

Teaching & Learning Policy



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS: January 2022

RESPONSIBLE PERSON: Headteacher

Our school Aims

- We aim to have an effective team where our individual skills, gifts and personalities are valued, nurtured and are allowed to benefit all.
- We aim to give our best, whatever our role in the school.
- We aim to provide a safe, caring environment for children to learn and develop. Our aim is for each child to achieve their full potential by providing a rich and varied curriculum.
- We aim to equip our teachers with the skills through continued professional development and the feedback from internal monitoring to enable them to become outstanding practitioners.
- We aim to equip our children with the skills to be effective learners and, a curriculum that ignites their thirst for knowledge.
- We aim to work closely with Governors to run the school efficiently and purposefully and ensure that we have the best possible environment.
- We aim to have a strong, useful communication between parents, children and staff, so that we all share the responsibility for the children's growth and learning.

Purpose

This policy promotes best practice and establishes consistence in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Rationale

At Our Lady & St. Oswald's Catholic Primary School, we believe effective learning takes place when children are motivated and develop positive independent learning behaviours. Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned lessons where pupils know the objective of their learning and how to be successful, and where tasks are stimulating and appeal to the pupils' interests as well as matching their ability.

Our Lady & St. Oswald's Catholic Primary School

Throughout our journey at Our Lady & St. Oswald's Catholic Primary School, we are educated and equipped to progress through life in an ever changing world. Together we develop positive attitudes and ambitions and celebrate our successes.

Effective Learning

Where learning is effective, pupils ...

1. Are motivated to:
 - Take an interest in their learning through encouragement, support and involvement from their parents and carers.
 - Improve their performance and are willing to learn from their identified areas for development as well as their strengths.
 - Enjoy lessons and readily respond to the challenge of the tasks set.
 - Try their best at all times so that they achieve their full potential.
 - Care about the presentation of their work and look after resources.
 - Lead their own learning.
2. Take responsibility for:
 - Evaluating their achievement of learning objectives/outcomes.
 - Concentrate on tasks set and listening attentively.

- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
 - Helping each other and working collaboratively, as well as independently.
3. Have developed or are developing the following learning behaviours:
- Perseverance and applied resilience with all tasks.
 - Responding positively to opportunities given to extend their learning.
 - The ability to edit and redraft work.
 - Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
 - A positive response to skills/ understanding based learning.
 - Being prepared to be flexible in response to the needs of the 21st Century, eg. Using problem solving skills and thinking `outside the box`.
 - Being able to adapt easily to different ways of working.
 - Evaluating their own work and how to improve it.
 - Being able to decide the best approach to the task and the resources/support needed.
 - Communicating information and ideas, offering comments and explanations.
 - Feeling that they are valued by the school community and that their achievements are being recognised.

Effective Teaching:

Where teaching is effective, teachers...

1. Will aim to provide high quality learning opportunities:
 - Through carefully planned, well-structured and paced lessons.
 - By making aims, ie. Lesson intentions clear in planning. The planning is logically sequenced and developmental throughout a unit of learning.
 - Children will know more and remember more and build on their learning through effective teaching.
2. Will have high lesson expectations:
 - Learning intentions or steps in learning should be clearly seen in books for every lesson.
 - The session clear outlines how the skills will be developed and how the understanding and application of knowledge is achieved.
 - Tasks must reinforce the learning step and not be activity driven.
 - Children are encouraged to take control of their own learning and challenge themselves.
 - Support staff are used effectively to work with groups or individual children, supporting SEND/PP/ or challenge more able where required.
3. Will evaluate their lessons and ask...
 - What did the children learn?
 - What progress was made?
 - Was it worth learning in the first place and how does it link to other areas?
 - Does it support the Essentials Curriculum guidance?

Conditions for effective Teaching and Learning.

In order to provide the right climate for fostering effective teaching and learning **ALL STAFF** at Our Lady & St. Oswald's Catholic Primary School will contribute to:

- Creating a positive learning environment where children feel valued and inspired to `be the best they can be`.
- Developing positive relationships between adults and pupils.

- Devising imaginative and creative approaches to the development of knowledge and skills, based on the Chris Quigley Essentials Curriculum (CQEC), Mastery and Talk for Writing (T4W) Pedagogy promoted within the school, to ensure lessons are interesting and stimulating.
- Varying teaching styles, learning activities and the learning environment, including role play, to maintain pupils' interest and take account of learning styles.
- Using praise and positive reinforcement (in line with the school's behaviour policy) to foster esteem, motivation and confidence.
- Ensuring classrooms are bright, vibrant and alive with the children's learning.
- Displays offer self-help working walls to promote independence and perseverance.
- Effective use of ICT to enhance the learning experience, making strong cross-curricular links where appropriate.
- Setting and achieving high standards of behaviour and achievement as per whole school behaviour policy.
- Using Assessment for Learning (AFL) to make on going judgements throughout a lesson and be flexible in response to children's needs.
- Using assessment data and target setting to identify differentiated requirements, eg. Tasks, appropriate groupings and additional learning scaffolds.
- Engaging parents in their child(ren)s learning through Pupil Progress Meetings, termly information meetings, contributions to the website and the weekly newsletter.

The Curriculum

Teachers are responsible for maintaining a very good subject 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.

We use the objectives from the National Curriculum and CQEC, Mastery Maths and Talk 4 Writing to underpin the Maths and English.

Literacy is at the heart of our curriculum. Classes have an over-arching topic each term which is informed by the Curriculum Statement. Teachers plan lessons using the Chris Quigley Essentials Curriculum, for coverage and progression and to ensure that pupils receive their full entitlement. Teachers may use schemes of work as a start point, but are expected to add their own creative and bespoke ideas that enhance the four 4 keystones that our Curriculum is built around, which are: **Locality, Health, Values & Faith**. Wherever possible links are made between areas of the curriculum with non-fiction reading and writing being taught through cross curricular links. We aim to make the curriculum responsive to the religious and cultural backgrounds of our pupils.

English

At Our Lady & St. Oswald's Catholic Primary School we want all our children to develop into thoughtful readers and creative writers and it is through the Talk for Writing approach that we believe we can achieve this. Through its multi-sensory and interactive teaching it enables children of all ages and abilities to learn to write a wider range of story/text types using various methods including:

- Listening to and learning texts and stories.
- Promoting rich vocabulary and discussion around new language.
- Taking part in drama and role-play.
- Drawing and story-mapping.
- Collecting words and language strategies.
- Building their working knowledge of grammar.

At Our Lady & St. Oswald's Catholic Primary School we are very enthusiastic about this approach as writing becomes a joint adventure between pupils and teachers.

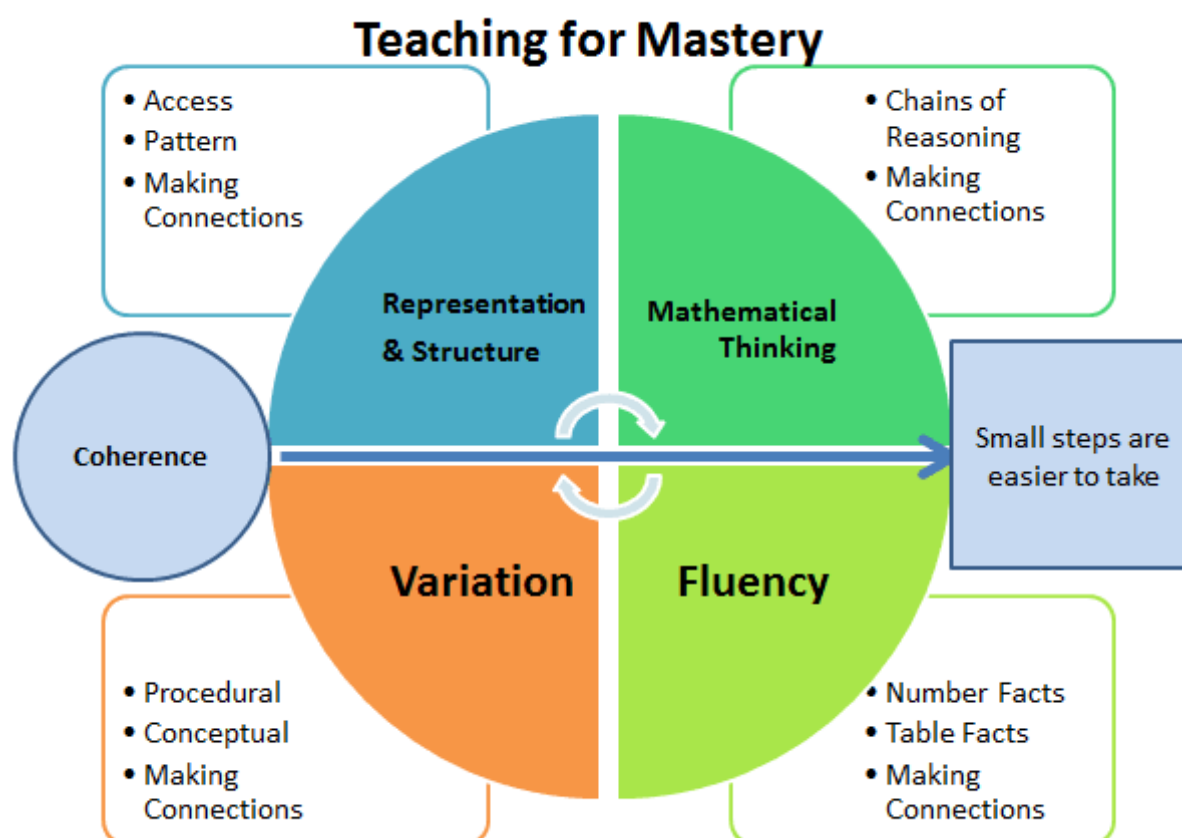
Mathematics

At Our Lady & St. Oswald's Catholic Primary school we follow the Mastery approach to mathematics teaching and also apply this teaching approach across the curriculum.

We focus on the deep principles of:

- **Deep** and sustained learning-for **all**.
- The ability to build on something that has already been sufficiently mastered.
- The ability to reason about a concept and make connections.
- Conceptual and procedural fluency.

A **Mastery** approach is a set of principles and beliefs. This includes a belief that all pupils are capable of understanding and doing mathematics, given sufficient time. Pupils are neither 'born with a mathematics gene' not 'just good at mathematics'. With good teaching, appropriate resources, effort and a 'can do' attitude all children can achieve in and enjoy mathematics.



Chris Quigley Essentials Curriculum

At Our Lady and St Oswald's Catholic Primary School we aim to provide, through high quality teaching and learning experiences, every child with the key skills they require to achieve in all subjects and develop a love of learning which will be with them for their whole life.

To meet these expectations, and those of the curriculum, we follow the Essentials criteria set out by Chris Quigley. <http://www.chrisquigley.co.uk/>

Within this system we operate as three, 2 year Milestones – Milestone 1 (Years 1 and 2), Milestone 2 (Years 3 and 4) and Milestone 5 (Years 5 and 6).

The EYFS Framework is closely aligned to the basic level in Milestone 1 but also at times taught discretely as and when required.

Within each milestone, children develop the knowledge and transferable skills which allow them to access all areas of the curriculum. Children work their way through 3 developmental stages, Basic, Advancing and Deep, this is dependent on their cognitive development and confidence.

It is our expectation that children at the end of Year 1, 3 and 5 will be working at the end of the basic expectations in order to be described as Age Related Expectations. Children at the end of Years 2, 4 and 6 will be working at the end of advancing in order to reach Age Related Expectations.

Equal Opportunities

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, Greater Depth(GD) and English as an additional language (EAL) stage when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief or sexual orientation.

The Role of Governors

Governors determine, support, monitor and review the school policies on teaching and learning.

In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote high quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The Role of the Senior Management Team

- To be positive role models to their teaching teams.
- To support their team members to deliver high quality learning.
- To monitor and evaluate the impact of learning within their roles and teams.
- To hold members of their team to account to ensure the best possible provision is in place for all learners.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- keeping the school website up to date, so parents know what the children are learning each term and on a week by week basis via the medium term planning grids.
- holding parent and carers consultation meetings to share their child's targets and to explain our strategies for teaching key areas of the curriculum;
- promoting an open door policy and being visible and approachable at the beginning and end of the day;

We believe that parents play a crucial role in supporting their children and the school to implement school policies and adhering to our Home School Agreement.

The Role of the Pupils

Most of this is covered in the Home School Agreement but in addition we encourage pupils to:

- be willing to have a go;
- try to see that mistakes are good because they can help all of us get even better;
- **be resilient, persistent, reflective and resourceful;**
- be supportive of others they are learning with and to share their learning with others;
- take responsibility for their own learning behaviour and strive to become independent, lifelong learners;

The Role of Teachers

The Government's Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

Headteachers (or appraisers) use these standards to assess each teacher's performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner).

Monitoring and Review.

The staff at Our Lady & St. Oswald's Catholic Primary School review this policy every two years. The Senior Leadership Team (SLT) may determine that this policy needs to be reviewed earlier for example if the government introduces new legislation / regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Date for review: January 2024 *or before if required*