

ST ANNE'S TEACHING AND LEARNING POLICY



With Christ at the centre of our lives, we live out our call to serve the young;

*"It is not enough to love children,
They must know that they are loved."
St. John Bosco*

Person Responsible:	H/T and DHT
Date policy reviewed:	September 2020
Reviewed by:	KS1&2 T&L Leaders
Date of next Review:	October 2021

TEACHING AND LEARNING POLICY

COVID-19 Updates to this policy

Due to these unprecedented times, we have tweaked aspects of this policy to be accurate and in line with current circumstances.

Key changes:

We will be changing the way in which we mark pupils work so that there is less maneuvering with paper. English pieces of writing will be marked in detail by the teacher but where own work can be marked, this will happen. Teachers have been trained on aspects of (AFL) assessment for learning in which assessment of understanding is continually assessed throughout a lesson. (marking policy)

Our aim in St. Anne's RC Primary School is to create a happy, stimulating and challenging environment where each child has the opportunity to grow as a whole person and to develop to the best of his/her potential.

We provide a curriculum that is broad and flexible, which adapts to the changing and developing society in which our children live. It is relevant to the children's needs and development, and places value on the range of experiences the children bring to the school. Within the tasks planned, we aim to provide scaffolding to enable pupils to achieve their full potential.

Children are inspired to become autonomous independent learners, willing and able to select and use a wide variety of relevant resources. They are encouraged to work in many different ways, to aim for the highest possible standards in learning and to treat themselves, others and their environment with respect.

As a staff, we are focused on the acquisition of skills not only in English and Mathematics, but across the range of the broad curriculum we offer. Through this, we create a centre of excellence for all.

Following discussion as a Staff, we believe the following principles are fundamental in achieving our aims:

- Embedded ethos
- Outstanding relationships
- Well planned curriculum
- High Expectations of staff and Children themselves.

ETHOS

It is our belief that in order to be successful learners, children need an environment;

- which is Christ centered
- which is secure, safe, disciplined and stimulating
- where all Staff, teaching and non-teaching, work together as a team
- where there are friendly, open relationships with parents and children - fostering that essential partnership between home/school/parish
- where all are treated with dignity and respect
- where there is a supportive, positive and challenging attitude towards the children which caters to their needs and builds on their success
- where Governors take an active interest in the school
- that encourages high expectations and levels of independence, with foundations of self-discipline are laid through the recognition of the needs of others, enabling the child to become responsible and aware of their own actions and consequences.
- that displays work from pupils to act as a good model for others and where displays encourage thinking skills
- where the school is seen as an essential part of Parish life.
- where pupils are clear about their next steps for learning

RELATIONSHIPS

It is vital that pupils, teachers, parents and non-teaching staff have open, honest and encouraging relationships with each other. We believe there are four facets that need to be nurtured.

Pupil/Teacher

Children become successful learners when;

- they have a positive image of themselves which is supported by having a happy, trusting relationship with staff and children, with constructive criticism viewed as a positive tool.
- the teacher has the ability to work alongside the child, scaffolding when needed.
- the teacher has high expectations of all children.
- they are encouraged to build on their success as well as making constructive use of difficulties.
- the teacher is enthusiastic and well informed on curriculum matters.
- the teacher is fair and establishes clear, consistent and realistic standards of behaviour and offers public and personal positive feedback.

Pupil/Pupil

Children learn best when they;

- value themselves and each other as each child is special
- are encouraged to care for and respect other children's feelings and property.
- are encouraged to develop sensitivity and compassion when dealing with others
- have the opportunity to work in a variety of groups, e.g. mixed or like ability/friendship, peer/mixed age etc., thereby developing personal and social skills (talk partners, reading buddies, etc)
- are involved in the decision and rule making process throughout the school, actively participating in the negotiation of roles, responsibilities and outcomes. (monitors/peer mentors/school council/head boy and head girl)
- have the opportunity to work cooperatively, collaboratively and individually.

Teacher/Parents/Pupil

Children learn best when there is;

- respect and good rapport between parents and staff.
- regular communication between teacher and parent. (Initial information evening in September/2x parents evenings in October and February/mid-year and end of year report)
- active and supportive parent involvement in the working life of the school.
- active and supportive involvement in the children's learning – supporting homework and reading at home.
- positive and high, but realistic, expectations from both parent and teacher.

Teacher/Pupil/Non-teaching Staff

Children learn effectively when;

- non-teaching Staff actively support whole school policies.
- non-teaching Staff feel valued and involved. (Learning support meetings with DHT monthly)
- there is good rapport between teaching Staff, non-teaching Staff and children.
- each values and respects the other.
- non-teaching staff are actively involved in planning the curriculum

CURRICULUM

A curriculum statement was created as a result of consultation with staff and parents and what came out of the INSET days. (See website)

When considering the creative curriculum, staff addressed:

1. Planning/Scaffolding/Progression
2. Classroom Organization/Resources
3. Assessment and Record Keeping/Reporting
4. Staff professional Development
5. Planning and Teaching

Safeguarding across the curriculum:

Teaching our children resilience and how to keep themselves safe is incorporated throughout the curriculum.

It is our belief children learn best when;

The curriculum is broad, balanced and begins from the child's own experience. Individual Needs are understood and planned for.	They have equality of opportunity to gain full access to the social and academic curriculum in accordance with the "Every Child Matters" Policy.	The work is carefully planned in accordance with our whole school policy with clear learning objectives, clearly identified Assessment for Learning opportunities and success criteria across key stages.	There are extension tasks linked to individual subjects.
They are actively involved in constructing their knowledge through first hand and the experience of others.	They are presented with interesting opportunities, choices and challenges, with high expectations of achievement.	Lessons are presented using a variety of teaching styles, techniques, strategies and regularly updated resources.	Opportunities for linking with SMSC within all areas of the curriculum.
They have the opportunity to extend and apply their knowledge and skills through problem solving situations.	They are encouraged to acquire knowledge and skills and the ability to apply them.	Requirements of National Curriculum are met, differentiated tasks planned at a level appropriate to the needs of each child.	

Delivery of curriculum- Lesson 10

The staff at St. Anne's designed, and follow, a set of 10 principles that they felt represented good practice. This is known as the Lesson 10 and is displayed in all classrooms.

Monitoring and Analysis of Teaching and Learning

This is a high priority for all senior leaders and subject leads. The leads, Hanorah Murphy and Natasha Bisset, keep records of all teachers and triangulate to have an overall picture of teaching across the school. Lessons, books and pupil interviews help to create an overview of the impact curriculum on teaching and learning.

Every Tuesday during SLT meetings, SLT monitor a selection of books. Staff are given verbal and written feedback with points to celebrate, and where there might be possibilities of moving practice forwards.

Drop-ins and Lesson Observations

SLT follow a timetable, and drop in weekly to classes with a focus for each drop-in. Year group leads feedback to teachers. Some formal lesson observations will take place **where we feel it is appropriate and where social distancing is possible**

Support for staff

Where it is deemed that a member of staff requires support in their teaching, they will be assigned a member of the SLT and an action plan will be constructed together. This will have a timed scale in which to review.

Coaching

From Autumn term 2019, all teaching staff will have a coach within the school. All coaches have been trained through the Xavier MAT and all staff will receive training on the process.

KS1 Time allocation for Curriculum Subjects – September 2020

Subject	Year 1	Year 2
RE	2 sessions	2 sessions

	(This does not include collective worship which should take place daily and the amount of minutes is that of the age of your pupils.)	(This does not include collective worship which should take place daily and the amount of minutes is that of the age of your pupils.)
RSE	Throughout the term and specific half termly sessions.	
English	5 sessions 5X daily phonics 3Xguided reading	5 sessions 3X daily phonics 3Xguided reading
Maths	5X sessions, including mental maths and problem solving	5X sessions, including mental maths and problem solving
Science	Block planning	Block planning
Computing		
Art / DT	Block planning	Block planning
Geography / History	Block planning	Block planning
Spanish	N/A	N/A
Music	1 session	1 session
PE	2 sessions	2 sessions
PSHCE	1 session	1 session

Subject	Year 3	Year 4	Year 5	Year 6
RE	2.5 hours (Collective worship should take place on the days when there are no assemblies)	2.5 hours (Collective worship should take place on the days when there are no assemblies)	2.5 hours (Collective worship should take place on the days when there are no assemblies)	2.5 hours (Collective worship should take place on the days when there are no assemblies)
R.S.E	Throughout the term and specific half termly sessions.			
English	5 hours (SPAG and Writing) + 30 minutes guided reading	5 hours (SPAG and Writing) + 30 minutes guided reading	5 hours (SPAG and Writing) + 30 minutes guided reading	5 hours (SPAG and Writing) + 30 minutes guided reading
Maths	5 hours (including arithmetic and weekly problem solving and reasoning)	5 hours (including arithmetic and weekly problem solving and reasoning)	5 hours (including arithmetic and weekly problem solving and reasoning)	5 hours (including arithmetic and weekly problem solving and reasoning)
Science	Block planning			
Computing	1 hour	1 Hour	1 Hour	1 Hour
Art / DT	Block planning			
Geography / History	Block planning			
Spanish	30 minutes	30 minutes	30 minutes	30 minutes
Music	1 hour	1 hour	1 hour	1 hour
PE	2 hours	2 hours	2 hours	2 hours
PSHCE	30 minutes	30 minutes	30 minutes	30 minutes

Classroom Consistencies

A set of classroom consistencies was constructed in September 2014 and is reviewed annually by the T&L leads. Staff are given this as a guide and every Autumn term these consistencies are monitored.

CPD and the Xavier MAT

- Every staff meeting contains an element of T&L. The SDP is tailored to the training needs of staff to ensure excellent teaching and learning throughout the school.
- Every year within the MAT, staff are invited to take part in CPD on all levels.

- A T&L Review takes place once a year in order to ascertain a whole school overview and areas for development.
- The T&L leads attend T&L network meetings within the MAT to continue to develop good practice.
- Subject leads attend network meetings on a calendar set out by the MAT for the academic year.
- LSA's meet with the T&L lead monthly to discuss T&L strategies and have an opportunity yearly to peer observe one another.