



Teaching and Learning Policy



Name of School	St Edward's Catholic Primary School
Policy review date	September 2024
Date of next review	September 2025
Who reviewed this policy?	Samaira Naz Assistant Head Teacher

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Teaching at St Edward's is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At St Edward's we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.

There will be evidence of the learning environment when:

- focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning is evident (in their books, on the walls, in conversation, in their learning behaviour)

Teachers will ensure that:

- work is planned, both termly and weekly (English and Mathematics and foundation) and electronic plans are filed each week for shared reference
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in subject based Skills Continuum and Curriculum Maps
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

Implications for the school will be:

- there is a Skills Continuum in place that ensures continuity and progression
- there are Curriculum Maps for each year group/subject in place
- agreed schemes of work in place and these are known to all
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny and book scrutiny as well as gathering information on pupil voice

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Key Principle

Children learn best when alongside their learning they are developing key skills for learning but also skills for lifelong learning. They are confident in securing these skills and use them in all areas of learning and everyday life being able to recall them when needed

There will be evidence of the learning environment when:

- Children can confidently recall previous learning a reasonable time after the topic has been taught – this is known as sticky knowledge
- Children can apply this previous knowledge to new areas of learning or situations
- Children can use different strategies to recall or retrieve information/facts learned previously
- Children can confidently talk about and demonstrate a secure understanding of their subject knowledge
- Children show a strong level of perseverance and resilience

Teachers will ensure that:

- Effective strategies are deployed in the classroom to develop children's retrieval skills
- They use a range of assessment techniques to assess pupil understanding
- Children are allowed time to develop their subject knowledge and understanding
- Homework set builds on the skills learned in school and allows opportunities for children to conduct their own research
- Lessons are planned carefully ensuring that all children's learning needs are met and they develop independence in completing tasks and reflecting on their learning

Implications for the school will be:

- there is a Skills Continuum in place that ensures continuity and progression across year groups and phases
- there are Curriculum Maps for each year group/subject in place
- agreed schemes of work in place and these are known to all staff
- all staff receive training on effective use of retrieval skills in the classroom and beyond



Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence of the learning environment when:

- creative teaching and creative learning is taking place
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning

Teachers will ensure that:

- well judged and effective teaching strategies successfully engage pupils in their learning – an engaging starter, *learning journey* and *high quality outcome* will be in evidence in each unit of learning
- they use their expertise and subject knowledge to develop pupils' knowledge, skills and understanding in a structured way
- use well framed questions, knowledgeable answers and the use of discussion promotes deep learning and understanding
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

Implications for the school will be:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website
- whole school themes provide points of shared discussion and motivate learners across the school

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Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each standard of attainment.

There will be evidence of the learning environment:

- children using frequent, detailed and accurate feedback from teachers, both oral and written to improve their learning
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity and reflect on outcomes

Teachers will ensure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular (in line with the school's feedback policy) providing pupils with very clear guidance on how learning-outcomes can be improved
- they have high expectations for all children and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (Reading Records, Phonic Tracker Sheets and SATS and progress tests) and submit data termly to enable Pupil Data Tracking

Implications for the whole school will be:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place;
- data is scrutinised by the Assessment Lead, subject leaders and teachers and Pupil Progress Meetings take place termly
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

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Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence of learning of the learning environment when:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self esteem is key with all children feeling valued and secure
- children taking risks in their learning and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire including display work and use of learning walls
- organisation of classroom routines and resources to optimise learning

Teachers will ensure that:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self esteem will always be maintained

Implications for the whole school will be:

- a clear behaviour policy is in place and all adults working in the school have a clear understanding of its content and it is applied consistently
- high expectations of behaviour, including children's attendance and punctuality at school are communicated to and shared by all children, parents, governors and staff
- rigorous safe guarding procedures are in place and are strictly adhered to

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Key Principle

Children learn best when there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.

There will be evidence in the learning environment of:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

Teachers will ensure that:

- useful feedback about their children's learning is given regularly to parents, both informally when appropriate and formally through termly parent, teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about educational visits, class and school events and other relevant topics are communicated efficiently to parents via letter, via the PING app or the Google Classroom
- parents are welcomed to help in their classrooms and /or around school
- they set appropriate home-learning activities to develop children's understanding of topics covered in class

Implications for the whole school:

- to nurture parental engagement and encourage life-long learning for parents and the wider community
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, notice boards, the PING app and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent, teacher association (The Friends of St Edward's)

Please see link to Overall Curriculum Intent on the school website

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