



The Federation of Sacred Heart & St Mary's RC Primary School, Battersea

TEACHING AND LEARNING POLICY

Approved By	Governors
Reviewed On	May 2023
Review Due	May 2024
Review Cycle	Annually

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Aims

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

Our Guiding Principles

Our aim is to give every child the best and broadest education within the Catholic faith. Gospel values underpin all aspects of school life. As a catholic school we offer our children the opportunity to grow as young people and encourage them to develop a closer relationship with God and pride ourselves on ensuring all children feel valued as a member of God's family.

Our curriculum is designed to develop the whole child and aims to meet the needs and interests of all pupils through quality teaching and learning, the highest possible standards and hard work.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

'Home School Agreement' can be found on our schools websites.

St Mary's School Policies and Other Documents:

https://www.stmarysschoolbattersea.co.uk/school_policies/

Sacred Heart School Policies and Other Documents:

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This is how we will create the above conditions for pupils' learning at all times.

Teaching and Learning Staff will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards (teachers only)
- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- Actively engage parents/carers in their child's learning via half termly 'parent overviews', letters, termly family learning sessions, weekly phonics drop ins and clearly communicating the purpose of weekly home learning.
- Update parents/carers on pupils' progress at least termly including an autumn and spring term parent consultation meetings and produce an annual written report on their child's progress.
- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Feedback observations of pupils to relevant teachers/support staff
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Keep up to date with educational issues
- Work collaboratively with colleagues to develop a shared commonality of practice
- Meet the expectations set out in our Behaviour policy, and Formative Feedback policy.

Subject Leaders – at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Effectively resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- **Monitor their subject to ensure pupils:**
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

Senior Leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate, across the Federation where suitable
- Address underachievement and intervene promptly

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

- Meet the expectations set out in the –

'Home School Agreement' and **'School Code of Conduct'** and can be found on our schools websites.

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Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Our **'Home School Agreement'** on our website <https://www.stmarysschoolbattersea.co.uk/wp-content/uploads/2023/05/Home-School-Agreement.pdf>

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Planning

Curriculum

We believe that the curriculum should be relevant to the children's life experiences. We approach learning in exciting, enriching and creative ways in order to engage, inspire and enthuse our children.

As a Catholic school, the principles of Catholic education remain at our core. We are committed to the development of every child in our care to reach their full potential. We recognise that parents are the primary educators of our faith and we work closely with the local parish and community in embedding strong links and fostering an ethos of serving both individuals and society.

Children enjoy practical, fun and challenging learning experiences that will prepare them for life in 21st Century Britain. From Nursery to Year Six, the teaching staff consider what they want the children to learn, why they are teaching it and carefully reflect on how to teach and assess it. We focus on skills, enquiry, research and knowledge. Staff utilise a variety of approaches including using drama, computing, real-life experiences and outdoor learning to name a few. This all contributes to providing opportunities to achieve memorable learning experiences, achievement and significant growth in pupils' knowledge.

In the curriculum design we recognise that children's learning is enhanced by different experiences. Using the local area where possible, we offer children a wide range of educational visits which are used to motivate and engage learning. For example, visits to Battersea Park and Battersea Power Station. Workshops also enhance the pupils' curriculum knowledge and skills, allowing pupils to explore the curriculum at a deeper level.

Visitors in school give the children another perspective on values, attitudes, learning and understanding.

Our Curriculum Vision is:

- To provide a safe and nurturing environment that develops the whole child, working with families so that each individual has good mental health, high self-esteem and a strong foundation for the next stage of their education.
- Become fluent and confident readers and to develop an appreciation and love of Reading whilst gaining knowledge across the curriculum.
- Use excellent basic skills across the curriculum including Reading, writing and mathematics.
- Retain key knowledge and have a broad and lasting knowledge of subject specific vocabulary.
- Be excited by the curriculum and motivated to learn.
- Become independent, confident, resilient and divergent learners so they are ready for secondary school (and beyond).
- Be challenged and make progress across all areas of the curriculum (including disadvantaged pupils and those with a special need and/or disability).
- Have a wide range of life experiences that enhance their learning (including trips and extra-curricular activities).
- Develop a sense of morality, respect and community and to prepare each pupil to become contributors to the good of society as a whole.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

Learning Environment

When pupils are at school, learning will take place in classrooms, outdoor spaces and halls.

These spaces will be kept safe, clean and ready for pupils to use them.

You can find the **Classroom Organisation and Display Policy** on our schools websites.

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They will be arranged to promote learning through:

- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- Support resources e.g. A Maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words including material pupils have previously learned about and can identify
- Vocabulary clearly displayed that is linked to current learning – a language rich environment is essential to support all learners especially SEN and EAL pupils
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas

Adapting learning

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account.

We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

The strategies we will use to do this include:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames, visuals and word banks
- Adapting pace, content, task, resources and level of adult support

You can find the **SEND Policy**, **SEND Information Report** and **Equality Information and Objectives Policy** on our schools websites.

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Home Learning

Homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available and sent home as a physical copy with some elements of home learning shared via class dojo/google classroom/Mathletics.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

You can find the **Formative Feedback Policy** on our schools websites.

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Assessment, Recording and Reporting

We will track pupils' progress using a combination of formative and summative assessment.

Formative feedback comments on the quality of a pupil's work and offers advice on how to improve.

It contains 3 key elements:

- Evidence on where the pupil is now
- A definition of the desired goal
- Practical strategies to close the gap

We will provide regular targets for pupils, and provide termly verbal and written reports against these at parents' evenings. Pupils will receive an annual written report.

Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from pupil voice
- Planning scrutinies
- Book scrutinies

Review

This policy will be reviewed every year by the Headteacher and Curriculum and standards committee.

At every review, the policy will also be shared with the full governing board.

Links with other Policies

This policy links with the following policies and procedures. You can find the policies and documents on our schools websites.

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Sacred Heart School Policies and Other Documents:

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- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and SEND Information report
- Formative Feedback policy
- Home School Agreement
- Equality Information and Objectives