children in our classes with termly assessments, providing opportunities to see the progress being made. We track the progress of all vulnerable groups and work hard to make sure we narrow the gap in gender. Progress by class is also tracked and discussed in pupil progress meetings with class teachers. Targets are set for the children by the class teacher and monitored closely.

Our Teaching and Learning Policy is underpinned by four key statements for effective teaching and four key statements for effective learning. These two essential aspects are then supported robustly by four further key features of effective teaching and learning. These are Leadership, Classroom Management, the Physical Organisation and the Role of the Stakeholders.

### **Aims and Objectives**

- To have consistency across school in all areas of teaching and learning.
- To provide safe and secure environment for children and staff to teach and clear
- To have a consistently positive approach to behaviour management, for all staff at all times.
- To have clearly established routines that are adhered to by all staff, at all times.
- To equip our children with the skills needed to achieve economic well-being, give them pride in achievement and a desire to succeed.
- To plan creative lessons for all abilities to provide stimulating and challenging lessons across school.
- To provide a strong, focussed, driven Leadership Team who are challenged and challenging.

- To work in partnership with all stakeholders to provide a safe, stimulating atmosphere for all children.

## **Teaching and Learning Policy**

### **KEY STATEMENTS FOR EFFECTIVE TEACHING:**

#### **To ensure effective teaching, we will...**

- *Take a creative approach, planning differentiated lessons with clear objectives*

#### **This will enable us to...**

- Teach our children a skills based curriculum set within a context they are familiar with.
- Teach a broad and balanced curriculum full of cross curricular links.
- Challenge each child at their own level to meet the needs of all vulnerable/gender groups, including children with SEN, Children Looked After and children with English as an Additional Language.
- Monitor the progress of each child by sharing the objectives allowing them to assess themselves and each other.
- Plan using a range of teaching and learning strategies and styles (taking into account visual, auditory and kinaesthetic learners.)
- Set clear, achievable targets.

#### **This will be evidenced by...**

- Thorough preparation – well planned lessons, resources prepared at the start of the school day, copies of planning accessible (in case of supply).
- Clear planning – a weekly overview for Literacy and Numeracy, medium term plans for all other subjects.
- Planning should include objectives, I can statements, teacher direction, LSA direction, differentiated activities, assessment opportunities, clear plenary, identification of key resources/vocabulary needed.
- Engaged and independent learners.
- Increased motivation of children and staff.
- The use of data to show an increase in standards.

#### **To ensure effective teaching, we will...**

- *Embed Assessment for Learning (AfL) strategies in our daily practice*

#### **This will enable us to...**

- Be clear about the progress of all children.
- Inform the next steps for learning to tailor our planning.
- Ensure our teaching is meeting the needs of all of our children.
- Involve children in their own learning.
- Use evidence to inform our Assessment of Pupil Progress (APP files.)

**This will be evidenced by...**

- Our use of effective, open ended and thought provoking questions, asked by both children and adults.
- Clear objectives given on the planning and shared with the children throughout the lesson.
- Clear marking, against the objective and success criteria, and developmental feedback – both verbally and written, including opportunities for children to respond to feedback.
- The use of peer and self-assessment in classroom practice.
- Teaching assistants being actively involved in the lesson and giving feedback to the class teacher about their group's performance.
- Clear and effective modelling/demonstration of what we want the children to achieve during the lesson, and the standards expected.

**To ensure effective teaching, we will...**

- *Have a positive ethos in all areas of school life*

**This will enable us to...**

- Deal with behaviour in a positive way.
- Deliver feedback in a constructive way, identifying next steps for learning.
- Build good relationships between adults and adults, children and adults and children and children.
- Build trust and respect whilst making sure our children feel safe and secure.
- Value each member of the school community

**This will be evidenced by...**

- The strong use of the "Statements To Live By" which are evident in all areas of the curriculum and displayed in each classroom in school.
- The use of a consistently used behaviour policy.
- The behaviour of the children in school.
- The fact that children feel safe and secure in school.
- That we adhere to the Ofsted safeguarding procedures.

**To ensure effective teaching, we will...**

- *Use adults, resources and ICT to enhance learning opportunities*

**This will enable us to...**

- Ensure that we deliver effective lessons with high quality teaching.
- Engage, motivate and inspire the learning of all.
- Prepare the children and develop their skills so they can achieve economic well-being.
- Invoke a passion for lifelong learning.
- Support lower achieving children and extend the learning of the more able to meet the needs of all learners.

**This will be evidenced by...**

- All supporting adults being actively engaged in all parts of the lesson, supporting the children in their learning.
- Children enjoying their school experience.
- Children's skills and abilities when using all aspects of ICT - not just computers.
- The use of high quality resources which scaffold the learning of all children.

**To ensure effective learning, we will...**

- *Meet the needs of all children*

**This will enable our children to...**

- Work at their own level.
- Be adequately challenged.
- Receive the support they are entitled to.
- Assess their own progress.
- Develop life skills.

**This will be evidenced by...**

- Differentiation – including SEN, G&T & EAL children (identified on the planning.)
- Effective deployment of adults at all stages of the lesson.
- Our use of AfL strategies to tailor our children's learning.
- An increase in ICT and problem solving skills.

**To ensure effective learning, we will...**

*Provide stimulating, engaging and motivating lessons*

**This will enable our children to...**

- Learn in a contextualised environment that they can relate to.
- Have first-hand experiences, such as educational visits and visitors both locally and further afield.
- Discuss and share their ideas.
- Make accelerated progress.
- See a purpose to their learning.
- This will be evidenced by our children...
- Being effective problem solvers.
- Being independent learners.
- Designing, making and evaluating their work.
- Having increased attendance.
- Displaying good behaviour.
- Taking responsibility for their learning.
- Asking effective questions.

**To ensure effective learning, we will...**

*Ensure behaviour is dealt with through a positive management system, consistently by all staff*

**This will enable our children to...**

- Feel valued.
- Make the right choices about their behaviour.
- Increase their self-esteem.
- Understand their actions have consequences.

**This will be evidenced by...**

- Positive behaviour throughout school.
- Increased attendance.
- Accelerated progress.
- Children enjoying and achieving.

**Key Feature – Leadership**

To ensure Holy Family and St Michael's Catholic Primary School has a clear, child centred strategy for raising attainment and progress through effective teaching and learning, the Leadership Team provide clear direction, congratulate success and challenge underperformance. The direction and vision is shared with all staff members. At the end of the school year, all staff are given a questionnaire and asked to outline the schools strengths and areas for development, which formulates the basis of the School Development Plan.

Monitoring and assessment provide vehicles for successful evaluation of Holy Family and St Michael's performance. Half termly evidence trails, conducted by the Leadership Team and Subject Leaders, provide all staff members with clear outcomes and areas for development. The evidence trails take into account a range of evidence, such as work scrutiny, planning scrutiny, pupil interviews, learning walks and display monitoring. Termly assessment ensures that underperformance can be identified and steps made to ensure progress is made by all children. The assessment data is presented by the Headteacher and Deputy Headteacher at termly pupil progress meetings, and targets are set which can be linked to performance management.

Termly lesson observations by two members of the Leadership Team ensure that all staff members are regularly monitored, and feedback highlights strengths and areas for development. The feedback sheets and areas for development are referred back to, ensuring that the areas for development have been addressed.

To make sure Holy Family and St Michael's Catholic Primary School provides the best opportunity for our children, the Leadership Team will be:

- Dedicated and driven
- Supportive yet challenging
- Approachable
- Effective communicators
- Outcome focussed
- Have a clear vision
- Role Models – in appearance and teaching
- Decisive
- Evaluative
- A Critical Friend

### **Key Feature - Classroom Management**

Classroom management is central to the effective teaching and learning of children. At Holy Family and St Michael's Catholic Primary School, routines are in place to suitably deal with a range of issues so that there is the least disruption to the learning of the class.

Efficient behaviour management is an essential factor when providing children with a quality education. At Holy Family and St Michael's Catholic Primary School, we believe in a positive approach where children are rewarded for good behaviour in all areas of school. Our 'Golden Rules' should be displayed and be visible to all children. Clear sanctions are in place for when children do not follow our 'Golden Rules' and are visible at the front of the classroom so children can see them at all times. (See Positive Behaviour Management Policy for more details.)

Displays should relate to current learning, be interactive and accessible for all children. Literacy and Numeracy boards should contain a variety of resources that the children can use to scaffold their learning and change with the genre/topic. Displays should contain a mixture of children's work (both on the corridors and inside the classrooms) and prompts for learning.

Planning and groups should also be displayed in the classroom for unforeseen circumstances, such as illness, so there is minimum disruption to the continuation of the children's learning.

All teaching staff should make sure that all children have access to all areas of provision within their classroom, and that the content is age related and suitable for the children they teach.

To ensure the children are in the right condition for learning, water is accessible at various times throughout the lesson.

In Key Stage 1, fruit is provided for break times, whereas a healthy snack is encouraged in Key Stage 2.

### **Key Feature - Physical Organisation**

The physical organisation of the school day and classroom must be logically thought out to maximise the learning opportunities for each of our children. Members of staff must be in school, prepared and ready to greet the children before the children are welcomed in at 8.45am. All adults in the classroom should know what they are doing that day, and have a copy of the planning.

Literacy is taught daily and should cover all of the genres in the curriculum. Guided Reading is not taught as part of the Literacy lesson but as a separate teaching time.

Our language curriculum revolves around teaching our children the basic skills to enable them to become imaginative writers, fluent readers and to develop good speaking and listening skills. Literacy skills are taught in all areas of the curriculum.

In Literacy we use VCOP across school to raise standards in writing. This encourages the children to use a wider range of vocabulary, connectives, openers and punctuation accurately in their writing. 'Talk for Writing' is used effectively to enable children to express their ideas and develop their speaking and listening skills further through discussion, debate and drama.

We use the Sheffield handwriting scheme to ensure correct letter formation.

From an early age children are taught phonics using 'Letters and Sounds.' As children become more secure in phonics, spelling rules are taught using 'Support for Spelling' materials from Year 2, if appropriate. Opportunities are also given to increase their vocabulary and improve their reading skills in Guided Reading sessions, and parents are strongly encouraged to assist their child's reading at home.

Numeracy is taught daily and consists of an oral/mental starter, main teaching focus with group/individual activity. Lessons should cover all the areas in the curriculum units and blocks can be followed in any order or length of time as the children's learning requires. From an early children's work involves practical tasks, games and activities built on understanding that mathematics is involved with real things and part of the real world. As far as possible mathematical concepts should be taught within a context and incorporate creative cross-curricular links with lots of opportunities for children to use and apply their maths skills in problem solving tasks.

Throughout school children should be taught the number facts to strengthen their mental and written calculation methods. The school has a clear calculation policy and all calculation strategies are taught consistently throughout the school. All children are encouraged to explain their mathematical thinking and opportunities to use the correct language are to be used at every opportunity. IWB programs should be used as widely as possible to give children visual aids for learning. ICT links are made wherever available to allow children to use mathematical thinking in relation to programs such as spread sheets.

Interventions need to be put in place for those children struggling to achieve at their age related expectations and there are range of materials for use throughout the school.

### **Assessment for Learning**

Teachers plan effectively ensuring lessons are stimulating and suited to meet the objectives. Assessment opportunities are built into these lessons so that both teachers and pupils can review their learning and inform future planning.

Each lesson taught has a clear learning objective, shared with the children through .From the learning objective and the success criteria, teachers provide children with models of good examples so that the children are aware of expectations and they can see how the success criteria lead to success.

Teachers use effective, open ended questions. They provide children with thinking time and 'Talking Partners' time to formulate answers by thinking out loud. Lollypop sticks with the children's names on are used by the teachers to randomly select children to answer questions. This promotes active listening and also to allows teachers to differentiate their questions accordingly.

Assessment for Learning fans are also used for the children to ask or answer questions with. These differ in each key stage as they are age appropriate. They encourage children to say if they have made a link in their learning to another curriculum area or if they have had a thought. They also provide the opportunity to self-assess as the children can use the smiley faces/sad faces as an indicator of how they feel about their learning. 3 stars and a wish are also used as a tool for self and peer assessment in all subjects.

Teachers provide feedback to the children both verbally and in written form in their books. The feedback and marking is linked directly with the learning objective. Teachers use highlighters to provide children with examples of where the objective has been met and suggestions for improvement. This is done using a colour system of 'Orange to show the leaning objective has

partially been achieved and Green to show the learning objective has been achieved. Ticked Pink will show where the learning objective has been achieved throughout a piece of work. Suggestions for improvement where possible require the children to act on the feedback given by editing work done using the Green Pen of Progress<sup>1</sup> by further answering of a question, providing a further example of their work, practicing spellings etc. This encourages children to take a more active role in their feedback allowing them time to think about how they can improve.

## **EYFS**

Throughout EYFS the emphasis is on active learning with a balance between child initiated, adult initiated and adult led activities. Children access the resources independently. The resources have been selected to provide a suitable level of challenge based on the EYFS curriculum. There is a daily free flow time during which all children have access to both the indoor and outdoor environment.

## **Curriculum**

We are in the process of developing a new curriculum as we believe in involving our children in their learning and equipping them with the skills they will need to achieve economic well-being when they leave education. The Curriculum is based on 4 key drivers that are personal to our school and reflect the social and educational needs of our local area. Our key drivers are the focus of every theme of work which is developed through school.

We enrich our curriculum with trips and visits, both locally and further afield, and visitors who support teaching and learning.

Literacy, Numeracy and ICT are all taught as explicit subjects and features of the genres are taught in these explicit lessons. Children are then given chance to practise these skills in their 'Creative Curriculum' which consolidates their learning.

The children work towards a final goal or reward and are encouraged to share and display their work.

Philosophical and investigative questions are identified at the planning stage to support the children's learning, and assessment opportunities highlighted.

ICT is accessed by the children for at least two hours per week. It is delivered both as a subject where new ICT skills are taught and as a support to other subjects where ICT skills are practiced. The ICT suites are timetabled for each class to use them for 2 hours and then, when they are free, teachers can sign up to use them for additional lessons.

PE is taught for 2 hours per week, and a timetable ensures each class has access to the hall. PE is taught both indoors and outdoors. St. Wilfrid's staff lead sessions for all classes every week. This also provided CPD for staff.

RE is taught in line with the Diocese of Leeds guidelines and children get access to two hours per week. They follow the programme "The Way, The Truth & The Life".

In all subjects, children's learning should be continuously assessed against the Learning Objective and planning for the rest of the week/unit adapted accordingly.

Classrooms should be set up so that all chairs are facing the front and the whiteboard, in a way that suits the dynamics of the class. They should be tidy and orderly, with resources/spaces clearly

labelled and accessible for staff and children without endangering their health and safety. Children should have access to water to keep hydrated.

Teachers have clear routines for lining up for assembly and playtime, which encourages children to move quietly and sensibly around school. At playtime, teachers and teaching assistants should be out on duty promptly and 'Play Leaders' will be outside to support the other children with learning new games and playing together.

### **Role of the Governing Body**

- The Governors are responsible for ensuring the best staff members are in post, which in turn ensures the best possible outcomes for every child in school.
- The HT conducts performance management meetings, set targets to be achieved and set deadlines.
- The HT and the governors support members of staff in their professional development.
- The Governors are challenging yet supportive and, as a critical friend, offer advice and perspective from different points of view and experiences.
- The Governors are kept informed about the performance of school and are involved in the evidence trails monitoring, conducted by the Leadership Team and Subject Leaders.
- The Governors also are involved in other aspects of school life, such as trips and school performances.
- The Governors are responsible for overseeing the maintenance of the school building to make sure it is fit for purpose and the Health and Safety committee meet regularly together, and with the authority, to identify areas which need improving for the Health and Safety of the children.

### **Parents**

- Parents are kept informed about their children by weekly newsletters, detailing events that are happening
- throughout school and celebrating the children who have been awarded with golden certificates for their work.
- They receive a termly newsletter to let them know what their child will be learning about during the half term and
- what their child's target is.
- Consultation evenings are held every term to discuss children's progress with their teachers and an annual report is
- sent out at the end of the academic year.
- Parents are encouraged to help out in school.
- Parents are held accountable for their children's attendance and punctuality, which is closely monitored by the Learning Mentor and Education Welfare Officer.

**Implemented December 2014**

**Claire Cade**

**Reviewed by Claire Cade September 2017**