



Our Lady's Catholic Primary School

Teaching & Learning Policy

Date reviewed	Next review
September 2026	September 2027
Signed (Chair of Governors)	
	

Our Lady's Catholic Primary School is founded on faith in Jesus Christ and the life of the school community is centred on His presence.

Intent

At Our Lady's Catholic Primary School, we believe that in order for successful learning to take place children need to be valued, motivated, feel safe and experience a flexible and varied teaching approach according to individual needs.

We are committed to high quality teaching and learning to raise standards of achievement for all. Teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

This policy will be reviewed in line with the School Development Plan, which sets out the programme of review for this and all other policy documents.

What is Teaching and Learning?

Learning is about the acquisition of knowledge or skills through study or experience. Teaching is the tool that helps pupils to learn.

Teaching and learning are clear drivers of how learning is shaped and delivered at Our Lady's. They are the methods through which we offer a curriculum, which is broad and balanced and meets the requirements of the National Curriculum 2014. We believe and maintain that learning should be a rewarding and enjoyable experience for everyone and through teaching, we equip pupils with the necessary skills, knowledge and understanding to be able to make informed choices. Above all, learning should be meaningful.

Our aims for teaching and learning are to promote effective, quality teaching and learning across the whole curriculum. We aim to:

- promote the Catholic Mission and Values of the school;
- provide pupils with an extensive base of knowledge and vocabulary;
- offer real life learning experiences;
- enable pupils to practice, apply and transfer newly acquired skills and learning behaviours;
- enhance and develop staff so that they have a proper and professional regard for ethos and practices of the school in which they teach;
- provide pupils with a context and purpose for learning;
- to lay the foundations for a lifetime of learning by ensuring pupils: reflect, question, wonder, think, connect, risk take, fail, be self-aware, are independent, resilient and determined;
- provide active, challenging and enjoyable learning experiences for pupils, involving them in the learning process;
- enable pupils to be confident readers accessing resources that support and challenge their knowledge, understanding and skills;

- encourage moral, physical, cultural, social and spiritual growth of pupils ensuring academic and personal success and achievement;
- ensure consistent practice across the school in teaching, learning, assessment and provision;
- develop a responsible and independent attitude in pupils towards work and towards their roles in society;
- teach pupils to understand and respect their community and help them feel valued members of this community;
- promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We will do this by having high expectations for all pupils that will motivate, engage and challenge them as well as equip them with the skills required in later life.

Implementation

We see teaching and learning as a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- instilling and promoting the Catholic life of the school;
- providing a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- providing a well-ordered environment in which all are fully aware of the behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures and abilities;
- recognising the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- developing children's confidence and capacity to learn and work independently and collaboratively, supporting and encouraging one another;
- encouraging, praising and positively reinforcing good relationships, behaviour and work and a sense of belonging to the school community;
- valuing children as individuals and respecting their rights, values and beliefs;
- sharing and upholding Fundamental British Values.

Strategies for Teaching and Learning

Our curriculum is organised into subject-based work for core subjects and many non-core subjects as well as topic work through the creative curriculum. We aim to make cross-curricular links and real life connections wherever appropriate. The Early Years Foundation Stage (EYFS) follow the EYFS Statutory Framework while Key Stage 1 and Key Stage 2 classes follow the National Curriculum 2014 programme of study. Key Stage 1 and Year 3 approaches the curriculum through continuous provision as well as discreet teaching.

Within the curriculum structure the following principles apply.

- Teaching is driven by equity and high expectations for all.
- Pupils work independently or with their learning partners. They may also experience learning in groups of mixed or similar ability.
- Failure and disappointment are discussed and celebrated.
- Relevant discussion is encouraged to support independent learning activities.
- There is no specialist teaching, all teachers teach all subjects to their classes.

- Teachers use a wide range of resources across the curriculum to enhance teaching and learning including computers, interactive whiteboards, the internet, visualisers and DVDs.
- In order to address the variety of learning styles and intelligences, a variety of teaching styles are used including problem solving.
- To encourage children to understand that we all learn in different ways, we teach them how to use Multiple Intelligences – a way of showing all learners that they are able to achieve the same goal however through an approach that is appropriate for their learning style.
- We provide children with transferable lifelong learning skills by teaching them about our nine learning behaviours (effective investigator, problem solver, pro-active social thinker, active communicator, independent learner, self-manager, creative thinker, information processor and reflective evaluator).
- Teaching will cater for the needs of all disadvantaged groups within the school by differentiation, reinforcement and additional support as required.
- Pupils with Special Educational Needs and Disabilities (SEND) or who are considered high achievers are catered for by differentiated work set by the class teacher and as indicated in their plans. The SENCO and the Learning Support Assistants (LSAs) work alongside the class teacher providing small group activities or reinforcement as recorded in the class provision map. Pupils may be withdrawn or supported in the classroom depending on the nature of the activity.
- At the heart of whole school practice, we are continually assessing, planning, implementing and reviewing our approach to teaching all pupils. This means that teaching responds over time to a growing understanding of barriers and gaps in learning and an increasingly individualised assessment of need. LSAs also support the pupil's learning under the direction of the class teacher. Teachers share their plans and the lesson objectives with the LSA prior to the start of each lesson. LSAs have valuable talents which enhance pupil's learning considerably.
- Volunteer helpers including parents are greatly valued and assist with reading, computing, artwork, reprographics, outings and sporting activities.
- Secondary School and Further Education students on work experience are a regular feature of the school and contribute to the children's learning.

The emphasis of our Teaching and Learning Policy is on first-hand experience and we encourage children increasingly to take control of their own learning. Thus:

- investigative work is common;
- risk taking and learning from mistakes is encouraged;
- learning behaviours are shared and developed;
- pupils are encouraged to communicate their findings in a variety of ways;
- opportunities are provided for children to become involved in decision-making.
- pupils are encouraged to realise they are all WISE (Wonderfully Intelligent Skilful Experimenters) through our Multiple Intelligence projects.

Children's work is celebrated in displays and performances, wherein:

- each child is given an opportunity to have work displayed at some time in the school year;
- sustained effort including drafting and reworking is encouraged to enhance standards;
- school events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance;
- pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

Strategies for Ensuring Progress and Continuity

Planning is a process in which all teachers are involved. Long-term plans are in place for all subjects throughout the school. All subjects are taught in line with National Curriculum 2014 and plans are developed by the class teacher ensuring coverage of the NC and integration with other work where appropriate. Medium term plans drawn up by the class teachers for each term are monitored by the Senior Leadership Team (SLT) and subject leaders. Regular staff meetings are used to discuss curriculum aspects and ensure consistency of approach and standards. Subject leaders monitor planning, presentation, marking and consistency regularly with the SLT.

Feedforward Advice to pupils about their own progress is achieved through marking of work in line with the school's marking and feedforward policy. Assessment is used, in line with the school's assessment policy, to gauge the progress and attainment of all pupils.

At the end of the Summer Term, class teachers meet to pass on important information with the following year's teacher.

Cross phase continuity is ensured by:

- reception staff visiting their new intake of children at home as well as visiting and take receipt of records from the children's nurseries;
- children joining EYFS in September have a gradual alteration in length to their school day;
- meetings are held with new parents
- liaison meetings between teachers of Year 6 pupils and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Strategies for Recording and Reporting

Records of attainment and progress kept for each child are:

- updated as appropriate by class teachers (3x a year);
- examined by class teachers prior to the start of each academic year as they prepare for a new class;
- all teachers meet with pupils to assess progress and consider next steps which are shared with parents;
- retained throughout the child's time in the school and passed on to secondary school when pupils leave.

Reporting to parents is completed five times throughout the academic year. Parents are provided with a pupil progress report, written by pupils, at the end of Terms 2 and 4 and with a written report at the end of Term 6 which is completed by teachers. Furthermore, parental consultations are held via phone calls at the end of Term 1 for KS2 pupils and face to face for EYFS and KS1 pupils. Face to face meetings for all pupils is organised at the end of Term 4. Parents are made aware that they may meet their child's teacher by appointment at other times to discuss concerns.

Formal summative assessment are carried out throughout the academic year through the use of teacher assessment and tests. On completion of this activity:

- results of individual pupils' assessment are made available to the parents;

- the overall statistical profile (but not individual results) is made available to parents, governors, LA and National Government.

Strategies for the Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that:

- the learning environment is organised and used as a learning tool;
- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- all children know where resources are kept and the expectations about their access and use;
- all children know what they must not touch for reasons of safety and privacy;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Curriculum resources are generally the responsibility of subject leaders, each of whom is allocated an amount of money annually to be used at their discretion in order to finance resourcing of their area. Resources are stored in subject areas throughout the school and are available to all staff.

Time is a resource we value. As pupils progress throughout the school, they are encouraged to take responsibility for their own learning, including their use of time. Time wasting is reduced by ensuring that tasks are made specific and clearly defined. All pupils engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

Homework

At Our Lady's School, we believe that homework can make a valuable contribution to children's learning and should be meaningful and supportive of learning in school. For the older children it helps prepare them for life at secondary school. Homework also gives parents an opportunity to discuss schoolwork and to communicate and socialise with their children, providing some understanding of, and insight into, the National Curriculum.

- In-depth homework tasks are meaningful and complement the teaching and learning of each class and therefore will not be given on a weekly basis.
- Pupils are encouraged to learn their times tables on a weekly basis via TTRockstars.
- It is expected that all children will read regularly at home and share a book with their parents.
- Extra revision tasks (in the spring and summer terms) may be given to children in Year 6 to prepare them for life at secondary school and SATs.
- Further practice in basic skills (e.g. handwriting) may be set at the discretion of class teachers, after negotiation with parents.
- Parents are encouraged to undertake oracy tasks as regularly as possible with their children.
- Homework is never given unless it is purposeful and aims to reinforce and develop learning.

At Our Lady's we believe that homework:

- builds on work done in the classroom and may cover any area of the National Curriculum;
- develops and extends understanding and allows the pupils to develop as independent learners;
- enables the class teacher and the parent to confirm that the child has an understanding of a subject and helps to instil and develop a sense of discipline about work at home.

In order to ensure the above:

- when homework is organised, it will be provided within each year group. Pupils will be given clear instructions about the amount of time it should take and when it will be handed in. It is important to recognise that the amount of time taken on a piece of homework will vary according to the year group and ability of the child;
- any pupils who do not have access to the internet or a computer will be offered the use of school computers during the school day;
- homework can be differentiated to cater for individual children's learning needs.

At Our Lady's School, we aim to promote daily reading at home. Each pupil has a contact book which parents are requested to sign. Above all other subjects, reading is a crucial aspect of schoolwork and needs to be encouraged at all times. A child's written skills reflect their attitude to reading. A child who reads widely and with enthusiasm is often able to translate this into written work. It is not always possible for an adult to hear every pupil read in a school every day. It is most important, therefore, for a parent to try to hear their child read daily, to discuss the plot and characterisation and ask questions about what has been read. Reading bookmarks are sent home so parents understand how to construct appropriate questions.

Safeguarding and the Curriculum

Pupil safeguarding and the promotion of Fundamental British Values are a core business of the work at this school. Great importance is placed on identifying opportunities in the taught curriculum for pupils to learn about safeguarding. The curriculum at this school is a broad curriculum, which gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. The PSHE curriculum covers safeguarding and the school is sensitive when teaching issues based around safeguarding. All concerns are recorded on CPOMS and DSLs deal with these matters immediately.

Leadership and Management

Staff work towards the school's aims by:

- providing a broad and balanced curriculum that supports and challenges learning for all pupils;
- teaching lessons that are consistently good or better;
- providing a challenging and stimulating yet achievable programme of study designed to enable all children to reach the highest standards of personal achievement;
- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- personalising the curriculum and teaching to meet the needs of individual pupils;
- ensuring that learning is thoroughly planned and prepared for, progressive and continuous;
- having clear expectations;
- being good role models – punctual, well prepared and organised;
- maintaining an up-to-date knowledge of the National Curriculum;
- having a positive attitude to change and the development of their own expertise;
- working collaboratively with a shared philosophy and commonality of practice;
- providing a rich and varied learning environment which will develop pupils' skills and allow them to reach their full potential;
- target setting and sharing expectations with pupils through meaningful discussions;

- providing meaningful feedback;
- embedding assessment for learning across the curriculum;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Role of Pupils

Pupils work towards the school's aims by endeavouring to:

- attend school regularly;
- are active and independent learners;
- be punctual and ready for lessons;
- be organised – bringing necessary equipment, taking letters home promptly, returning reading books regularly;
- conduct themselves in an orderly manner, in line with the school's behaviour policy;
- take a growing responsibility and independence for their own learning;
- demonstrate, at all times, our core values of hard work, respect and responsibility;
- demonstrate positive learning behaviours at all times;
- uphold the Catholic ethos of the school by adhering to the school's core values.

Role of Parents

Parents are expected to work towards the school's aims by:

- being the prime educator of their children;
- ensuring that children attend school in good health, regularly and punctually, avoiding term time holidays;
- providing support for the discipline within the school and for the teacher's role;
- being realistic about their children's abilities and offering encouragement and praise;
- participating in discussions concerning their child's progress and attainments;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- giving due importance to hearing reading, and assisting in learning of spellings, tables and other mathematical facts;
- allowing their children to take increasing responsibility as they progress through the school.

Role of the Subject Leaders

Subject leaders have a variety of roles as part of which they:

- support colleagues in their development of detailed work plans and implementation of work, and in assessment and record keeping activities;
- monitor progress in their subjects and advise the Senior Leadership Team (SLT) on action needed;
- take responsibility for the purchase and organisation of central resources for their subjects;
- are given some release time to allow monitoring in the classroom and other activities;
- are expected to keep up-to-date with the expectations for their subject, through reading and attending relevant courses.

Role of the Governing Board

The governors support, monitor and review the school's policies on teaching and learning through:

- supporting the use of appropriate teaching strategies by allocating resources effectively;

- ensuring that the school buildings and premises are effective, within the limitation of the budgets, in supporting successful learning and teaching;
- being aware of Health and Safety regulations;
- monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensuring that staff development and performance management policies promote good quality teaching;
- monitoring the effectiveness of the Teaching and Learning policy through the school self-review processes. (Headteacher's report, School Development Plan).