



Teaching and Learning Policy

St. Michael & St. John's RC Primary School

“Following the example of Jesus we learn, love and respect one another to be the best we can be.”

At St. Michael and St. John's RC Primary School, it is our intention that within an excellent nurturing ethos and caring community, driven by our mission statement and Catholic value, we demand the highest expectation from all and for all. Through an inspiring and relevant curriculum our children of today become equipped with the knowledge and skills to be successful and valued future citizens of tomorrow.

In return we expect each child to give his or her best..... learners of today, leaders of tomorrow.

At St. Michael & St. John's R C Primary School, it is our intention that learning should:

- Be a meaningful, rewarding and enjoyable lifelong process
- Equip pupils with the knowledge, skills and understanding to be successful learners
- Enable pupils to lead rewarding lives and be responsible citizens

Principles

- To develop a community of learners where learning is highly valued, enjoyed, supportive and lifelong
- To enable pupils to become confident, resilient, resourceful, enquiring and independent learners
- To ensure learning is based on prior knowledge and understanding and is sequential thus embedding in long-term memory
- To develop pupils' self-respect and respect of the ideas, attitudes, values and feelings of others
- To encourage pupils to take pride in their learning and the learning of others
- To develop pupils' own metacognitive understanding so they know how to plan, monitor and evaluate their own learning
- Knowledge and skills

Learning Culture

To enable pupils to learn well, the school should develop a culture where adults:

- Establish positive working relationships with all pupils in the class
- Establish classroom environments and clear routines which support pupils' learning
- Have high expectations for all pupils' behaviour and learning
- Are consistent in dealing with pupils' behaviour and learning
- Model learning and expected behaviour for the pupils

- Treat all pupils fairly and with kindness and respect with encouragement, praise and rewards for all □
Develop pupils' metacognitive knowledge of how they learn

And where pupils:

- Enjoy learning
- Feel safe
- Interact respectfully with adults and other pupils and take risks
- Recognise mistakes and errors as learning opportunities
- Persevere and are resilient
- Respond positively to high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'Growth Mindset'
- Take responsibility for their own learning

This learning culture will be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the pupils at every stage.

Effective Teaching and Learning

When planning for learning, teachers must have:

- Thorough, accurate subject knowledge (**content knowledge**)
- A range of effective teaching strategies (**pedagogical knowledge**)
- An understanding of which teaching strategy will be most effective in teaching a particular subject or topic (**pedagogical content knowledge**)

Teaching will be organised to help pupils remember learning by:

- Sequencing learning so that there is progression over lessons, units, the year and between years
- Making links between elements of learning where these are present (Interleaving)
- Recapping learning regularly – short-term, medium-term and long-term (Spacing)
- Using strategies to recall information – quizzes, questioning... (Retrieval)
- Planning opportunities for purposeful talk and critical questioning to enable pupils to be able to discuss and explain learning with others (Elaboration)
- Representing learning visually and verbally (Dual-coding)
- Designing tasks to avoid overloading working memory (Cognitive Load Theory)

Teachers will draw appropriately from a range of strategies in order to engage pupils in the teaching and promote learning for all. These will include:

- Paired talk
- Investigation and problem solving
- Reasoning and explanation of learning
- Focused research
- Opportunities to communicate findings in a variety of ways
- Opportunities to practise and apply newly acquired skills and knowledge
 - o Whole-class learning
 - o Purposeful group learning (in groups selected for different reasons)
 - o Purposeful paired learning
 - o Individual learning
 - o Independent learning, which is child directed
 - o Collaborative skills are taught and developed
 - o Selecting and using relevant resources to support learning
 - o Asking and answering questions
 - o Use of IT including visual images, film, interactive teaching resources etc
 - o Fieldwork and visits to places of educational interest
 - o Guest visitors and performances
 - o Creative activities
 - o Debates, discussions, oral presentations and other speaking and listening strategies
 - o Drama techniques

- o Designing and making things
- Participation in athletic or physical activity
- Setting challenges for themselves
- Producing work for a variety of audiences

Pupils will be taught to take responsibility for their own learning; to review what they are learning/have learnt, how they learn and how to overcome challenges in their learning.

Lesson expectations

Responsive teaching (Formative assessment) will be evident in planning and lessons, to ensure learning is maximised. Prior assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in knowledge and skills. Planning will be shared with TAs in an appropriate format. Pupils will also be confident in answering questions about their learning.

The following elements may be used to support the above but are not intended to be used as a formulaic 'tick list'.

- o Learning Objectives are:
 - o Clear and focused so as not to add to cognitive load
 - o Displayed and referred to at the appropriate time in the lesson
 - o Discussed and explained with the pupils
 - o Based on prior attainment, knowledge and understanding
 - o Written in the format: "to..." or as a title e.g. Equivalent Fractions
- o Success Criteria should:
 - o Be identified by the teacher during the planning process
 - o Break down the learning taking place
 - o Include the steps or 'ingredients' the pupils need in order to be successful in their learning
 - o Often be generated with the pupils during the lesson
 - o Be short, visual and appropriate for the year group
 - o Be written up and referred to during the lesson when appropriate
 - o Be gradually withdrawn as learning becomes embedded
- o Explicit teaching should:
 - o Provide clear explanations without unnecessary distractions
 - o Model the learning the pupils are expected to do
 - o Provide WAGOLLS (What a good one looks like)
 - o Provide examples and non-examples
 - o Anticipate misconceptions and common errors
 - o Model how to use prompts for learning
 - o Break the learning down in to small steps
- o Review of Learning at appropriate times during the lesson will:
 - o Reflect on the learning which is taking/has taken place
 - o Review progress towards the learning objective and success criteria
 - o Allow adults and pupils to address misconceptions, make improvements and add further challenge
 - o Allow time to reflect on the 'how' of learning in addition to 'what' has been learnt
 - o Make connections with past learning and with future learning, where appropriate
 - o Outcomes should be:
 - o Linked to the learning objective.
 - o Achievable by the pupils by the end of the lesson or sequence of lessons.
 - o Given sufficient time to enable pupils to achieve meaningful learning
 - o Challenge for all - Teaching should:
 - o Be appropriately pitched to the needs of the age group taking into account age related expectations
 - o Support all pupils to achieve the learning and extend pupils who grasp the concept quicker than others
- o Be adaptive throughout the lesson and will respond to learning needs as they arise
 - o Address the needs of pupils with SEND
- o Adult Input:

- o Provides overviews and reviews of objectives
- o Addresses the different learning needs within the class
- o Outlines content to be covered and signals transitions between different parts of the lesson
- o Calls attention to main ideas and addresses misconceptions
- o Reviews main ideas

It will also:

- o Model learning in the learning
- o Engage pupils
- o Be active and interactive

- o Make effective use of teaching strategies
- o Have appropriate pace to ensure maximum learning takes place
- o Respond to, and be adapted to, ongoing assessment during the lesson
- o Generate verbal and visual success criteria
- o Be flexible according to the learning taking place eg. Using different lesson structures
- o Questioning should be:
 - o Used to assess learning, recall, challenge and deepen thinking and understanding
 - o A range of different types such as open/closed; higher and lower order (eg. Bloom's Taxonomy); product (single response) and process (explanation response)
 - o Matched to the pupils' understanding and ability
 - o Used to show how pupils can answer questions effectively
- o Modelled to support pupils to develop their own questions and questioning
- o Feedback & Marking should:
 - o Be in line with the school policy
 - o Be used to identify success, misconceptions, errors and areas for improvement/next steps in learning
 - o Refer to learning objectives, success criteria, and age-related expectations in spelling, punctuation and grammar where appropriate
 - o Give opportunities for pupils to regularly respond to feedback and marking
 - o Inform further planning, teaching and well timed interventions
- o Self & Peer Assessment should:
 - o Be used once pupils have been trained in the process
 - o Have Guidelines which should be discussed, agreed and developed with the pupils
 - o Be used regularly to enable pupils to address misconceptions and make improvements to their learning
- o Vocabulary should be:
 - o Modelled by all staff using standard English and pupils will be supported if not speaking correctly. Pupils will also be encouraged to use full sentences when appropriate
 - o Enhanced within planned opportunities.
 - o Subject specific and academic and should be taught progressively throughout the school
 - o Displayed, regularly reviewed and revisited

Learning Environment

The learning environment should be organised to:

- Promote and maximise learning
- Enhance the learning and promote independent use of resources Be word and number rich.
- Help teachers and pupils to work together to establish an attractive welcoming and well organised environment engendering respect, care and value for each other, the learning taking place and resources.
- Celebrate success and achievement
- Support class organisation – visual timetables, clearly labelled resources
- Promote independence by providing prompts – questions, support for when pupils are stuck
- Support learning – working walls, WAGOLs, presentation examples, interactive & challenging,
- Reflect the current topic/themes/ learning
- Ensure vocabulary is displayed to support learning

The Role of Curriculum Subject Leaders

- Have a clear understanding and overview of the intent, implementation and impact of their subject area within the curriculum
- Develop expertise in their subject
- Provide pedagogical content knowledge and support for teaching and learning in their curriculum area
- Regularly review, monitor and evaluate impact of learning in their subject
- Refer to the Subject Leader Policy/Job Description

Teaching Assistants

Teaching Assistants are deployed effectively throughout school to support learning. Teaching Assistants work with a range of groups and individuals.

They are involved in:

- Supporting learning and pupils' progress
- Supporting assessments of pupils' understanding
- Developing pupils' independence

Support for Parents

Parents have a fundamental role to play in helping pupils to learn. They should be informed about what and how their pupils are learning by:

- Attendance at consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- Sending an annual report and end of term reports in autumn and spring to parents explaining the progress made by their child and indicating areas for improvement
- Explaining to parents how they can support their pupils with homework
- Holding parent workshops to explain the learning covered and the strategies and methods taught to the pupils.
- Communicating information to parents at the start of each half term in which the learning is outlined
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors 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 effectiveness of teaching and learning strategies in terms of raising pupil attainment Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school's selfevaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff
- Support and challenge subject leaders to develop their subject throughout school

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school. This policy should be in line with the other school policies.

Review

Original TL policy written 13.12.2019

This policy was updated on 28.2.2023 and will be renewed in July 2026 or as required