

Our Lady and St Kenelm RC School

Teaching and Learning Policy



'Bring out the best in everyone for the benefit of all in the spirit of Christ.'

Every teacher and teaching assistant takes full and determined responsibility for the progress of all of the pupils in their class. Staff have consistently high expectations of all pupils in all areas of their learning and school-life and these expectations are communicated to pupils.

We believe children learn best when they are in a safe, fun, inclusive and supportive environment where they can ask questions, make mistakes and take enjoyment from working hard. They will be encouraged to work in groups, pairs and individually and take part in whole class discussions.

PURPOSE

This policy promotes best practice and establishes consistency 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.

Aims

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

The supportive learning environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children.

The Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room.

Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area in EYFS-Y4.
- Creating a topic focussed environment which stimulates interest in the theme of study e.g. wall display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning.
- Using music to 'set the scene'
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment

Display

The aim of display is to enhance and accelerate learning and to build self-esteem and belonging.

All classrooms will have effective displays that inspire pupils, highlight good work and enhance learning.

Each class will have a Maths and Literacy Working Wall which changes regularly. They are used as a tool for learning rather than a display.

There is also a seasonal R.E display in every classroom celebrating the children's learning. Other displays may cover Science or Thematic Curriculum work. Our displays aim to reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability.

Class timetable on display at all times during the day using symbols where appropriate.

The curriculum

Teachers are responsible for maintaining an outstanding subject and pedagogical 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 strategies for literacy and maths to underpin the taught curriculum. Literacy is at the heart of our curriculum. Classes have an over-arching topic each term (occasionally half term) which is informed by pupil

questions and an enquiry approach. Teachers plan lessons using national frameworks to ensure children receive their entitlement.

Teachers use schemes of work as a starting point, but are expected to add their own creative ideas. Wherever possible, links are made to real life experiences to make the curriculum relevant. 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 reflective of, and responsive to the cultural background of our pupils.

Focus weeks/days

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. World Book Day, Vocations Week, Multi-cultural Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

Pupil Outcomes

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. We aim to integrate and promote these ideals through the curriculum so that all pupils can:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

We provide opportunities for learning in these areas through the PSHE and wider curriculum, through the use of visits and visitors e.g. fire brigade and through the participation in community or charity based events.

The learning journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests) it also requires outstanding subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively.

Teachers create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. We ensure that there is a broad range of opportunities for everyone to shine.

Children are grouped according to the aims of the lessons. There is usually a focussed ability group for literacy and maths but children will sit in mixed ability so they can help and challenge each other. Activities are differentiated to meet learning needs such as EAL and SEND.

Planning

The class teacher plans weekly but every adult in the class has ownership of this and responsibility to follow what has been planned. This is done so that everyone is clear about what is being taught and what their role in the learning is. Teachers ensure that all adults are involved in Teaching and Learning and they understand what is expected within lessons.

Each classroom has a 'Planning Wall' that displays a weekly timetable, planning for both core and non-core subjects. There are also lists of groups for Literacy and Maths. Individual lessons will have a clear objective that drives the learning and provides an opportunity for children to self or peer assess at the end of the lesson. These are written in 'child-friendly' language as questions which the children can then answer in their self-assessment. They are encouraged to write their own sentence about their learning and this creates a dialogue with the teacher which moves the learning on.

Teaching and Learning

Each classroom has a 'focus table' at which the class teacher works with small groups of children each day. Teaching Assistants also take a focus group each day ensuring that every child has the opportunity to work at a focus table twice each week for both Maths and Literacy.

Teachers will use assessment to adapt future lessons to ensure all children are suitably challenged and pushed. Teacher assessment will be used as a way to measure pupil progress and ensure that children are receiving the appropriate amount of support and where appropriate, interventions.

Intervention groups provide a short, impactful boost to their education. Interventions groups are used different ways. Some to support children and enable them to overcome any barriers to their learning while others are used to focus on Greater Depth learning, enabling the children to master what they have been learning.

Children in EYFS, KS1 and some in Y3 follow Ruth Miskins Read Write Inc programme for Literacy. They are split into focussed ability groups and follow the programme of phonics, reading and writing. Once they have completed the programme, they move on to Literacy and Language. (See separate policy for more details).

For guided reading in KS2, classes follow Pearson Bug Club. This is a focussed programme which they follow with a variety of skills and activities focussing on the End of Key Stage Expectations for Literacy. The class teacher or TA works closely with a small group of pupils, focussing on the text. Every pupil in the class will work with the class teacher once a week. Every child in the class reads the same book and completes the same activities regardless the ability of the child.

To improve reading, comprehension and social skills in each class, some pupils are paired up with a child from another year group and read to each other for 15 minutes each day.

Y1-Y6 buddy up to have partner reading sessions each week where they share a story and then read the younger child's home reading book together.

Occasionally pupils learning may be affected by outside issues (e.g. low self-esteem, mental health issues). They will be placed in the KS1 or 2 nurture group where they will be supported and encouraged to succeed. These groups are led by a trained TA.

Marking

At OLSK we strive to ensure that staff workload is manageable. We use 'Live Marking' throughout lessons to give children instant feedback as well as self-marking and peer-marking. We use 3 stamps to offer feedback, **Good**, **Very Good** and **Excellent**. Teachers are discouraged from marking 30 books, in depth, for every subject. If in depth marking is required, it will only be done for the focus group.

In RE books, comments are expected for work using the RE framework and AT2 questioning. If a staff member feels their workload is too much they must speak with SLT who will offer advice about how to lessen the load through different organisations strategies.

Teaching assistants

Each phase team has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold weekly planning and feedback meetings with TAs and are responsible for ensuring learning intentions and activities are clear.

TAs should work with a variety of children across the week and many are trained in the implementation of second and third wave intervention programmes.

Pupil voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Headteacher and other key staff.

Specialist support

Additional support is provided to identified pupils so all children can access and fulfil their potential. Support may be given to support pupils with special educational needs, to pupils who speak English as an additional language or to extend those with a specific gift or talent.

Extended provision

We provide a varied menu of activities to support and enrich learning; these include breakfast club, a wide range of lunchtime clubs, after school clubs and sports tournaments and competitions.

Next Review: **September 2026**