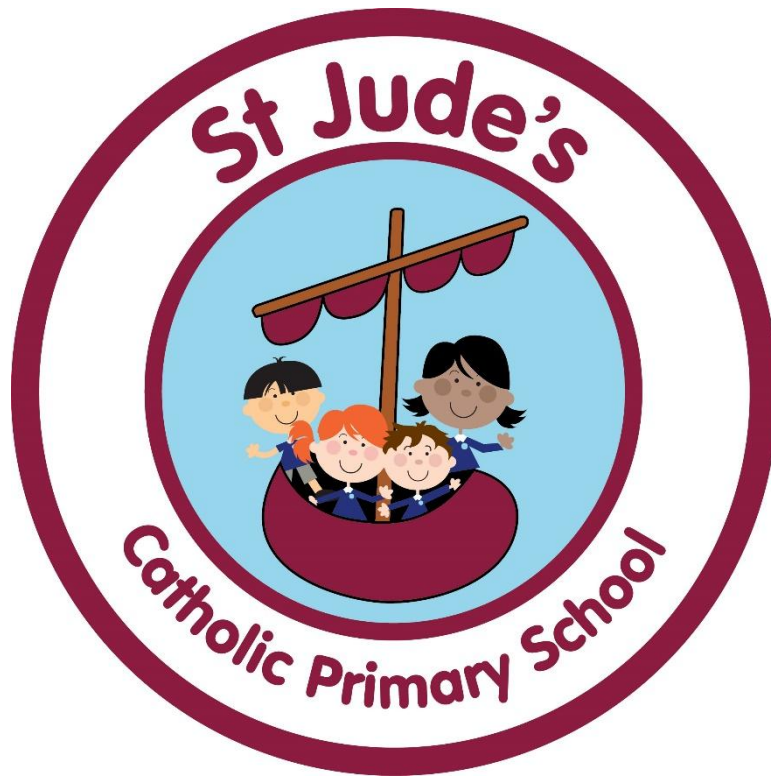




TEACHING AND LEARNING POLICY

Together, we learn, love and grow with Jesus

Written by: R. Jackson Autumn 2026

To be reviewed: Autumn 2027

Policy on Teaching and Learning

1. Aims

We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice

2. School Expectations

- Treat everyone, including yourself, with respect including each other's cultures and beliefs
- Always listen to others and tell the truth
- Work hard and do your best at all times
- Help staff and others to help you learn

This Teaching and Learning Policy deals mainly with Key Stages 1 and 2. Teaching and Learning in the Early Years is detailed in a separate policy. Provision for children with additional learning needs is detailed in a separate policy.

3. Teaching

Research tells us that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

We expect:-

- Staff to have secure subject knowledge and understanding -when support is needed teachers can seek advice from Senior Leaders or subject coordinators
- Staff use adaptive teaching strategies to plan appropriately for all groups of children so that they all children are ready and able to learn

- That every lesson has a clear Learning Objective (LO) which is explained to the class and which remains on display throughout the lesson
- That all lessons demonstrate key elements of good AfL practice utilising a variety of cooperative learning structures
- That activities are differentiated to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- The development of vocabulary through Speaking and Listening activities to be present in all lessons
- That time targets are set within lessons to ensure pace is maintained
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess children regularly and gather evidence for pupil progress meetings
- That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
- TA's/HLTA's to be fully involved in lessons
- Staff to regularly mark children's work with an emphasis on foundational skills as well as the learning outcome and to provide instant verbal feedback to help children make progress within a lesson
- Staff to encourage children's independence
- All lessons to have a plenary so that the lesson can be reviewed and assessed against the Success Criteria

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn - what helps them learn, and what makes it difficult for them to learn.

4. The Learning Environment

The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school. Its' creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence. We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility.

We will ensure that each KS1 and KS2 classroom has:-

- Clearly labelled resources
- School expectations for behaviour displayed
- Procedure for Fire drill/ staff responsible for first aid

Display

Teaching staff are responsible for classroom displays and displays in shared areas of the school.

Displays should reflect the learning taking place as well as cultural diversity and should be labelled. Displays should be of a high standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained.

Silent signals

We operate a 'no-hands up' policy at our school. We want our children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. Children are aware of the expectations and teachers don't waste time in instructions unnecessarily. We use the RWI Silent Signals. See Appendix 1.

5.The Curriculum

With the help of the whole school community, St Jude's has developed a curriculum which we feel is relevant and exciting and addresses the aims below. It is a skills based curriculum which aims to draw curriculum links in a meaningful way.

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the 2014 National Curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group. Curriculum intent, implementation and impact statements have been written by subject leaders and progression maps and knowledge organisers for each subject are in place, supported by subject action plans which are evaluated throughout the school year.

The whole curriculum should enable learners to:-

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature and technology
- Acquire an understanding of the social, economic and political nature of society
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others

6. Assessment

At St Jude's Catholic Primary School we share the belief that consistent use of assessment for learning should:-

- Enable children to demonstrate what they know, understand and can do
- Be used to make children aware of the level at which they are working
- Ensure children are aware of the learning outcomes and success criteria (Steps to Success) to support their means of achieving success
- Give children positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to use adaptive teaching strategies that address the learning needs of each child
- Involve children and teachers in recognising what needs to be done to improve work
- Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children, whilst maintaining a strong focus on foundational skills. We strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for children with special educational needs, we give due regard to information and targets contained in the Child Centred Plans (CCPs). Teachers adapt teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AFL) see below.

Summative assessment involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard.

Children are assessed in Reading, Writing and Maths once per half term in October, December, February, March, May and July. A variety of assessment tools are used including past SATs papers,

NFER test papers but most importantly teacher assessment. Assessments are then entered onto . Assessments are moderated by members of SLT. Teachers discuss children's assessments with parents on a termly basis. Teachers also have pupil progress meetings with SLT termly to discuss progress and attainment and how this has informed their intervention. Foundation subjects are assessed using knowledge organisers and pupils can show what they have learnt based on what they were taught for each unit. Pupil voice also plays a vital role in assessment where teachers and subject leads regularly speak to children to assess knowledge and understanding.

Children in Reception are Baseline in the first weeks of September, Y4 take the Multiplication test in June, Y1 undergo the Phonics Screening check in June and Y6 children take statutory KS2 SATs tests in May. All Y6 work is moderated internally by the SLT.

Feedback

Please see Feedback policy.

Assessment for Learning

We follow White Rose for Maths and Science planning, Literacy Tree for English planning, MGL for Computing, Charanga for Music and Wigan Athletic for PE. Planning is a Powerpoint Presentation format.

All lessons should contain these AfL elements:-

Planning

- Use assessments from the plenary of the last lesson assessment related to success criteria- are children secure/ require reinforcement? Peer / self assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning - What did you learn in our last lesson?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria-older children can generate their own - what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Use mini plenaries for example to revisit LO and Success Criteria to share a good example- have they achieved all elements of the learning objective?
- Consider extension activities for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus groups

Plenary

- Revisit LO and Success criteria—what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self-assess work against success criteria—make an improvement
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners

8. The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject coordinators, the annual headteacher's report to governors, and a review of the in-service training sessions attended by staff.
- Regularly meet with subject coordinators to discuss progress and developments in subject areas.
- Observe teaching and learning and participate in pupil voice to see good practice, not to make judgements

9. The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings
- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents yearly reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to support children to engage in home learning and to keep in regular contact with the school and their child's class teacher
- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;

- to fulfil the requirements set out in the home-school agreement.

10. Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every year, or earlier if necessary.

Appendix 1:



The Silent Signals

We need children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management will be transformed across your school. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly.

Silent signals

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

Team stop signal

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child:
 - raises one hand in response;
 - checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;
 - looks attentively at you – eyes locked into yours to show they are ready to listen;
 - sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

Turn to your partner (TTYP) signal

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

Run one hand down the outside of the opposite arm, to remind children to:

- sit up straight beside their partner
- be ready to turn and talk to their partner.

My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you. My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.

Magnet eyes

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

1, 2, 3 signal

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand.
- Hold up two fingers: children walk and stand behind their chairs.
- Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs.
- Hold up two fingers: children walk to carpet.
- Hold up three fingers: children sit down beside their partners.

Silent handwriting signal

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

This signal indicates that children sit with their:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- left/right hand holding page
- back leaning forward slightly
- left/right hand holding a pencil, ready in tripod grip.