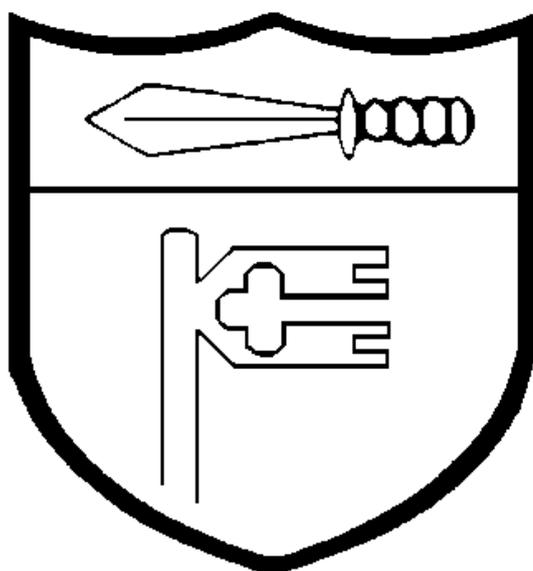


Ss. Peter and Paul Catholic Primary School, a Voluntary Academy



Teaching and Learning Policy

School Responsibility: Diane Todd Date: September 2017

Headteacher: Diane Todd Date: September 2017

Governor: Mark Foster Date: September 2017

Review: Date: September 2020

Ss Peter and Paul Catholic Primary School, a Voluntary Academy

Teaching and Learning Policy

At Ss. Peter and Paul, we educate the whole child. We believe that each child is made in the image and likeness of God. We teach the National Curriculum 2014 combined with our own local curriculum. We teach through a thematic cross-curricular approach where the unique values and ethos of our faith are at the heart of all we do. A well-planned curriculum means our children are able to apply the basic skills of Maths and English across all areas, ensuring their learning is placed in a context which is meaningful to them. We seek every opportunity to provide enrichment activities, which our children enjoy and experience challenge at a level, which is appropriate to their individual needs.

We use the RE scheme of work recommended by the Diocese of Leeds entitled 'The Way, the Truth and the Life' and this is supported by 'John Paul II Foundation for Sport', as well as 'Collective Worship' and 'Circle Time'.

We also work towards 'Investors in Pupils,' 'Healthy Schools' and the Active Mark awards.

Through promoting a love of learning and a growth mindset, children develop the personal qualities they need to be life-long learners using the attributes of reflection, participation, independence and teamwork. Ss. Peter and Paul is a Healthy School and our curriculum reflects this.

Key Principles of Effective Teaching and Learning at Ss Peter and Paul are:

- **Mastery for All** Mastery teaching encourages pupils to learn to redraft and improve their own work, equipping them with a deep understanding of learning. This involves pupils in regular DIRT (Dedicated improvement and reflection time) and the revisiting of objectives across subject areas to ensure learning is embedded.
- **Uniqueness of the child** - The children's time in school is very precious, the needs of the individual, group and class should be balanced in order for children to make maximum progress and fulfil their potential as a child of God.
- **Innovative** - There is an expectation that teachers should plan exciting lessons that use a variety of techniques, in order that all learners are catered for and not every lesson follows a similar format (e.g. PowerPoint driven).
- **Environment** - Every classroom and shared area should have an orderly feel. Pupils Health and Safety must be paramount and staff need to ensure that tools such as paper cutters are not left in harm's way. Displays should be informative and easy for the children to use – enabling them to become independent learners.
- **Active Learning** - Dialogic Talk involves pupils as true conversationalists within a lesson where not all questions and answers are directed through the teacher. Conversations in classrooms should not be dominated by the teacher. Questioning should be astute, there

should be high levels of engagement and the pace of the lesson should meet the needs of the pupils.

Assessment

Assessment for Learning:

- Assessment ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment Records:

- Summative assessments are recorded using 'O Track Best Fit'. Teachers record a summative 'best fit' judgement every 10 weeks (November, February and June). This data will be rigorously scrutinised in Pupil Progress Meetings.
- Formative assessments are regularly recorded on 'class track'.
- Key Performance Indicators for reading, writing and maths should be covered /assessed at least three times per year.
- Pre and post assessment should take place in all subjects. This could be the writing of a 'cold' piece in English to establish what aspects of a genre are already embedded before teaching takes place or a maths paper. Evidence from these should be recorded on class track regularly.

Marking & Feedback:

- Marking is frequent and regular and follows our 'Marking & Feedback Policy'. It provides children with very clear guidance on how learning outcomes can be improved.
- Through DIRT children use detailed and accurate feedback from teachers, both oral and written, to improve their learning e.g. editing writing or completing corrections in maths. Any improvements are written using 'Purple Polishing Pens'.

Intervention:

- Children receive support at the time and level it is required to optimise their learning including pre-teaching of main concepts following pre-assessments. These intervention groups are fluid and can change frequently due to the differing objectives being taught.
- The pace and depth of learning is maximised due to monitoring of learning during lessons and intervention by the teacher or teaching assistant.

Self and Peer assessment:

- Children use self/peer assessment to direct their own learning, marking against agreed steps to success. This results in independent activity. Success criteria should be evident across all core and non-core subjects.

- Self and peer assessment is used regularly to enable children to address misconceptions and make improvements to their work. 'Yippee Yellow' (yellow highlighter pens) is used when peer/self-assessing.
- Children support and challenge one another where appropriate.

Active learning and Challenge:

- Children are motivated to learn through challenging learning activities that build on prior attainment and take into consideration their differing starting points.
- Children are given opportunities to be involved and active in learning throughout the lesson.
- There is an appropriate balance of adult/pupil talk.
- Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Curriculum

At Ss. Peter and Paul our faith and local curriculum is central to what we do in school. We view parents as true partners in their child's learning and share curriculum content through knowledge organisers, curriculum evenings and the school website. We also provide homework, which includes reading books, spelling, phonics sheets and mathletics. (Children are expected to read a minimum 3 times per week and complete reading challenges - this is incentivised to support parents)

Curriculum Organisation

The curriculum is organised through long, medium and short-term plans. The long-term plan is the curriculum overview for each year group. Every class works towards a topic theme. These can be planned to be between six and ten weeks long and should be planned using medium term plans.

Long term and weekly planning should show that KPIS are being covered at least once every term in the subjects of English, Maths and Reading.

The teaching of reading and SPAG objectives are also taught through other curriculum subjects.

When planning the curriculum, teachers meet with the Curriculum Coordinator to ensure appropriate coverage and progression throughout the National Curriculum.

Every attempt should be made to make cross-curricular links to the curriculum theme. A good starting point is to link Literacy with Science and then make further links to Religious Education, Maths, History, Geography, Art, Design and Technology, Music and our Local Curriculum. Curriculum links mean that all learning is purposeful and relevant.

Entry Point and Knowledge Harvest

Every theme should start with an Entry Point and Knowledge Harvest. An Entry Point is an enrichment activity that introduces the theme to the children in an exciting and imaginative way. The Knowledge Harvest assesses the prior knowledge of the children. The children should have opportunities to

state what they know already, the definitions of subject-specific vocabulary and 'pupil voice' should be actively sought from pupils about what they would like to learn.

Trips should be planned for themes taking account of our local environment and experiences further afield.

Subject Planning

Religious Education should be taught for 2 ½ hours per week in Key Stage Two and 2 hours in Key Stage One. Science and P.E. should be taught for 2 hours a week. Children should experience Collective Worship every day. Collective Worship should be based on the liturgical season of the year as well as the JP11 virtues.

Making the best use of cross-curricular links can support managing the timetable. For example, writing a letter in RE could be the 'cold task' and a pre-assessment for an English unit, conversely writing a non-chronological report for Geography could be a final assessment piece after a unit had been taught in English. Looking at the curriculum over a half term can be helpful. For example, a theme day in science would account for four hours of Science, which would then reduce the amount of weekly Science needed in subsequent weeks.

Charter Marks and Themed Weeks

The school has achieved Investors in Pupils Award, Healthy Schools Award, John Paul II and the Active Mark. The school is currently working towards the Arts Mark, Science Mark and ICT Mark. Throughout the year children will do work in class to support the school in maintaining and achieving these charter marks.

There is a Health Week, Book Week and Anti-Bullying Week annually and World Faith Weeks are held twice per year. At other times throughout the year there may be other curriculum weeks and themed days linked to subjects or themes.

Resources to support Curriculum Planning

The Way, the Truth and the Life
CAFOD Universal Units
RSE Scheme and JP2 documents
Focus Challenge Curriculum
Mathletics
Lexia
Learn Its and Click Its
Target Your Maths, White Rose Maths, Testbase, Maths No Problem, Maths for the More Able, Focus Maths resources, NRICH
Talk Less Teaching Resources
Join It
No Nonsense Spelling
Floppy's Phonics
KS2 Spelling Activity Books

Hamilton Trust / Twinkl /
STEM /Nrich
New Science Scheme
Reading scheme and Rising Stars assessments

Classroom Organisation

All staff should play their part in ensuring that the whole school, including corridors, libraries, entrance and hall, is an exciting and stimulating learning environment. Displays should be changed regularly and work should be labelled with the child's name.

- Maintain collective worship displays using the correct liturgical colours.
- Ensure school prayers are displayed around the classroom.
- Change R.E. display for every R.E. topic and ensure that Driver Words are visible.
- Every class should have a display about their class Saint.
- Use working walls in Maths and English that exemplify the units of work currently being taught. They should include key vocabulary, modelling, WAGOLs and work from the children.
- Science and Topic displays should be changed for each topic and should include the key vocabulary of that unit.
- Growth mind-set should be displayed in the classroom for children to refer to.
- Investors in Pupils Displays are the ones nearest to the stock cupboards and should include: class and pupil targets, class mission statements, induction booklet, details of classroom representatives, child friendly policies.
- Tricky words should be displayed in alphabetical order.

Routines

Daily

10 minutes handwriting linked to spelling and phonics

10 minutes mental maths / instant recall / counting / playing with numbers

Weekly Routines

Library – (one every half-term should be a taught session in the library where a new author is investigated or topic books chosen or library skills introduced)

Reading with RIC twice per week Year 2 to 6 Guided Reading or 1:1 reading for less able children to have twice or three times per week)

Big Fridays – Alternate between Big Writing (cross-curricular literacy links) and Big Maths (problem solving / contextual maths) – Not necessarily on a Friday but at least once per fortnight.

Spelling Tests

Arithmetic Tests (Click Its / Learn Its / Assertive Mentoring Checks etc.)

Staff Protocol

To work conscientiously in and around the school;
To work co-operatively with other members of staff;
To treat everyone in the school family with respect;
To be supportive of all colleagues; and
To be yourself

Teacher Expectations

- Plan a challenging and engaging curriculum that meets the needs of all abilities.
- Make cross-curricular links.
- Assess work in a timely fashion so that it impacts learning.
- Give opportunities for DIRT time.
- Record formative data on Class Track no less than weekly for objective covered
- Record summative data on O Track
- Use pre-assessment to identify next steps to learning
- Plan for pre-teaching
- Use 'Learn Its' and 'Click Its' Assertive Mentoring sheets – (Maths Passports for the least able) in Maths.
- Use the principles of the White Rose planning such as imaging, concrete materials at the beginning of a unit and mastery resources at the end to support Maths. However, not to follow these plans exclusively. As by December, all KPI objectives should have at least been pre-assessed if not taught and children's achievement against these noted.
- Link extended writing to all curriculum areas.
- Be well prepared for children at the beginning of the day.
- Play their part in insisting on good manners and behaviour, both in class and throughout the school. Use the behaviour diamond. Record incident of unwanted behaviour on SIMs
- Ensure that their classroom environment is tidy, attractive and as stimulating as possible throughout the year.
- Encourage children to take pride in their work, their room, and their school.
- Encourage children to use cursive handwriting and resources should be prepared using this font.
- Keep well-ordered drawers, cupboards and trays, appropriately labelled.
- Maintain a quality of display, which values children's work and enhances the classroom and school environment. Vocabulary rich environment.
- Ensure that their classroom organisation and teaching style are appropriate to pupils' learning.
- Ensure that their workplace and the workplaces of children, wherever, in or out of school, is a safe learning environment.
- Be familiar with school policies and, through their implementation, contribute to their future development.

Teaching Assistants should support teachers in meeting the above requirements.

Monitoring

On behalf of the governing body, senior leaders monitor the effectiveness of school policies through the school's self-evaluation process. The school development plan is reviewed regularly, as it is a key vehicle to ensure the quality of teaching and learning.

Monitoring activities include:

- Discussions with staff and/or pupils (e.g. pupil progress meetings, interviews with children on aspects of the curriculum etc.)
- Shared teaching (lesson studies)
- Monitoring books and/or planning
- Moderation of work
- Lesson observations
- Year group reviews
- Assessment of curriculum coverage - are long and medium term plans providing the coherence, progression, continuity and depth necessary?

Middle Leaders and Curriculum Coordinators

- Monitor progress and attainment in their subject area and action plan to address areas of need
- Raise the profile of the subject they lead within the school
- Support colleagues to develop practice and subject knowledge to maximise progress.
- Take a lead in policy development.
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area and share these as appropriate with colleagues
- Meet regularly with the governor responsible for their subject as highlighted on the school development plan
- Middle leaders and curriculum coordinators are responsible for the monitoring and evaluation of their subject within the curriculum.

Monitoring activities include:

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- Moderation of work
- Lesson observations
- Year group reviews

Home / Community Links

Parents are the first and most important teachers of their child/ren. In order to support them we hold information evenings at the beginning of each year. We

have two consultation evenings per year and send out Learning Discussions to older pupils and an annual report for all pupils. We update the website with important information or reasons to celebrate. We regularly invite parents into school for assembly's presentations and collective worship.

Homework

Pupils are expected to complete homework on a regular basis. For example, we encourage regular reading at home and the completion of three reading challenges per week. Reception, Year 1 and Year 2 promote parental participation through a reward scheme that runs through each of these year groups. Big Write homework is set once a fortnight when children are asked to complete graphic organisers and 'talk' through the writing they will do with parents.

Lexia and Mathletics have been purchased for all pupils. There is an expectation that teachers will set homework on these as well as using them as a resource in the classroom. Lexia has been purchased for key pupil groups. Again there is an expectation that Lexia will be promoted in school, with all Year 1's having at least weekly access and those in other groups having access at least twice a week in school and home use strongly promoted. .

Parish Links are very important. The children are able to go to Mass in the Parish Church at regular intervals throughout the year (at least once per term). Whole School Mass is celebrated at least twice per year. School prepares pupils for Holy Communion on behalf of the Parish and supports Parish Catechists to prepare pupils that do not attend our school.

We want to make our curriculum as relevant to the pupils as possible and so encourage community links