



St Anne's RC Primary



'We Grow Together in God's Love'

Teaching and Learning Policy 2021-22

Mission Statement

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

Rationale:

'We seek to encourage each child to develop his or her individual abilities: spiritual, academic and social, as fully as possible and in a spirit of confidence.'

Aims of Policy:

- To provide consistency of teaching and learning across our school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To give children the skills they require to become effective lifelong learners.
- To provide an inclusive education for all children.

At St Anne's we have developed our curriculum with the needs of our children at the very core. We strive to provide a variety of experiences and cultural capital to allow our children to gain skills, knowledge and understanding that will enable them to achieve their true potential and make positive contributions to society. Through our core values of Love, Respect and Responsibility we create a safe environment for our children to enquire and grow in a spirit of wonder and awe. Using the National Curriculum, St Anne's has developed its own bespoke curriculum ensuring progression, breadth and depth of knowledge and skills. We celebrate diversity within our school and quality teaching and learning ensures that ALL learners can achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We want our children to foster their relationship with God regardless of their point on their Faith Journey, and to put prayer at the heart of everything they do.

Our subject leaders have developed a bespoke curriculum for certain subjects which is clearly mapped for each subject and for each year group to ensure progression throughout the school. By teaching discrete subjects, we have ensured that there is breadth of knowledge. By creating our own curriculum we have ensured that the breadth does not compromise the depth of understanding. Alongside assessment, both formative and summative and by combining research and our knowledge of our children, we ensure that new skills and knowledge is continually revisited through our knowledge organisers and quizzes ensuring life-long skills and understanding. Progress is measured for all children, regardless of their starting point, to give next steps in learning for each child. At St Anne's we feel it is crucial for our children to develop their vocabulary across the curriculum. We also believe reading is the heart of learning and we strive to provide as many opportunities for reading for pleasure as well as full-filling the National Curriculum requirements. All children have a growth mind-set with opportunities to influence their own learning.

Inclusion:

Underpinned by our Catholic belief that all children are unique, precious children of God, we aim that our approach to teaching will meet the needs of all pupils, irrespective of culture, religion, race, gender and ability. We aim for excellent achievement for all children. This policy links with policies for: SEN, Equality and School Aims.

1. Organisation and overview of the Curriculum:

- The Curriculum is challenging, broad and provides depth and is adapted to the needs of learners in our school, many of whom experience deprivation and live in an urban environment.

- It provides for the EYFS and for all National Curriculum subjects in KS1 and KS2

An overall Long Term Plan shows how each subject is covered in each year group. We use a combination of specific schemes and St Anne's bespoke curriculum.

R.E.: Salford Diocesan recommended scheme; 'The Way, The Truth and The Life' and Caritas in Action.

RSE: Ten: Ten scheme of work (recommended by Salford Diocese)

English (Writing and SPAG): National Curriculum objectives achieved through CLPE scheme and school topic based scheme (see English policy)

Reading: Read, Write, Inc EYFS/KS1. Project X, KS2. CLPE.

Phonics: Read, Write, Inc

Spelling: Spelling Bee

Maths: White Rose Maths

Topic: Science, History, Geography, Art, DT- St Anne's Bespoke Curriculum

Computing: Purple Mash, Internet Legends. External Provider

Music: Scheme of work provided and delivered by Oldham Music Service

P.E.: Scheme of work provided by Oldham Sport Development in collaboration with St Anne's

MFL: Scheme

DT: project on a page scheme of work

PSHE: Jigsaw

RSHE: Ten: Ten Resources

- The timetable provides for 21 hrs 05 mins teaching time in KS1 and 23 hrs 30 mins in KS 2.

- Timetables outlining times for registration, breaks, assemblies and teaching sessions are agreed. Within these, teachers plan their own timetables using the following principles:
 - R.E. is taught weekly for 10% of timetable. PSHE themes can be taught within this time when they link with R.E. objectives.
 - There are daily English and maths lessons and daily phonics lesson for children in EYFS and Key Stage 1
 - Extended writing opportunities are provided at the end of units of work, (Big Writing). It is marked; strengths and next steps discussed with children.
 - Spelling is taught in discrete lessons using Spelling Bee
 - Foundation subjects are taught discretely.
 - Computing is taught through a combination of 'stand alone' lessons and opportunities to use ICT in the curriculum.
 - Two P.E. lessons are taught every week.
 - Swimming is taught to year 4 with targeted groups attending also

- Children are mostly taught in single age classes but are set across Key stages according to ability for: daily phonics lessons (KS1 and EYFS).
- We believe the development of children's language is the responsibility of the whole school community
- We provide a range of after school activities, including a wide range of sporting activities.
- Super Learning Days and themed weeks take place regularly to offer opportunities for extended and sustained learning. These are planned carefully to ensure progression of skills.
- We provide opportunities to learn outdoors, (in the school grounds as well as off site visits) in many areas of the curriculum. All children take part in our 'Forest School' Curriculum, developing independence and self-confidence as they lead their own learning guided by of qualified Forest School teachers.
- We use Kagan structures to promote co-operative learning, equal participation and engagement. The structures are used alongside other activities, and are selected when most appropriate to achieve an objective. They are taught in ability groups for specific lessons, as appropriate, to ensure challenge at the correct level.
- Planning is taken from schemes of work and St Anne's progression documents. This ensure clear, appropriate knowledge organisers to be used with the children and this corresponds to assessment.
- Learning conversations regularly occur with the children in order for them to take ownership of their learning. Teacher will use various strategies such as questioning; prompt sheets, AFL mountains etc to allow children to evaluate their work and improve it. Learning conversations are constructive and empathetic and allow the children to articulate their learning and any challenges they may face and how they can overcome them.
- The use of Rally Coach is used throughout the school as a tool to aid learning and provide feedback. Staff model constructive learning conversations and language used. As a result children can actively listen and support one another in their learning. Agreed rally coach phrases are used throughout the school and are consistent.

2. Assessment for Learning and Record Keeping

- Assessment for Learning through questioning, observation, discussion and plenaries takes place as an ongoing process in all subjects and informs short term planning.
- In Maths, flashback 4 Is used to assess prior knowledge which is done at the start of each maths lesson
- Knowledge organisers are used for most subjects which include objectives, vocabulary, recommended reading and key links
- Weekly quizzes ensure prior knowledge is continually revisited from all subjects.
- Subject specific quizzes ensure prior knowledge is built upon and misconceptions are addressed
- Children are encouraged to assess their own progress towards achieving learning objectives.

- Age related writing expectations are placed in the front of English books
- WALTs are shared with children and recorded in books. Steps to Success criteria (SC) are shared with children to ensure they understand how to improve their work. These are consistent in format across the school.
- Children's work is assessed and marked according to our marking and feedback policy and aims to provide positive, accurate feedback and give children clear understanding of what they need to do to improve. Children are given opportunities to respond to marking.
- Children use purple pen to edit their work in response to feedback.
- Regular teacher assessment informs target setting and is recorded on Target Tracker three times a year. Pupil progress meetings inform SLT of any interventions children may need to either gap teach or consolidate their learning (See assessment policy and guidelines)
- Maths interventions take place twice weekly 8.15 - 8.45 to address basic skills.

3. Additional adults

Learning is enhanced through the effective use of additional adults:

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. Teaching assistants maximise learning time to support and challenge children.
- Planning is shared in advance with teaching assistants who will take daily pre teaching groups to support and prepare individuals for their lessons.
- Teaching assistants are aware of vulnerable children and a regularly updated on any changes in circumstance.

4. Partnerships with Parents

Parents and carers play a key role in raising attainment. We work with parents in the following ways:

- Homework is provided on a regular basis (see homework/home learning policy)
- Parents are asked to sign homework diaries to liaise with staff. Teachers sign homework diaries weekly to encourage home reading.
- Parents will be informed by social media pages about the curriculum.
- Parent workshops are provided as needs arise.
- Parent evenings are held twice each year and reports sent out twice each year.

5. Good and Outstanding Teaching at St. Anne's is characterised by the following features:

- All children make excellent progress within lessons and over time. Children's attainment is in line with Age Related Expectations.
- Work is challenging and matched well to children's abilities. Children are excited by the learning and engagement and motivation are high.
- The pace of lessons ensures that all children are challenged throughout the whole lesson. No time is wasted.
- Children receive positive, accurate feedback from teachers and peers, orally and in written marking, and are given many opportunities to act on this to improve their work

- Teaching assistants are precisely targeted to enhance children's learning.
- Teachers constantly assess learning in order to adapt teaching to ensure progress.
- Lessons build on previous learning
- Knowledge organisers are used effectively
- Learning objectives are clear and are shared with children
- All children take part in whole class learning sessions and teachers use a range of techniques to ensure this (e.g 'no hands up- teacher chooses child to respond; use of student selector; children using individual whiteboards etc.)
- Children are given time to think before answering questions
- Children are given time to think/talk before writing
- Children are given opportunities to discuss and listen before recording
- Lessons provide a balance of different activities
- There has been good planning and preparation
- Children are involved in evaluating progress and improving work
- There are high expectations of behaviour and standards of work
- Children develop good self esteem and there are good relationships between children and teacher
- Children have opportunities to work in different sized groups and different ability groups, depending on the activity

Roles and Responsibilities:

Governors Role

It is the Governors' role to agree, monitor and review the policy. Monitoring takes place through;

- Visits to school by Governors with particular responsibilities. Also, annual monitoring visit to classrooms by curriculum committee, focus dependent on SDP priorities.
- Committee Meetings with regular reports to full governing body
- Headteacher Reports to Governing Body and presentations by middle leaders.

Headteacher's Role

The Headteacher will take lead responsibility for the development, monitoring and implementation of the policy and reporting to the Governing Body.

Monitoring will take place through classroom observation, scrutiny of books, discussion with staff and children and implementation of the Performance Management Policy.

Role of Teachers

To plan and deliver the curriculum with regard to this policy.

Role of Teaching Assistants

To work alongside teachers to support learning, with regard to this policy.

Review

This policy is a working document and will be reviewed regularly in line with the SDP priorities.

Next review: Summer 2024

