



St. Mary's C of E Primary Academy  
COLLABORATIVE LEARNING TRUST



# Teaching and Learning Policy

St. Mary's CE Primary Academy

September 2023

John Davie

Approved by: John Davie

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## **Introduction**

At St. Mary's CE Primary Academy, we believe that every child matters. We are determined to ensure that pupils and adults flourish and reach their full potential.

Our School Vision states:

**Develop the individual light in every student, so they can learn as much as possible and reach their unique potential. We want to ignite curiosity through our curriculum and create a culture of gratitude and good deeds. With hope and humility we want our students to take on the world and make it a better place.**

## **Teaching**

Teaching is planned to ensure that all children develop the skills, knowledge and understanding they need for the next stage of education. Lessons should focus on helping children to learn more and remember more. Composite knowledge should be developed over time by teaching carefully sequencing components of subject knowledge.

All children in year groups one to six work towards the National Curriculum expectations for their age. Where children have SEND, we adapt the curriculum and our approach to teaching it to ensure they have access to the full curriculum offer. Where children have gaps in their learning, because, for example, they have been absent, this is taken into account in planning and where needed catch-up sessions are provided.

Knowledge, skills and understanding are mastered and deepened through problem-solving and applying previous learning to a variety of contexts and questions.

We have agreed on 5 Key Features of Our Teaching:

- 1. Key Components**
  - Identify the key components INCLUDING VOCABULARY of each subject that ALL children need to know to access the curriculum, teaching them in manageable steps.
- 2. SEND**
  - Ensure SEND children can access the curriculum – focus on key vocabulary, over-learning, practice, provide scaffolding and support.
- 3. Memory**
  - Focus on ensuring all children remember more of what they need to learn by using formative assessment, recall and avoiding over-load of working memory.
- 4. Model**
  - Model what you want them to do, how to do it, and how it should be presented including, for example, using 'concrete' materials in maths.
- 5. High Expectations**
  - Have high expectations from the beginning – behaviour, progress and presentation and maintain these at all times

## **Formative Assessment, Marking and feedback**

Assessment lies at the heart of learning and should be incorporated systematically into everyday teaching to inform future planning and checks for gaps in learning and misconceptions. The focus of our assessments will be key learning intentions.

Lessons are planned to ensure the key learning intentions are taught clearly so that children learn and remember more. Every lesson should start with a recap of previous learning. After this, the learning intention(s) for the lesson are shared with the children. During the lesson the teacher and (if present) other adults will use a variety of methods to check understanding. This might include:

- Questioning
- Mini quizzes
- Discussion and debate
- Tests
- Checking children's work 'in the moment'

Feedback is provided, in writing (where appropriate) and verbally, so that individual pupils have specific next steps about how to improve their work.

Teachers should also use this formative assessment to check for gaps in learning and misconceptions and adapt plans accordingly.

### **Summative Assessment**

Pupil Targets in Reading, Writing and Mathematics are set at the beginning of Autumn term. These form all teacher appraisal pupil progress targets.

These subjects are formally assessed at the end of the Autumn and Spring Terms and during the summer term. Pupil Progress Meetings take place after these assessments have been marked and moderated. Support and intervention is then provided for pupils who have not made sufficient progress to remove the barriers and enable them to make progress.

### **Support and Adaptation**

All children should be able to access the curriculum. This includes pupils with special educational needs and pupils who are 'new to English'. We will adapt resources and approaches and provide Quality First teaching to ensure every child can access the full curriculum.

Teachers and other adults can use the following strategies to support learning for SEND pupils:

- Scaffolding
- Concrete manipulatives.
- Colour Coding
- Precision teaching
- Doodle boards
- IT applications

- Pre-teaching of key vocabulary/concepts
- Provide additional time

## **Our Curriculum**

At St. Mary's CE Primary Academy we strive to provide a tailor made, thematic curriculum that engages and inspires our children, providing them with rich and memorable experiences alongside lifelong knowledge and skills. We firmly believe that our curriculum should reflect our diverse and ever-changing community and provide them with opportunities to learn about their own heritage alongside developing their understanding of other cultures and religions.

Our curriculum for years one to six is based on the National Curriculum 2014 and, for Reception, the Statutory Framework for the Early Years Foundation Stage. Our curriculum is designed to ensure coverage and progression.

Subjects are mapped out in long-term plans to accommodate progression across the school. More information on these subjects and the way they are taught can be found on our website in the curriculum section.

High quality visits and visitors into the school enhance the curriculum and provide opportunities for writing for a purpose. The Arts play a key role in giving every child at our school a vital channel for self-expression. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sports clubs after school hours and during lunch times.

## **Professional Development and Staff Training**

We aim to constantly improve teaching and learning.

Weekly training sessions are planned for teachers based on the school priorities. In addition, staff are encouraged to continuously develop professionally in order to improve their subject knowledge and practice. Staff keep their own logs of any training attended and CPD is disseminated where necessary with impact measured by senior leaders. Regular support staff training is delivered by subject leaders to ensure staff are equipped with the skills to support children's learning.

## **Teaching Assistants at St. Mary's CE Primary Academy**

At St. Mary's CE Primary Academy School, we value highly the work of our additional adults and recognise the valuable contributions that they make towards pupil progress as part of the teaching team.

Our Teaching Assistants do the following:

- Are involved in a weekly planning meeting with their team to discuss the lessons for that week.
- Provide regular feedback to the class teacher about the progress of children that they have worked with.

- Provide feedback to the children on their progress.
- Mark the work for the group that they have been working with when appropriate.
- Reinforce the teacher's instructions
- Support the behaviour management of the class within all lessons.
- Work with the range of children across the class.
- Ask questions to the whole class when appropriate.
- Encourage learners to take responsibility for their own learning even when working closely with them.
- Team-teach with the teacher at times.
- Make observations during whole class teaching of children's responses and progress (post-it note records).
- Introduce the lesson starters at times.
- Deliver bespoke interventions.
- Support the whole school ethos of taking care of our environment.
- Check reading logs alongside the class teacher.
- Are not always assigned to a specific group within a lesson.
- Interact with the teacher throughout the lesson.

In addition to this our support staff are involved in:

- Regular training based on their identified needs and the school's priorities.
- Peer lesson observations/staff swap.
- Performance management.
- Contributing their skills to out of school clubs (HLTAs)

## **Parents**

Establishing close links between home and school are key to enabling pupils to achieve their full potential. Therefore, the half termly curriculum overview along with the must knows is sent out and is available on the school's website for parents to access.

## **English**

Spellings are sent home weekly in all Key Stage One and Two classes. The expectation is that children will spend 10 minutes per evening practicing their weekly spellings ready for the quiz they will have in school the following week.

Reading books that are sent home should be read every evening for 10 to 15 minutes. Parents are encouraged to comment in their child's reading record. Every child will also take a library book home each week which should be shared with parents (Up to Year 3) and discussed with parents (Year 4-6) and returned to be changed the following week.

## **Monitoring Teaching and Learning**

At St. Mary's CE Primary Academy, monitor the implementation of Teaching and Learning through lesson visits, pupil interviews and work scrutinies triangulated to identify the strengths and areas for development. Teachers and other staff are provided with feedback and coaching in order to develop the effectiveness of their teaching. We monitor the impact of teaching and learning through summative assessment.

This document is to be used by all new members of staff for induction, current members of staff as an aide memoire, SLT when carrying out lesson visits and governors to ensure they know what teaching and learning should look like at St. Mary's CE Primary Academy. It will also be used when appointing new members of staff to ensure that they share and understand our approach to teaching and learning.

John Davie

October 2023