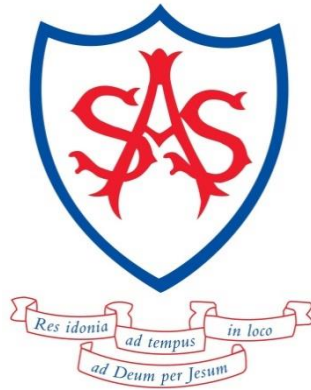




St. Antony's Catholic Primary School

Teaching and Learning Policy

School Mission Statement

*'God is at the heart of our school.
With the help of our community, we will strive to learn, love and achieve.'*

Policy Date: September 2023
Review Date: September 2024

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Purpose and Intent

At St Antony's RC Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be highly effective learners who reach their full potential and who lead rewarding lives as responsible citizens.

Our Be-Attitudes, based on Gospel values and the 7 principles of Highly Effective People, and Squirrel Vision underpin everything we do. These are:

- ✚ Be Responsible
- ✚ Be Organised
- ✚ Be Disciplined
- ✚ Be Considerate
- ✚ Be Understanding
- ✚ Be Humble
- ✚ Be Healthy
- ✚ Be the change you want to see



Our Squirrel Vision

*Storing up knowledge for the future with,
Qualities eagerly developed amongst each child
Uniqueness is celebrated, understanding fostered, creating
Inquisitive, independent, individuals who are
Remembering, retaining
Retrieving knowledge through
Effort and enthusiasm
Learning to love just like our Lord Jesus Christ*

A squirrel is inquisitive, independent and creative, it stores up food for future use and plays a vital role in the world. Our aim is for all of our children to be inquisitive, independent and creative, to store up knowledge and skills for their future and to learn to love themselves, others and creation in order to play a vital role in the world.

Curious Loving Independent Creative Knowledgeable - [CLICK](#)

Aims and Principles

This policy aims to:

- Ensure high quality teaching and learning to raise standards of achievement for all
- Summarise expectations for teaching and learning and ensure consistency
- Set out the school's principles for teaching and learning
- Develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- Learn from each other, through a collaborative, enquiry-based approach to teaching and learning, where outstanding practice is shared.

Legislative requirements and non-statutory guidance

This policy is written with reference to:

Early Years and Foundation Stage Statutory Framework

National Curriculum Primary programmes of Study for KS1 and KS2.

Please read in conjunction with our Curriculum Intent Statement, Curriculum, Assessment and Feedback Policy, Display Policy, Staff Handbook, SEN and Inclusion Policy and Home Learning Policy.

Roles and responsibilities

The Governing Board

Governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all curriculum policies and through learning walks, monitoring, discussions with subject leaders and book scrutiny will take a strategic overview of how this policy is being implemented.

Subject Leader

The subject leader will review this policy yearly and ensure that it is up to date and relevant.

Teachers

Ensure that their planning and teaching reflects the practice and procedures outlined within this policy and the staff handbook.

Procedures and Practice

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning
- Feel safe and respect, value and support each other as learners.
- Recognise mistakes as a learning opportunity, persevere, have a 'can do' attitude and take risks (ie '**flearn**' – fail to learn).
- Have high aspirations for their own learning behaviour, progress and presentation.
- Are curious
- Are loving (others, learning, the world)
- Are independent
- Are creative
- Are knowledgeable
- Live out our Be-Attitudes.

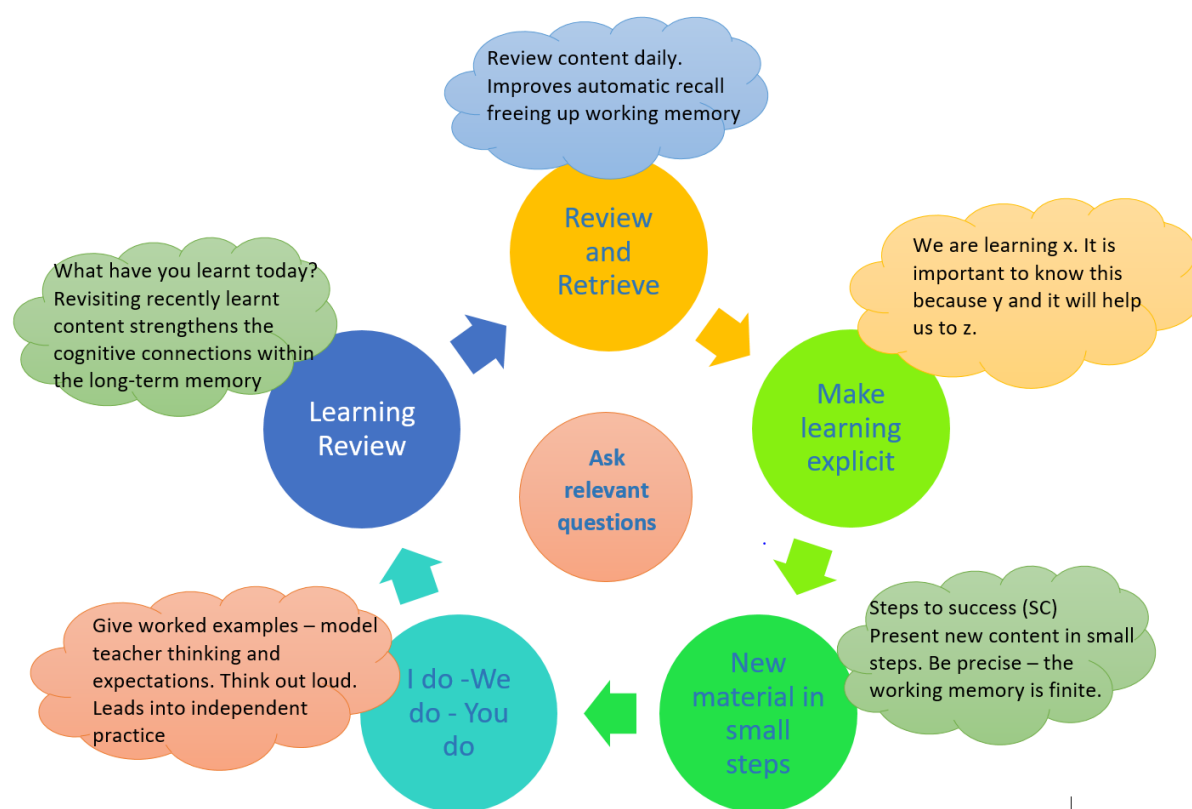
and where adults:

- Establish positive working relationships with all children in the class.
- Set ambitious expectations of learning behaviour, progress and presentation.
- Model learning and expected behaviour for the children.
- Treat all children fairly and with kindness and respect with encouragement and praise.
- Use positive language of learning eg 'learning' not 'work', 'yet', 'could'....

This learning culture needs to be actively taught and quickly established, then further developed and reinforced throughout the year, involving the children at every stage.

St Antony's Pedagogy

At St Antony's, teaching principles and practice are guided by research. Rosenshine's Principles of Instruction (and Tom Sherrington's Thematic Interpretations for Teachers - see Appendix A), Dylan William's Formative Assessment and Cognitive Load Theory by John Sweller (see Appendix B) form the basis for our teaching.



Retrieval Practice

At St Antony's, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. We aim for pupils to know more, remember more and progress further. That is, we aim for them to recall knowledge that is on the knowledge organisers and in the curriculum. Pupils and teachers should use a range of strategies for retrieval and revision.

For optimal retrieval practice, teachers should space out the practice as memory is more enduring when practice is spaced out. All lessons should begin with retrieval practice.

Formative assessment

Formative assessment and responsive teaching should be utilised extensively to ensure all pupils make progress in learning. Knowledge of the pupils' understanding should be used to inform each lesson and planning and teaching should be adapted in response to this knowledge. This should be done in a range of ways (careful questioning, think pair share, mini whiteboards, mini quizzes, exit polls etc).

Questioning

The central mechanism in effective classroom talk is good use of questioning. Good teachers ask a large number of both open and closed questions. Without closed questions to check knowledge, there is no point moving on to the use of open questions to explore deeper concepts.

Teachers make good use of a range of questioning techniques to move learning on and ensure every child is fully engaged. Teachers should give pupils opportunities to build on answers to questions. First responses are often half-formed as pupils formulate ideas. A second opportunity to respond allows them to add depth and accuracy. It is also important not to allow pupils to assume mediocre answers are good enough. Questioning should also develop around the class, rather than back and forth to the teacher, with children building on each other's ideas.

Differentiation

Not all learners learn things at the same-rate. Differentiation involves setting the same learning objectives and planning different ways to support pupils to achieve this. It is matched to the next steps of children's learning and, for children with special education needs, information and targets contained in the EHCP (education and health care plan) are addressed. Differentiated tasks will be detailed in weekly planning.

Differentiation at St. Antony's, can involve:

- Setting learning objectives and success criteria and sharing these with children so that they can assume greater responsibility for their own learning and measure their own success.
- Scaffolding with guided practice leading to independent practice. Scaffolding could be in the form of distinct tasks or writing scaffolds for some pupils.
- Providing appropriate and carefully selected resources.
- Providing extra adult support.
- providing distinct tasks.
- Changing the pace of the learning.
- Providing challenging extensions.
- Differentiating expectations of outcomes.
- Tiering: allowing everyone to find a suitable challenge level such as Tricky/Trickier/Trickiest or a three-chilli challenge.

Marking and Feedback

Please see the Marking and Feedback Policy

Learning Environment

See our Displays Policy

Learning Support Assistants

Learning Support Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress.
- Supporting assessments of children's understanding.
- Developing children's independence.

Inclusion and Equal Opportunities

Our guiding principle is one of inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation (see above) for individual pupils. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

It is the responsibility of class teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO and the Specialist Education and Training Support Services (SEaTSS)

(Please see our Special Educational Needs Policy)

Additional opportunities and Community Links

At St Antony's we believe in giving the children a wide range of learning experiences. We therefore plan various termly education visits and welcome many visitors to enhance the curriculum.

We have strong links with Trinity Catholic Secondary School and St Thomas of Canterbury parish.

Role of Parents

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

- Holding 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 to parents explaining the progress made by their child and indicating areas for improvement.
- Explaining to parents how they can support their children with homework.
- Sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term.
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.
- Holding workshops for parents about our curriculum and pedagogy.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health.
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- Providing support for our behaviour policy and for the teacher's role.
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme.
- Participating in discussions concerning their child's progress and attainment.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.

- Support the school's Home Learning Policy and give due importance to any home learning provided by teachers.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Allowing their child to become increasingly independent as they progress throughout the school.
- Informing the school of reasons for their child's absence.

Monitoring and Evaluation

The main purpose of monitoring, evaluation and review is to maintain a high quality of teaching and learning. There are many effective principles and strategies that we endeavour to follow to ensure the effective monitoring and evaluation within the life of our school. In order to be effective, monitoring and evaluation should have a mutually agreed and definite format.

Please see the Monitoring and Evaluation Policy

Appendix A

Rosenshine's Principles of Instruction (Tom Sherrington's Thematic Interpretations for Teachers)



◊ REVIEWING MATERIAL ◊

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review



◊ QUESTIONING ◊

3 Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding



◊ SEQUENCING CONCEPTS & MODELLING ◊

2 Present new material using small steps



Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.
Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.

4 Provide models



8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

◊ STAGES OF PRACTICE ◊

5 Guide student practice



Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.
High success rate — In questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



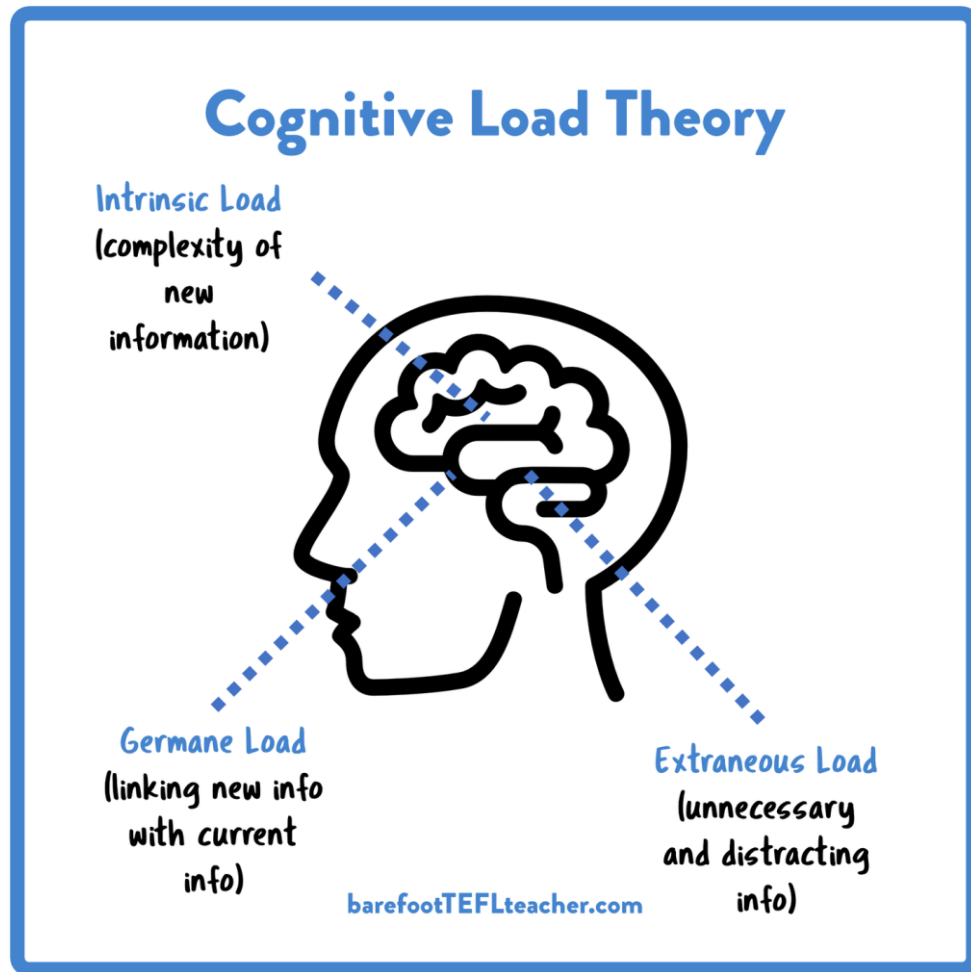
9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

Appendix B

Cognitive Load Theory



Information Processing Model

