



St. Luke's Catholic Primary School

Teaching and Learning Policy: September 2021-22

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2019/20	E M Murtagh	M Grealis	C Bainbridge	P Stitt
2020/21	E M Murtagh	M Grealis	C Bainbridge	P Stitt
2021/22	E M Murtagh	M Grealis	M Powell	P Stitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff/governors
September 2020	Reference to Mastery – Learning environment following lockdown	E Murtagh	Staff – September 2020 Governors November 2020
October 2021	Learning environment following lockdown deleted	S J Bell	Staff – October 2021 Governors November 2021

St. Luke's Catholic Primary School



Mission Statement

As God's family we learn love and laugh.
Together: love one another,
forgive one another, work together,
play together, worship together,
be happy together

Teaching and Learning Policy - September 2019

Statement of Intent

Every child has the right to the best possible education. Our intent is to ensure that all pupils, regardless of ability, SEND or circumstances reach their full potential and gain the skills and knowledge necessary to lead successful lives.

We will develop our pupils to be resilient, resourceful, reflective, reciprocal and responsible learners, who have the confidence, skills and attitudes to be successful life-long achievers. A learning culture will be promoted so that pupils engender a love of learning and the desire to continue to learn while providing them with every opportunity to succeed.

Aims

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the individual needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that all pupils are given the opportunities to reach their full potential
- Establish targets for improvement.
- Enhance the professional development of staff.

POLICY

This policy operates in conjunction with the following school policies:

SEND Policy

Marking and Feedback Policy

Behaviour Policy

Roles and responsibilities

The governing board at St Luke's Catholic Primary is responsible for:

Ensuring reports are provided by the Headteacher and curriculum Subject Leaders and that action is taken where areas are identified as requiring improvement.

Having regular Curriculum Committee meetings, to monitor progress against targets and discuss curriculum development.

Visiting the school to increase knowledge of classroom activity and conducting the following activities:

- Observing lessons
- Viewing recordings of lessons as appropriate
- Discussions with subject leads
- Viewing samples of pupils' work
- Talking to pupils about their experiences
- Talking to teachers about their experiences
- Reporting their findings to the entire governing board

The SLT is responsible for:

Taking a general overview of the atmosphere in the school on a day-to-day basis, by visiting classes and talking to staff and pupils.

Liaising with parents to ensure needs are being met

Working in classrooms, including teaching, regularly.

Carrying out focussed classroom-based observations.

Reviewing and commenting on planning, including termly targets.

Discussing all annual reports with staff.

Completing a self-evaluation of the school's quality of teaching.

Reporting on the quality of teaching and learning in the governors' report.

Acting as role models for teaching staff.

Curriculum Leaders are responsible for:

Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.

Taking accountability for the progress of pupils in their given subject.

Reporting on the effectiveness of the curriculum to the SLT and the board of Governors.

Providing professional advice to the governor curriculum Committee.

Teaching staff are responsible for:

Monitoring and evaluating their teaching.

Seeking professional dialogue and constructive criticism from Key Stage Leads and SLT.

Reviewing and evaluating their planning regularly.

Setting appropriate and challenging targets for all pupils.

Collaborating with colleagues to moderate pupil achievement.

Involving parents and other professionals in the monitoring process.

Continually monitor pupils' progress.

Pupils are responsible for:

Demonstrate a positive attitude to learning.

Listening to and following all reasonable instructions.

Taking responsibility for the learning environment

Treating everyone with respect.- in line with school behaviour policy.

External Monitoring

- The **school improvement partner** will work alongside SLT to monitor teaching performance.
- The **school improvement partner** will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, submitting a report to the board of Governors.
- The **school improvement partner** will undertake lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

Self-evaluation

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

What is the school's view on teaching?

What is being done to monitor teaching?

How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?

To what extent do teachers use assessment within the lesson (for example probing questioning and use of individual whiteboards) to ensure that all pupils understand the lesson objectives?

Are judgements based on the interpretation and evaluation of data and evidence?

Are strengths and weaknesses in teaching and management identified?

What strategies do TAs employ to support learning?

Are pupils **resourceful, reflective, resilient, and reciprocal** learners?

Discussion with Pupils

The SLT and Class teachers will include use of pupil voice as part of the monitoring of teaching and learning:

Tell me about this piece of work. What were you learning?

Show me a piece of work that you are really proud of. Why?

Do you know how to improve your work?

Do you have the opportunity to improve your work?

What do you think about your maths/English homework?

What do you think the school could do to make maths more enjoyable/interesting for you?

Which aspect of maths/English do you find challenging/difficult

Learning Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors which will contribute to this include the use of displays, music, the use of resources including ICT and the consideration of pupil groupings in the physical layout of the room (the physical layout of the room will be heavily influenced by Government guidelines. Teachers are responsible for ensuring classrooms are **an inspiring, stimulating and welcoming place to be by:**

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area.
- Providing a stimulating reading area
- Creating a topic focussed environment which stimulates interest in the theme of study e.g. wall display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays and pegs
- Using music to 'set the scene' where appropriate
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment

DISPLAY

The aim of display is to enhance and accelerate learning and to build self-esteem and belonging. We use interactive display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Each child should have the opportunity to have work displayed in school.

Our philosophy

- We encourage our pupils to become effective communicators by:
- Listening to each other.
- Adopting various roles in groups.

- Sharing their thoughts and opinions.
- Respecting the thoughts, ideas and contributions of others.
- Giving honest and positive feedback.

Encouraging all pupils to contribute to lessons, teachers:

Allow all pupils the chance to contribute to discussions without being interrupted.

Allow sufficient thinking time between questions to allow pupils to consider their responses.

We reward and recognise achievement in the following ways:

- House points (winning house are rewarded)
- Celebration assembly – Parents invited to share in their child’s achievement.
- Headteacher awards
- Pride awards –linked to gospel values
- Golden work
- Presentation award
- Sports awards

The Teacher will manage disruptive behaviour by:

- Following the school behaviour policy.
- Creating a positive learning environment, where all pupils feel valued.

Teaching strategies

The curriculum

- Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.
- The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made

accessible to all through differentiation and the provision of the necessary resources.

- While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and Preparation

- Lessons are clearly linked to the national curriculum, ensuring that pupil of all abilities achieve their potential.
- Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Lesson plans clearly show how teaching assistants are used to enhance learning.
- Timings and structure are made clear and the plan clearly demarcates the salient parts of lessons.
- The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

At St. Luke's we apply a mastery approach to teaching and learning in Mathematics and English. This approach is characterised by whole class teaching. Depth of knowledge is valued over speed of learning. High expectations are crucial, and there is the belief that all children can achieve. The principle of a mastery curriculum is that all pupils keep up with the pace of the learning and that gaps are addressed immediately so that no pupil falls behind.

We offer an English Curriculum taught through immersion in a high quality text to develop young learners who have fluency and depth of understanding in a range of reading, writing, grammar and punctuation skills.

- Lessons are delivered in a confident and engaging style. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

- We recognise children learn in different ways and therefore plan and deliver a multi-sensory approach to engage all learners, using auditory, kinaesthetic and visual stimuli.
- A wide range of resources, including those available on interactive boards are available. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and fluency, problem solving and reasoning, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things.
- Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities so that pupils see, hear and do. We make good use of 'talk partners' and we model, encourage and praise co-operative learning.

Resources

- Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers in order to facilitate good practice.

Classroom Support

- TA's are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil Involvement

Pupils are provided with opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment).

High Expectations

The school sets high expectations for all pupils.

SEND

- Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Professional discussions take place regarding pupils causing concern, and if necessary, additional professional support is provided. In addition, the school has adopted a **SEND Policy** containing strategies and procedures for assisting our pupils with SEND.

Review Date: October 2022