

St Marys Catholic Primary School

'Learning together in Faith and Love'

ST MARY'S CATHOLIC PRIMARY SCHOOL



Teaching and Learning Policy

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Mission Statement

St Mary's is a vibrant two form entry Catholic Primary School in North Kensington with a strong sense of community. We are a school that welcomes all children from the ages of 3 to 11 years. Our school serves the Roman Catholic Parish of Our Lady of the Holy Souls, Kensal New Town and other local parishes.

The aims of our school are:

- To promote Christian values where children live, learn and celebrate the teaching of Christ.
- To provide a curriculum which is broad, balanced and meaningful and where children can experience enjoyment and fulfilment.
- To promote the highest standards of teaching and learning within the framework of the National Curriculum.
- To develop in each child a sense of achievement, value and self-worth and to achieve the standards of which they are capable.
- To help our children acquire the skills of independent learning and make sufficiently rapid progress.
- To provide a safe and secure environment where children feel valued and where they respect help and care for each other.
- To involve parents in all aspects of their child's education and promote good home/school partnerships.
- To develop in our children awareness and respect for the different cultures and religions represented in society and their responsibility to the wider community.
- To foster the continuing development of staff, parents and Governors in serving the community.

St Mary's School Values

These are the values which will be explicitly taught, modelled and rewarded at St Mary's:

- **Kindness**
- **Respect**
- **Tolerance**
- **Honesty**
- **Responsibility (for ourselves and our world)**
- **Co-operation**

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1. INTRODUCTION

Teaching and learning is at the heart of St Mary's Primary School. We aim to develop a love for learning within a creative curriculum where every individual is valued for his/her unique contribution. We wish to provide pupils with the knowledge and skills needed to become critical thinkers, ready to embrace local and global challenges. Learning in our school is a collaborative process between adults and children; between school and home. Assessment for learning lies at the heart of this process.

2. PURPOSE

The policy for teaching and learning is a core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. It was written as a result of developments in our practise and is owned by the teaching team. Members of staff are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

3. AIMS

Through our teaching we aim to:

- meet the needs of all learning styles i.e. visual, auditory and kinaesthetic styles
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens
- support the whole school values of kindness, respect, tolerance, honesty, responsibility and cooperation.

4. EFFECTIVE TEACHING AND LEARNING

At St Marys we recognise that learning is a continuous process which involves acquiring knowledge, skills and concepts, and developing positive and worthwhile attitudes.

For effective teaching to take place there are a number of '**ingredients**' that we feel are needed.

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time

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- Be appropriately and readily resourced
- Good questioning
- Quality Interaction between teacher and pupil and pupil and pupil
- Pace
- Enthusiasm
- Fun, memorable and irresistible delivery, content and outcome
- Involvement of all the children
- Excellent behaviour management
- Opportunities for independent learning
- Elements of visual, auditory and kinaesthetic learning
- Follow up feedback through effective, interactive marking

Effective teaching and learning takes place in an **environment** in which:

- relationships provide a confident and positive atmosphere
- it is stimulating, purposeful and where children's work is valued and displayed appropriately
- a culture of self-evaluation prevails
- there is room for reflection
- learning is valued
- there is mutual respect between all members of the school learning community
- no-one is afraid of making mistakes
- lessons are well-paced; teachers vary pace to match the task and children's needs
- support from home is encouraged

Progress

The most important measure of teaching is its impact on progress. This underpins all elements of teaching and learning to ensure that we strive to provide the best progress, which is highly visible, measurable, rapid and sustained across all subjects.

5. PLANNING

Long-term and medium-term planning

Our planning ensures effective, efficient and creative delivery of the National Curriculum and New EYFS Curriculum. Medium & Long-term planning for core subjects is informed by the National Curriculum and Renewed Maths Framework which outline the content and skills to be taught by all year levels. In Non Core subjects skills progression grids are used to support both planning and assessment processes ensuring an adequate progression of skills across all year groups.

Our plans ensure:

- knowledge, skills and concepts are developed systematically from year to year
- effective links enabling children to apply the knowledge and skills learnt in one subject to others
- progression and valuing of basic skills across all curriculum areas

Short-term planning

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Teachers work in partnership with their parallel teacher, to plan daily English and Maths lessons. Working collaboratively to plan ensures consistency in knowledge and the teaching of subject areas.

Effective short term planning:

- has a clear and focused learning objective, including the essential knowledge, skills and understanding for the subject (WALT)
- a clear success criteria outlining the specific skills needed to achieve the learning outcome.
- responds to the range of needs and abilities within the class
- takes into account all groups of learners
- takes into account a range of teaching styles to reflect children's different learning styles
- takes into account previous learning
- plans in assessment activities including self, peer, teacher and TA
- is constantly reshaped in light of ongoing checking of pupil achievement
- identifies opportunities to embed ICT

Teachers will differentiate the curriculum by:

- task / activity
- challenge
- outcome
- resources
- adult support

*Refer to appendix 1 for planning for differentiation in English and Maths

* Refer to appendix 2 for the English teaching process.

6. LEARNING OBJECTIVES

The sharing of learning objectives is a crucial element in the process of teaching and learning. By sharing the objective, we empower children to take ownership of their learning.

We ensure:

- learning objectives are clear and explained in words children understand
- children understand the purpose of their learning ('The Big Picture')
- task instructions are clearly separated from the learning objective
- they are visually displayed where appropriate and referred to, except in those lessons where they are to be 'discovered' and usually included as part of the children's learning.
- learning objectives provide the focus for the teacher to evaluate to what extent the lesson met its aims
- learning objectives provide the focus for self/peer evaluation (and marking)

In St Marys this is referred to as the WALT (We are learning to).

They may begin with:

- know (knowledge: factual information)
- be able to (skills: using knowledge and resources)
- understand (concepts: understanding reasons, causes and effects, how things work)
- be aware of (attitude: empathy, awareness of issues)

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7. SUCCESS CRITERIA

The purpose of the success criteria is to enable teachers and children to be sure about how to judge whether or not the learning objective has been met. If the learning objective is seen as the 'house', then the success criteria are the 'bricks' used to build the house.

We ensure they are:

- skills based rather than instructions, generic or bottom line expectations
- explained in words children understand
- discussed and in some cases agreed between the children and their teacher
- visually displayed where appropriate and referred to, except in those lessons where they are to be 'discovered' and usually included as part of the children's learning.
- appropriately differentiated to ensure all pupils can make progress towards the learning objective.

Some success criteria may be generic (meaning all children will need to achieve these to be successful) or individualised for groups of learners. The generic success criteria should be visible throughout the lesson, however it is the differentiated success criteria which guide children to meet their specific outcome/targets. It is this differentiated success criteria that is displayed with their learning in their books.

The success criteria is used as a basis for the evaluation of the lesson by both the teacher and children.

Below are examples of the success criteria used in Maths and Writing.

Maths

Date: WALT: use written methods to add (column method)	Individual	
	Group	
	Supported	
Success Criteria <ul style="list-style-type: none">• Add the units, carrying any tens below the tens column.• Add the tens, carrying any hundreds below the hundreds column.• Add the hundreds carrying any thousands below the thousands column• Add the thousands Remember to include any you've carried when adding each place value	Example $\begin{array}{r} \text{TH} \quad \text{HT} \quad \text{U} \\ 1 \quad 8 \quad 7 \quad 3 \\ + 2 \quad 9 \quad 6 \quad 0 \\ \hline 4 \quad 8 \quad 3 \quad 3 \\ 1 \quad 1 \end{array}$	
Pupil assessment:		

This 'Matrix' should be used in all lessons where new concepts are being taught and were deemed necessary to enable children to meet the learning objective. In some instances the children will devise their own success criteria or WALT based on the task. The success criteria is the maths skills needed to achieve the WALT rather than instructional.

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Differentiated Success Criteria:

Whilst all children are learning written methods of addition, they will not all necessarily be learning the same one and as such may need a completely different matrix. The calculations policy and APP should be used to ascertain the appropriate strategy for each level. This is an example of a matrix that could be used alongside the one above.

Date: WALT: use written methods to add (partitioning)	Individual	
	Group	
	Supported	
Success Criteria	Example	
<ul style="list-style-type: none"> Partition the numbers into each place value Add each place value separately (eg Tens, then Units) Recombine by adding together both answers 	$34 + 27 =$ $30 + 20 = 50$ $4 + 7 = 11$ $50 + 11 = 61$	
Pupil assessment:		

Writing

Generic Success Criteria:

WMG... writing persuasive text?	Key Concepts:
Success Criteria:	Title
<ul style="list-style-type: none"> Opening statement about the issue to be argued. Background information so that the reader can understand the issue. State each argument clearly with a paragraph for each argument. Use present tense. Use persuasive techniques (Exaggeration, emotional language, repetition, attacking the counter argument) Concluding paragraph with a summary of the points. 	
	Introduction
	What is your purpose? What is your point of view?
	
	Paragraphs
	Start each one with the main point of your argument which you are going to explain further.
	
	Conclusion
	Conclude your writing and summarise the key points.

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Differentiated Success Criteria:

WALT: Write from the perspective of a character	Self Assessment
<ul style="list-style-type: none">Use a range sentence types: short, compound (FANBOYS) and complex (embedded clause) e.g. Mr Oakley, who was old and grumpy, stood watching me at the fire.	
<ul style="list-style-type: none">Use commas to separate clauses (I sat in the graveyard, wondering what my future held.)	
<ul style="list-style-type: none">Start at least one sentence with a simile (Like a fox, he searched the graveyard) and at least one sentence with a one worder (feeling) e.g. Tired, he ambled slowly across the road.	

8. ASSESSMENT

Assessment is embedded in teaching and learning and is an essential part of this. The two main types of assessment, which fulfil important yet different roles are Formative (Assessment for learning) and Summative (Assessment of learning)

Assessment for learning

Is an active and ongoing process in the classroom between the teacher and the child. It is one of the most important purposes of assessment informing planning in order to meet individual learning needs and therefore is a tool to raise standards.

We recognise that the following areas are all part of assessment for learning:

- Learning Objectives – clarified at the planning stage and shared with pupils when teaching
- Questioning - effective and appropriate differentiated questions used throughout the lesson
- Self Assessment- involving children in self-evaluation against the success criteria so pupils can identify what they have done well and why.
- raising children's self esteem through the use of positive language and through the celebration of achievement
- Data- using data to effectively gauge the progress of individuals and groups and to inform target setting
- Standards - helping children know and recognise the standards they are at now and those they are aiming for
- Targets - organising target setting so that children's achievement is based on prior attainment as well as aiming for the next level up
- Checking -High quality checking is used to give teachers an insight into the depth of understanding or accomplishment of individuals during a lesson. By continually checking on progress, teachers maximise it and reshape teaching as required. A range of methods for

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checking are used. These techniques focus on individuals rather than the whole-class, to ensure that the progress of pupils is not put on hold. Checking and reshaping of learning are used to have a notable impact on progress.

- **Marking-** High quality feedback-both written and verbal- is used by teachers to give pupils a good indication of what they have done well and why. The advice provided is useful and relevant, helping pupils to understand how to improve their work. Pupils are inspired to act on this feedback and make improvements and as a result make good, visible signs of progress. This is outlined in more detail in the marking policy.

Assessment of Learning

AOL is the means by which the progress of children is monitored. In St Marys we include end of unit tests and termly assessments, optional tests as well as statutory end of key stage assessments. Our annual assessment calendar ensures a range of this type of assessment is carried out throughout the year. These assessments are moderated by the senior leadership team to ensure accuracy, and the data used to set targets and inform intervention support. This is used to show pupils and parents the progress that has been made and to feed into whole school analysis.

ANNUAL ASSESSMENT CALENDAR

Pupil progress is tracked from nursery to Year 6.

- **EYFS:** The Foundation Stage Profile is an on-going assessment completed throughout the foundation stage; starting in Nursery and completed by the end of Reception year. Children's profile books to celebrate and record significant developments in their stages of learning.
- **KS1 (Year 2):** End of key stage NC assessments (SATs) are used to assess children's progress. There is a statutory Phonics Screening at the end of year 1 in summer term. For any children who don't achieve this, it is sat again in year 2. Children are expected to achieve level 2b or above. Children are expected to make at least 3 sub-levels (6 points) progress each year.
- **YEARS 3, 4 and 5:** children take the optional SAT papers in English and Maths as well as on-going Assessing Pupil Progress materials (APP).
- **KS2 (Year 6):** End of key stage assessments - SATs are used to assess children's progress from KS1 to KS2. Children are expected to achieve Level 4 or above and make 2 levels of progress in English and maths. In each year of KS2, Children are expected to make at least 2 sub-levels (4 points) progress.

Each year group also undertake on-going assessment tasks and termly assessments in Reading, Writing and Maths. These are used to set regular short term targets in these core subjects, which are shared with pupils, parents and carers.

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9. PRESENTATION IN CHILDREN'S BOOKS

All classes will display presentation of work poster in their classrooms and remind children about expectations.

1. Always use a sharp pencil.
2. Always include the date (Long date for English, short date for all other subjects)
3. Write the WALT on the next line.
4. Leave one line under the WALT before starting work.
5. In maths, use a ruler to draw a margin 2 squares in. Only two columns should be used for learning, the second in the middle of the page and a double margin 1 square wide.
6. A ruler must be used to underline and draw tables and charts.
7. Always use neat legible writing.
8. If you make a mistake use a ruler to put one line through it.
9. Rubbers are not to be used unless directed by a teacher.
10. Once you have finished your work leave five lines clear and rule off for the next piece of learning.
11. Do not make any marks or write on the covers of your exercise books.



Teachers should also make sure that the following happens to help the children with their presentation:

- All maths work will be completed in pencil.
- Colouring pencils only will be used in exercise books.
- Teacher's handwriting should be neat and legible.
- From the summer term of year 4, pupils can earn a pen license through consistently neat presentation and handwriting across all subjects.
- All worksheets need to be dated, marked and carefully trimmed before stuck into books or kept in subject folders. Please ensure a balance between children writing in books and use of work/activity sheets.

10. BOOKS USED

St Mary's guidelines on exercise books used

Subjects	Foundation Stage	Key Stage 1	Key stage 2
Maths	Light blue squared 2mm	Light blue squared	Light blue squared
Writing	Yellow lined	Yellow lined	Yellow lined
Guided Reading	To be determined by the class teacher		
Science	Red lined	Red lined	Red lined
Religion	Gold	Gold lined	Gold lined

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Themed Learning		Green lined	Green lined
Homework		Grey lined	Grey lined
Handwriting	To be determined by the class teacher		
Sketch	Black Blank	Black Blank	Black Blank

11. HOMEWORK

At St. Mary's we believe that this is effective when:

- Homework links closely to work that is being carried out in the classroom.
- Homework tasks are carefully planned and structured to support progression in children's learning.
- Tasks are differentiated to cater for the varied needs and abilities of children in the class.
- Homework is varied, interesting and fun so it motivates children, stimulates their learning and fosters different study skills.
- Teachers make quality time to explain homework so that children have a clear understanding of the task.
- Expectations are established with children and parents so there is a shared understanding. These should be shared with parents at the beginning of each term along with an outline of the curriculum coverage and ideas for further support.
- Teachers set high expectations for completion of homework in the given time and systematically check it.
- Children receive clear feedback on their work in either written or oral form, including marking it together in class.

Homework schedule (Suggested new)

This outlines the homework that is given out and the expected duration of the tasks on each of the specified days. In KS1 & KS2 It is also expected that reading should be undertaken every night.

	Monday	Tuesday	Wednesday	Thursday	Friday
EYFS	Reading		Reading		Reading
KS 1	Comprehension Spelling (sentence for each word) Maths Themed Learning / Science				
Homework is handed in on a Friday Duration: 30-40 mins across the week					
KS 2	English: Comprehension or Writing *	Maths Revision (eg Mental Arithmetic)	English: Grammar & punctuation Spelling	Maths, Science or Themed Learning	
Homework is handed in the day after it's given Duration: 20-30 mins per night (excluding reading)					

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*Writing Task- at the end of a unit (approximately fortnightly) a writing task / stimulus is provide to KS1 & KS2 children based on the previous taught genre. For home learning, children must plan their writing. On each Thursday, this plan is to be brought into class, whereby the teacher will spend 15 minutes in developing success criteria's with children, for independent writing the following day (Friday). This piece of writing is collected, marked and placed in the child's writing folio as additional evidence.

12. Working with parents.

Partnership with parents is very important at St Marys as involvement in their child's education is vital in raising attainment levels. There is an open door policy for parents, who can meet with the class teacher or management at any convenient time. At the beginning of each academic year, each class teachers hosts a parent evening to outline procedures and expectations, providing parents with any relevant polices. The curriculum coverage, and individual targets are then shared with parents at the beginning of each term.

Formal individual parent teacher meetings are held during the spring term to discuss attainment, progress and targets. A more detailed written report outlining attainment, progress and targets across the curriculum is then provided in the summer term, where parents are given the opportunity to meet the class teacher to discuss this in further detail.

Maths and English Family learning sessions are held annually with parents, who are informed of them in advance. These free workshops the give parents the opportunity to participate in fun learning activities with their children, find out more about how their children learn and how best to support them.

13. Monitoring Teaching and Learning

Teaching and learning is monitored through the Professional Development process which includes lesson observations, setting of personal and whole school targets. It is also monitored through book scrutiny across all subject areas and assessment moderations.

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APPENDIX 1- Planning for differentiation in English and Maths

MATHS

1. Identify objective from 'Yearly Plan'

This won't necessarily be the objective for your whole class. It is an objective for the children working at the expected level for that year group. The children who may not be at this standard are:

- Children who are working at a level below the national expectation for that year group.
- Children who are working above the national expectations for that year group.
- Children who didn't meet the objective in the autumn term and need to consolidate it before moving on.

2. Use the 'Block Overview' to assess prior learning in order to build on this

Assess what they children can do in a review lesson at the start of the block or week within a block.

Assess the objectives from:

- **Identifying and building on earlier learning**
- **The objectives for the block**

3. Identify the skills children need to develop to reach their target level. Use

- Pitch and expectations
- APP
- Children's targets

4. Plan activities which will teach these skills and provide them with opportunities to practice and then apply them independently.

TYPES OF DIFFERENTIATION

Support

Use of support staff

Teacher as facilitator of small group based on shared targets

By level (standard)

Children complete a WALT based on the different levels they are working at. E.g

Level 3: add and subtract two digit numbers mentally (36 + 19, 63-26)

Level 2: use number bonds to 10 to add and subtract multiples of 10 (3+7=10 so 30+70=100)

Level 1: add and subtract numbers of objects up to 10

Within a level (standard)

Children work on different aspects of the WALT. E.g

Level 2: know most of the times tables –

Group 1: 7 & 8 Times tables

Group 2: 9 x tables

Challenge

Children work on different aspects of the WALT to consolidate understanding

Level 3: know most of the times tables

Group 1: acquiring the 7 & 8 Times tables

Group 2: applying the 7 & 8 times tables to challenges

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By activity

Children work on different aspects of the WALT to consolidate understanding
e.g level 3: know most of the times tables – Group 1: acquiring the 7 & 8 Times tables, Group 2: applying the 7

WRITING

Support

- Use of support staff
- Teacher as facilitator of small group based on shared targets

Skills

- *Writing APP*- use target sheets / APP to identify the skills which need to be **taught**, **developed** and **applied** independently for a piece of writing.
- *Whole class Success Criteria* identifies the skills that all children should apply in the genre to be successful (Title, dates, structures etc.)
- *Differentiated Success Criteria's* are based on the target level for the child and are the writing skills which are relevant to the genre they are writing. These skills must be explicitly taught and modelled in the lead up to children independently applying the skills to their own writing. Success Criteria's are essential in all independent writing tasks. At a minimum, a success criteria should be differentiated 3 ways (LA, MA, HA). When creating the differentiated success criteria, use the APP Sheet / Targets and identify skills which relate to:
 - ❖ Sentence structure (openers, types of sentences, clauses)
 - ❖ Punctuation
 - ❖ Composition / Effect (interesting/imaginative/vocab/ language appropriate to task)

Task

- Use the *Progression of Skills in Writing* to ensure that children's ability to write a text changes from year to year. Eg. Instructional Text writing / activities should change each year and with added complexity / skill development. This document is also useful to differentiate the activities dependant on ability Eg. low ability children could be supported through consolidation / revision of skills from the activity ideas from the year that reflects their current ability . This is a good tool to differentiate for other groups of learners such as EAL, SEN etc. ** If the learning objective changes, so does the WALT for that group of learners.

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PLANNING FOR DIFFERENTIATION

1. Identify Genre from Yearly Overview
2. Read progression of skills for relevant genre- what will be the outcome and skills necessary to be taught? Consider LA children and look at relevant year level (considering their level) for the genre. How can the activities and outcome be differentiated to support their learning? ** This may change the objective / WALT for these learners.
3. Identify the skills children need to develop to reach their target level. Match the APP skills to the genre.
4. Create success criteria for each writing group based on these skills.
5. Plan activities which will teach / model the skills, allow opportunities to practice / apply then apply independently.
6. Embed opportunities for assessment for learning (peer / self assessment/light touch marking) and assessment of learning (independent pieces of writing / quality marking).

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APPENDIX 2- The English Teaching Process

The teaching of English encompasses the following key focus areas:

Writing

Daily

Grammar / Punctuation

Spelling

Reading comprehension

One explicit lesson per week (minimum)

Teaching and practice of reading comprehension related to the Assessment Focus Areas (AF2-7)

In writing

Grammar, Punctuation and Spelling strategies should be used as starting activities for daily lessons. These should be taught according to the National Curriculum and tested on a regular basis. Opportunities for the application of these skills are embedded in lessons.

The teaching and learning process for writing involves:

Understanding, Analysing & Interpreting Text type- knowing the structural and language features

↓

Shared / modelled writing- teacher / student led. This incorporates planning and writing a part or whole of the text type.

↓

Independent Application- children are provided with opportunity to independently apply skills through the planning, writing, editing and re-writing of a whole text.

Speaking and listening skills are to be embedded within the planning across a unit of work.

In reading

Although children will be developing their reading and analytical skills within writing lessons, they need to be provided with the opportunities to develop their reading fluency and comprehension skills explicitly. Children should be taught to read a text, develop their own questions based on the AF areas and respond to comprehension questions based on the AF areas. The texts should be a mix of fiction and nonfiction.