



St Mary's R C Primary School, Clive Road, Failsworth, Manchester M35 0NW

Tel: 0161 681 6663

Email: info@st-marys.oldham.sch.uk

Head Teacher: Ms M Garvey

St Mary's RC Primary School – Teaching and Learning Policy

Version	Date	Amended by	Recipients	Purpose
2	Sept 17	T&L Lead	All Staff	update
3	Jan 18	T&L Lead	All Staff	update

This document requires approval by governors

Name	Position	Date Approved	Version
Marie Pollitt (chair PCS)	Curriculum Committee	Jan 17	2
Marie Pollitt (chair PCS)	Pupils Curriculum and Standards Committee	Feb 18	3

Distribution

This document has been distributed to:

Name	Position	Date	Version
	All Teaching Staff	Jan18	3
	All Support Staff	Jan 18	
	Governors	Feb 18	

Contents Page

Introduction - Purpose of this teaching and learning policy – pg3

Key elements and principles of teaching and learning at St Mary's School -pg4

St Mary's learning expectations -pg 5

St Mary's lesson design for Mathematics – pg 8

St Mary's lesson design for Reading – pg 9

St Mary's lesson design for Humanities – pg 10

Introduction - Purpose of this teaching and learning policy

By adopting a whole school approach to teaching and learning across school, we aim:

- To provide **consistency** of teaching and learning across our school.
- To enable teachers to **teach** as effectively as possible.
- To enable children to **learn** as efficiently as possible.
- To give children the skills they require to become effective **lifelong learners**.
- To provide an inclusive education for **all children**.

We have adopted of a collaborative, enquiry based approach to teaching and learning where good practice is shared. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn.

.

Key elements and principles of teaching and learning across St Mary's

All lessons at St. Mary's should include the following key elements to ensure high quality teaching and learning. New teachers to school will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice.

All lessons have clear learning challenges:

- Learning challenges are shared orally and displayed
- All learning challenges begin with 'Can I...'
- All learning challenges are shared orally in **child friendly language**.
- Learning challenges are linked to the year group expectations
- The learning challenges are placed in pupils' exercise books.

All lessons have well planned instructional-based steps for success:

- Steps for success are used across all subjects.
- Steps to success are placed on the our learning challenge sticker
- Steps to success ensure that all pupils are clear about how they will achieve the learning challenge.
- Steps to success are succinct.
- Children can refer to the steps to success to self-assess their own or their partner's work.
- Children are actively encouraged to independently refer to their steps to success
- Promotes resilience in learning

All lessons include teacher modelling:

- Teachers carefully model all new learning.
- Teacher modelling is regularly shared on working walls for pupil reference.

All lessons include active pupil engagement:

- Teachers ensure that lessons are well paced and challenging to ensure pupil play an active role in their learning.
- Teachers are keen to follow children's interests to promote pupil engagement.

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Teachers plan collaborative learning opportunities to encourage pupils to share new learning with one another
- Mini white boards or note books are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- All pupils are able to confidently talk about their learning. Throughout school, children use buzz words such as pre-teaching, prior learning, practice, solo work, next steps, fix-its and challenge.

All lessons are clearly differentiated to enable all pupils to access learning:

- Teachers start with teaching to the year group expectations and provide those who find it too challenging, with appropriate scaffolding opportunities to prepare them to meet the year group expectations.
- All maths lessons are differentiated using A.B.C as a point of reference for the children

All Lessons include Solo Work

- Teachers provide opportunities for solo work where children demonstrate their learning through independent work.
- Solo work allows teachers to assess the learning

.All pupils receive instant verbal feedback which enhances learning

- Teachers are active in monitoring pupil progress in every lesson. Teachers give instant verbal to ensure that all children make excellent progress.
- Effective marking is embedded in everyday practice and is used to inform teaching and learning.

Pupils are given regular time to address issues raised in marking using a green pen. Fix it and editing time are offered regularly across all subjects

Learning is enhanced through opportunities for collaborative learning.

- Collaborative learning refers to a set of instructional methods in which children work in small, mixed-ability learning teams.
- Using collaborative learning, we encourage children to work alongside one another to explore tasks, take risks make decisions solve problems and share their achievements with others
- Every student has a role or a specific task to manage during collaborative activities. Children are encouraged to fulfil their role whilst supporting others.

Learning is enhanced through the use of ICT.

- ICT is used to enhance learning where ever possible. Although ICT is often used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.
- The use of ICT is highly visible and effective in all teaching and learning contexts across our school.
- iPads are used to encourage independence allowing teachers and children to photograph, film and record parts of the learning journey

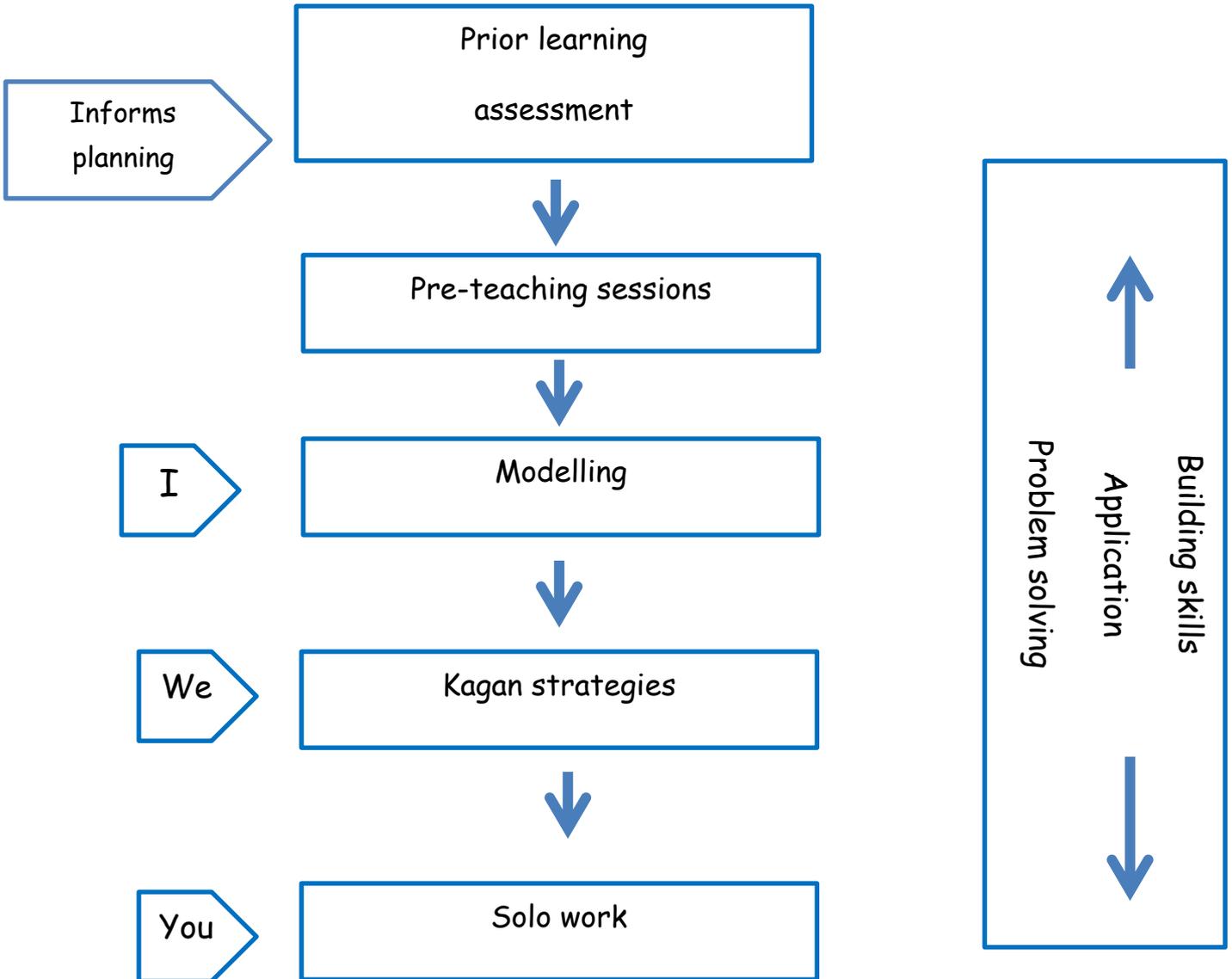
Learning is enhanced through the effective use of additional adults:

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. Teaching assistants maximise learning time to support and challenge children.
- Planning is shared in advance with teaching assistants who will take daily pre teaching groups to support and prepare individuals for their lessons.
- Teaching assistants are aware of vulnerable children and a regularly updated on any changes in circumstance.

St Mary's Learning Expectations

Subjects	Learning Challenges	Steps to success	Teacher modelling	Active pupil engagement	Collaborative learning opportunities	Solo Work	A.B.C Differentiation	Instant Feedback
English	√	√	√	√	Some	√	Some	√
SPAG	√	√	√	√	Some	√	Some	√
Maths	√	√	√	√	√ - We*	√	√	√
Religion	√	√	√	√	Some	√	Some	√
Science	√	√	√	√	Some	√	Some	√
Foundation subjects	√	√	√	√	Some	√	Some	√
P.E	√	√	√	√	Some	√	√	√

St Mary's
Mathematics
Lesson Design



Reading Comprehension Lessons

Teaching Sequence

Vocabulary

Introduce new vocabulary and definitions
Find link words/synonyms
(After reading the text, use questions based on new vocabulary)



Read and Orientate

Read the text
Focus on Who? Where? When? What?



Summarise and Retrieve



Focus on a higher level skill or a particular question type

e.g.

- true/false evidence questions
- comparison questions
- fact/opinion questions
- character inference
- prediction
- authorial choice

Humanities
Lesson Design

Baseline assessment
First 5 questions about the new topic

Beginning of each topic informed by NC and FOCUS documents

Introduction of Knowledge Organiser
Knowledge organiser stuck in topic book
Knowledge organiser stuck in homework book

Each lesson going forward

Revision of key facts from baseline or previous quizzes
Weekly quiz (see term breakdown)

YOU

Explanation
&
Modelling use of equipment

I

Kagan strategies

WE

Solo work

YOU

Each lesson should:
Build knowledge via new learning and repetition
Build skills via the use of concrete apparatus
Show application of knowledge and skills through solo work

- Each topic should begin with the introduction of a Knowledge Organiser and a baseline assessment of 5 unseen questions.
- Weekly quizzes should be conducted to build up knowledge. Quizzes should follow the weekly breakdown criteria based on the length of the topic. Also, the quizzes should include multiple choice questions.
- Each topic should end with a topic assessment quiz including all of the questions that have been previously asked. The questions on the quizzes should not be asked in the same order each week. The results from the final quiz will help inform the end of year assessment.