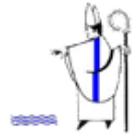




St. Paulinus Catholic Primary School



"Inspiring all to live, learn and love in the light of Jesus."

(I am the light of the world; whoever follows me will never walk
in darkness but will have the light of life." cf John 8:12)

Teaching & Learning Policy

Policy reviewed by Subject Managers : Mrs. R. d'Arcy, Headteacher
Policy updated by : Miss E. Sinclair, May 2018
Policy review date : May 2021

Signed Date
Headteacher

Temple Road, Dewsbury, West Yorkshire, WF13 3QE

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017



Teaching & Learning Policy

Mission Statement

"Inspiring all to live, learn and love in the light of Jesus"

The Governors and staff of St. Paulinus School, Dewsbury commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school according to their needs and affirming their achievements.

Aims of the School

The general aim of the school is to provide an experience of a Christian community within which all members of the school (pupils, staff and parents) can be helped to mature in faith. We aim to extend the children's knowledge, imaginative understanding, creative ability and experience of the world in which they live and through greater knowledge to develop an awareness of moral values and capacity for enjoyment. We also aim to enable them to enter the world after formal education is over as an active participant in society and responsible contributor to it, capable of achieving as much independence as possible. The children will be provided with as wide a range of educational experiences as possible and be given every possible opportunity to develop in all areas of human growth. Throughout all areas of the curriculum, the school aims to interpret human knowledge to its pupils in light of the Gospels and the teaching of the Roman Catholic Church. In this way the school community contributes to the spiritual and moral formation of pupils as well as to their intellectual and physical development.

We believe that good quality **teaching** is achieved when :-

- Teachers share the learning objectives so that the children have a clear understanding of what they are doing, why and what they will achieve.
- Teachers have good subject knowledge.
- Teachers ensure that expectations are clear, consistent and shared with all children.
- Lessons are well planned, interesting and relevant and build on the children's prior learning experiences.
- Teachers work with pace and an awareness of time management.
- Assessment is used effectively to identify next steps for learning and inform future planning.
- Well organised, consistent, self-servicing systems and routines are in place that enable pupils to effectively access the learning.
- Teachers provide a range of flexible groupings for the children, including : whole class, large and smaller groups, pairs and individual work.
- Differentiated strategies and flexible teaching styles are implemented to structure the learning and secure the essential elements of inclusive practice.
- Pupils work is marked in line with the Marking Policy, providing clear guidance and positive feedback to support the learning.



- Support staff are well informed, share planning and feel confident about their work, having a good knowledge and understanding of what they are doing and why.
- Good relationships are maintained through the consistent use of rewards, praise and sanctions.
- Teachers use a range of questioning techniques to challenge children's thinking and to confirm what has been learnt.
- The relationships between the adults and children and between the children themselves, is positive and confirmed through a recognised series of rewards, sanctions and praise.

We firmly believe that we achieve this most effectively when our teaching is Christ centred.

We know that **learning** is most effective when :-

- Teachers ensure that the learning environment is safe, calm, structured and aesthetically pleasing.
- The children know what they are doing and why and are supported with well established routines for each lesson.
- The children know what they need to do next to improve.
- Expectations are consistent and clearly understood using simple instructions.
- Everyone knows what is expected of them and expectations of each individual are high.
- Time is managed efficiently to facilitate the completion of tasks.
- Marking is consistent, recognised and shared by the staff, children and parents.
- Positive attitudes, perseverance and independence are recognised, praised and encouraged. Children feel positive about themselves and their achievement.
- Achievement is celebrated in all aspects of school life.
- Children's achievements are shared and celebrated within a wider audience that promotes high educational standards.

In order to ensure that the **curriculum** meets the needs of the pupils at our school under the direction of the Headteacher :

- Provide opportunities to develop a sound understanding of subject knowledge to inform our planning.
- Use schemes of work to plan progressive steps for sequencing subject knowledge and skills.
- Co-ordinators monitor planning and provide constructive support to promote effective teaching and learning.
- Co-ordinators audit resources and ensure that teachers have access to the resources they need for each of the units of work that they cover.
- Teachers ensure that children know what the areas of the curriculum are, and what each subject entails.
- The staff evaluate the length of time devoted to each subject and ensure that the children receive their entitlement to a broad and balanced curriculum.
- Teachers ensure that the Support Staff have access to the lesson planning and receive support to develop their knowledge skills and understanding in the aspects of the curriculum where they are supporting lessons.



- Ensure that assessment is an intrinsic part of our planning and use it effectively to facilitate learning.
- Apply our skills and utilise our increased confidence and familiarity in the effective implementation and content of lessons in the National Literacy and Numeracy strategies to further develop our skills across a broader range of subjects.

We recognise the importance of the **management and organisation of our resources** and try to ensure that :-

- Appropriate, good quality, resources are available to support the teaching and learning.
- Resources are displayed effectively to raise the quality of teaching and teaching and learning and engage children's natural curiosity.
- Resources are stored for accessibility and self-serve to encourage the children to become independent, responsible learners.
- We encourage the children to take part in having responsibility for looking after and tidying away resources effectively.
- We utilise the expertise of our Subject leaders / co-ordinators to support systems of management and the organisation of resources throughout our school.

Our **partnership with parents** is confirmed and promoted through :-

- Our warm welcome.
- The promotion of our aim, which is to foster good relationships that are founded on trust, openness and co-operation.
- Invitations to :-
 - Events organised by 'The Friends of St. Paulinus School'
 - Coffee afternoons, etc.
 - Parents evenings and welcome meetings with teachers, the Headteacher, Early Years Unit staff.
 - Assemblies and masses.
- The information that we provide for our parents to ensure that they know, share and support school expectations relating to behaviour, work and achievement.
- Individual pupils targets for Literacy and Numeracy are shared with parents.
- The opportunities that we provide to encourage parents to share and take part in the learning process and recognise their vital role.
- The way we try to utilise their specific skills and expertise, encourage their willingness to share and provide opportunities for them to come into school offering support and help.
- Direct contact by phone.

Our partnership with parents is further enhanced through our 'Home and School Agreement', Information Handbooks, documents such as the Prospectus and Annual Report.



We value the work of all our **classroom support staff** and we recognise the importance of their role in the teaching and learning. We believe that for our support staff to be most effective they need to have an awareness of :-

- Teacher expectations.
- Children's needs and in particular, all aspects of Special Educational needs provision.
- An understanding and awareness of our Teaching and Learning Policy.
- Opportunities to talk with the teacher in all aspects of the role including the needs of the children they support.
- An opportunity to develop a shared language – modelling appropriate language.
- Opportunities for continued professional development as *outlined in our Performance Management Policy and Practice*.
- The 'Handbook' for support staff that prescribes routines, systems and roles and responsibilities.
- Quality interaction with pupils in relation to their learning.
- Their own strengths and professional expertise and can recognise their own impact upon the quality of teaching and learning.

We recognise the impact of the **school environment** in all aspects of teaching and learning and in particular it's impact upon the personal, social, moral and spiritual wellbeing of pupils. Because of this we endeavour to :-

- Create a stimulating environment to encourage and develop enquiring minds.
- Children are encouraged to take a pride in and care for the school environment through our display.
- Play areas where children are encouraged to play safely, positively and co-operatively together are reinforced.



Appendix

This outline describes the overall approach to teaching and learning at St. Paulinus Catholic Primary School. It is essential reading for members of staff new to the school who need to incorporate its principles into their practice. It will also be of interest to current staff, governors and parents. The school keeps its practice under constant review in order to improve so this is an evolving document. The outline applies to Years 1 to 6 and has implications for reception. **There is a separate outline statement for the Foundation Stage.** It can only be fully understood in the context of the whole range of the school's other outline documents.

What are our expectations in terms of standards and achievement ?

We have high expectations. We aim for our standards to be good, with our pupils achieving targets close to Fisher Family Trust D targets at the end of Key Stage 2 and for our Key Stage 1 pupils to achieve standards in line with Kirklees LA averages as a minimum.

What are the fundamental principals that guide teaching and learning ?

- We are very ambitious for our children and do not accept the apparent difficulty of our challenge as any form of excuse for lower standards.
- It is essential that the planned curriculum for each year group is taught in full in order to ensure solid foundations and continuity.
- Whilst recognising the centrality and vital importance of literacy and numeracy we offer a broad and balanced curriculum. We understand that achievement in subjects like PE and music help to produce happy and motivated children and that has a knock-on effect.
- We seek to be innovative in our practice and are always looking for ways to improve it. We are alert to rapidly changing technology and all of our classrooms have long had interactive white boards. Our ICT standards exceed the national average.
- Our curriculum has a large element of first-hand experience. Children at St. Paulinus go on many educational visits and welcome many educational visitors.
- We understand that there are different styles of learning and subsequently employ a range of teaching styles. For example, younger children have many active practical activities. There is much learning through talk and talk partners are used for paired discussion throughout school. Activities often take consideration o VAK learning styles and appropriate activities are planned to cater for all pupils.
- We understand that every minute counts so there is an urgency and pace to teaching and learning.

How is the curriculum organised ?

Our starting point is to allocate a notional amount of time or numbers of lessons a week to each subject as a way of ensuring a balanced curriculum. In reality not every subject will be taught every week and some are taught in concentrated blocks of time at different points during the year. There are also cross-curricular links. For example, children may complete an extended piece of writing in history.



These are the notional allocated times or numbers of lessons for each subject. Because of the more flexible approach to curriculum organisation and because the timetable has sessions of different length, the KS1 allocations are written in terms of sessions whereas the KS2 allocations are shown as hours.

Subject	Key Stage 1 Per Week (20 hours)	Key Stage 2 Per Week (22½ hours)	Additional Remarks
English	5 hours+ (phonics session)	5 hours+	Also guided reading sessions
Mathematics	5 hours	5 hours	
Science	1½ hours	2 hours	
ICT	1 hour	2 hours	
Art or DT	1 session	1½ hours	May be taught in blocks
Geography or History	1 session	1½ hours	May be taught in blocks
French	½ hour	½ hour	Specialist teacher
Music	½ hour	½ hour 40 mins Yrs 5 / 6	Specialist teacher
P.E.	2 hours	2 hours	
PSHE	½ hour	½ hour	May be taught in blocks
R.E.	2 hours	2½ hours	Including class based Collective Worship

Some of the Key Stage 1 time for foundation subjects is directed to play, the amount decreasing as the children get older.

Year 6 children spend additional time preparing for SATs that take place in mid-May and so spend extra time on English, Mathematics and Science.

How is the curriculum planned and assessed ?

The school has a curriculum map which illustrates what the teachers should cover for each half term in each curriculum area for all the foundation subjects. For literacy and Mathematics, teachers use the school formats. These are held by individual teachers and subject co-ordinators.

- Parallel teachers do medium term planning together. We recognise that all classes are different so weekly planning is adapted to meet the needs of the children in each specific class.
- In lessons, teachers adapt the learning objective and differentiate the curriculum to enable all the children to feel challenged but also to develop at their own rate.
- Teachers and pupils regularly review learning, and teaching is adapted to match the needs of the children both within lessons and from lesson to lesson.

Formative assessment is used by teachers to help to plan next steps. This could be through questioning, interviewing children about their work, marking, giving feedback or asking children to review where they feel they are (pupil self-assessment).

Summative assessment is used formally each term to evaluate children's progress and identify any individuals or groups in need of additional support.



How are teaching assistants deployed ?

Each class has a Teaching Assistant allocated in the mornings at least. He/She is deployed under the direction of the class teacher to support with whole class teaching or to work with groups or individuals. Children with special needs have IEPs (Individual Education Plans) and sufficient teaching assistant time must be allocated to meet the requirements of IEPs. Planning should be shared with TAs on a weekly basis.

What is the role of homework ?

Our homework outline was written by a joint working party of parents and staff. It describes the importance of homework and the expectations in each year group.

How is teaching and learning monitored and evaluated ?

Our approach is described in detail in the monitoring and evaluation outline. We use the full range of strategies including lesson observations, scrutiny of work, talking to children and teachers, and analysis of data.

Policy Monitoring and Review

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.



What's most important in teaching and learning ?

For nearly all the teaching to be effective in ensuring that pupils are consistently interested and motivated in their learning to make progress

We should see :

- Differentiation
- Range of learning styles catered for through VAK
- Use of AfL, particularly the use of different questioning techniques.

So that the majority of teaching enables pupils to make good progress

We should see :

- Effective questioning being used to extend and challenge pupils' thinking and learning
- Activities that are challenging and differentiated so all (majority) of pupils make good progress
- Effective feedback given

As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils

We will see :

- Consistent use of a range of AfL techniques
- Teachers consulting with other adults, sharing feedback to ensure that planning is appropriately differentiated for next lesson and subsequent lessons

When teachers have strong subject knowledge which inspires and challenges most pupils and contributes to their progress

We will see :

- Teachers confident to use good questioning techniques
- Enthusiastic, interested and motivated teachers
- Good communication between year group partners and other adults ensuring equal access and also to share and strengthen all adults subject knowledge

As a result of the above, in most lessons pupils will be keen to learn, concentrate well and achieve highly

We will then see :

- Attentive, interested and motivated pupils who are engaged in their learning
- Children who know of what is expected of them and can articulate this
- Children who are able and eager to answer questions

For good and imaginative use to be made of resources, including new technology, in order to maximise learning

We should see :



- ICT to be incorporated appropriately to enhance learning
- All resources are appropriate to lesson being taught
- The deployment of other adults in the classroom is planned in and their role shared

So that the support provided by other adults is effectively deployed

We should know :

- That time is given for teachers and other adults to chat / meet about planning, staff deployment, expectations and feedback on learning
- Of other adult's expertise being used to maximum effect

If pupils are provided with detailed feedback, both orally and through marking

We will see :

- A marking scheme being used which the children understand with some commonality through school
- That children are told how to improve their work and take the next step on their learning journey
- Time being given for children to edit / correct / improve / redraft their work in subsequent lessons

For pupils to know how well they have done and to be able to discuss what they need to do to sustain good progress

We will see :

- Informative marking being used with a child-friendly target setting element
- Success criteria shared with pupils at the beginning of a task and being revisited through self-assessment during and at the end of the task
- The use of a self-assessment checklist for certain tasks.

We are aware that this is not an exhaustive list, but believe it to form the core of good learning and teaching.

Created by the staff of St. Paulinus Catholic Primary School on 17th June, 2009.



TEACHING & LEARNING TEAM

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