



Teaching & Learning Policy

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Author:	Mrs M Blunt	Owner:	St Mary's Whitstable
Type of policy:	School level policy	Approval:	Governance Committee

Our Mission Statement

Love of Learning,
Love of One Another,
Love of the World,
Love of God.

Aim

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

This policy was written collaboratively with all teaching staff and informed by Rosenshine's Principles of Instruction.

Our Curriculum Intent

Joy

Through Jesus' example, our children know and experience the joy of coming to our school. We celebrate the achievements and contributions of every learner by ensuring that we support them equitably. Through an imaginative and creative delivery of the National Curriculum, we motivate and inspire our children to be active, confident, curious and caring learners.

Community

We are a strong school family who love and care for each other, supporting everyone throughout our life journey. We instil in our children a sense of belonging to our school, our parish and our local area. As we develop in our children a set of transferrable skills for the future, they begin to understand the wider, more diverse world; our planet and their responsibility to become loving, caring and independent citizens.

Honesty

We are honest and truthful to ourselves and God. Through the teachings of Jesus Christ alongside the British values of mutual respect, tolerance, liberty, democracy and the rule of law, we aim to nurture our children's personal development, encouraging them to lead responsible, safe and healthy lives.

Excellence

Through our exciting and challenging curriculum and by building on children's prior and home learning, we will make sure every child achieves highly from their own individual starting point, whilst developing a life-long love of and commitment to learning.

Courage

Through our Gospel values and a rich and balanced curriculum, we will encourage our children to stand up for what they believe in. St Mary's children will learn from all of the successes and mistakes they make to help them strive for a better future. At all times we will challenge our children to independently take risks to achieve the very best they can.

Our Guiding Principles

Pupils learn best at our school when they:

- have their basic physical needs met.
- feel secure, safe and valued.
- 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 and previous learning,
- understand the task.
- have access to the necessary resources.
- 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.

The Environment

The environment should be ready to start engaging and motivating the children from the first week of each school term and should maintain interest throughout the term. It should fully support children's learning and celebrate their achievements.

This will be achieved by:

- Including Working Walls for English and Maths, following the format as specified in our Classroom Environment Policy, in order to reduce cognitive load. The content of these display boards will be used as a prompt and aid memoir for pupils to enhance their learning.
- Displaying Knowledge Organisers (as appropriate) and key vocabulary for topics for use within lessons to build upon prior learning.
- Presenting and celebrating children's work and achievements.
- Including the school's 3 rules for behaviour
- Ensuring that each child has all s/he needs to complete each task and engage in each activity successfully including pens, pencils, learning aids/prompts and manipulatives.
- Ensuring that all learning resources are clearly stored and labelled and accessible to each child.
- Being well organised, tidy and appropriate to the ages / needs of the children.
- Seeking opportunities to use the outdoors in all curriculum areas wherever possible.

Planning Our Curriculum

Our curriculum at St Mary's is underpinned by both the National Curriculum and an agreed set of subject skills developed by subject leaders. Knowledge Organisers and Schemes of Work set out essential knowledge and vocabulary that children will learn and apply to future learning.

Teachers complete a long-term plan for all subjects for the year and weekly planning for each subject, outlining the learning intention for the lessons and description of tasks. Where children require adaption, this is detailed on weekly planning. Planning is shared on Teams each week to enable monitoring of the learning by leaders.

We recognise that a motivating and exciting curriculum will encourage an engagement in and love of learning. Carefully designed topics will inspire learning to continue to take place outside the immediate school environment and will involve the wider community.

The curriculum will:

- be creative yet rigorous and be carefully designed to ensure coverage appropriate to age.
- have a balance of all subjects, valuing the contribution of Art & Design, Music, Design Technology and Computing.
- be rich, varied and relevant, offering the children a wide range of learning experiences including:
 - school trips and residentials
 - real-life experiences such as shopping, preparing for a school event, solving problems
 - welcoming visitors and offering workshops to enhance learning
 - creating opportunities for learning together as a school including special focus days.
- be adapted to meet the needs of all learners and allow for the development of individual ideas or interests and further, independent study.

Effective Teaching and Learning

We recognise that teaching is most effective when:

- all pupils are able to access learning.
- all pupils are engaged in the learning.
- pupils are able to retain their learning.

When each of these elements is achieved, pupils will experience success and progress will be made.

At St Mary's we will achieve this by:

- following a set format for all lessons (see appendix 1). This format will be displayed in all classrooms and shared with any adults teaching a class.
- deploying support staff effectively to enhance learning; ensuring that planning is shared with all adults.
- scaffolding learning and ensuring support for children with additional needs.
- having access to manipulatives and prompts for all children.
- modelling of tasks by adults.
- using working walls and displays to support learning.
- pre-teaching vocabulary.
- flashcards are used throughout the school day to revisit previous learning.

- beginning every lesson with retrieval questions and revisiting what was learnt last lesson, earlier in a topic and in previous topics.
- ending lessons with a summary of learning for that session, focusing on key vocabulary and knowledge.
- making links with previous learning.
- teaching metacognitive skills.
- providing frequent opportunities for children to recall what they have learnt.
- sharing curriculum content and key vocabulary with parents.
- making sure that children can see themselves in their learning, ensuring diversity and inclusion.
- celebrating success and focusing on positive praise, including outside of lessons through Year Group Exhibitions, House points, Star of the Week, Celebration Assembly.
- providing interventions to ensure there are no gaps in learning.
- ensuring that children are aware of their next steps.
- providing opportunities for collaborative learning with peers.
- using both formative and summative assessment to identify strengths and areas for development.

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.

Senior Leaders, Phase 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.
- pupil voice
- planning scrutiny.
- a robust monitoring schedule drawn up by SLT.

123 OUR LESSONS



DATE & TITLE

FLASHBACK

Can you remember what you have learnt previously?

TODAY WE ARE LEARNING TO...

What you will learn today and how it links to what you already know.

VOCABULARY

What new words you will need to discuss your learning.

MY TURN, OUR TURN, YOUR TURN

Learn from your teacher's model, learn together, try on your own.

SUMMING UP

Can you explain what you have learnt today?



