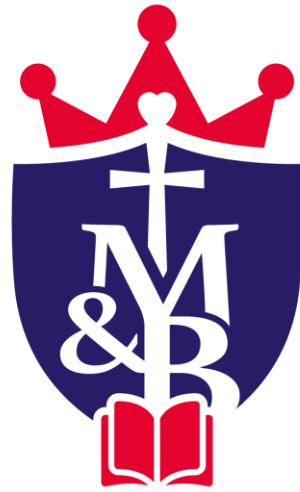


# TEACHING & LEARNING POLICY



**St Mary's &  
St Benedict's**  
RC Primary School

**Together in God's family, we grow in  
faith, knowledge & love to reach our full  
potential, and to become the people that  
we are created to be.**

Policy Agreed: **February 2023**  
Review Date: **February 2025**

## Intent of our curriculum

We hope that children who have attended St Mary's & St Benedict's Catholic Primary School for most of their primary education will:

- *persevere*; with a lust for learning and self-improvement
- be *respectful* of the diverse world in which we live
- be *courageous* learners and take pride in their personal achievements
- be *joyous* pupils who are also confident, independent and active learners
- *trust* in their own abilities and have high expectations
- experience a wealth of enjoyable opportunities that were offered *wisely* and with *justice* to all pupils
- *serve* those around them and be *peace-makers* towards others, following Jesus' example
- have *hope* that they have developed secure and lasting friendships that mutually support and sustain them during the next stage on their life journey
- have the wisdom to know when to *forgive* and when to accept reconciliation from others  
- accepting our humanity and consequent imperfection

Our curriculum is designed to reflect this and to include opportunities and experience that, we believe, are important to enriching our St Mary's & St Benedict's unique provision. Within this Catholic belief, we understand that every child is recognised as a unique gift from God.

Our ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

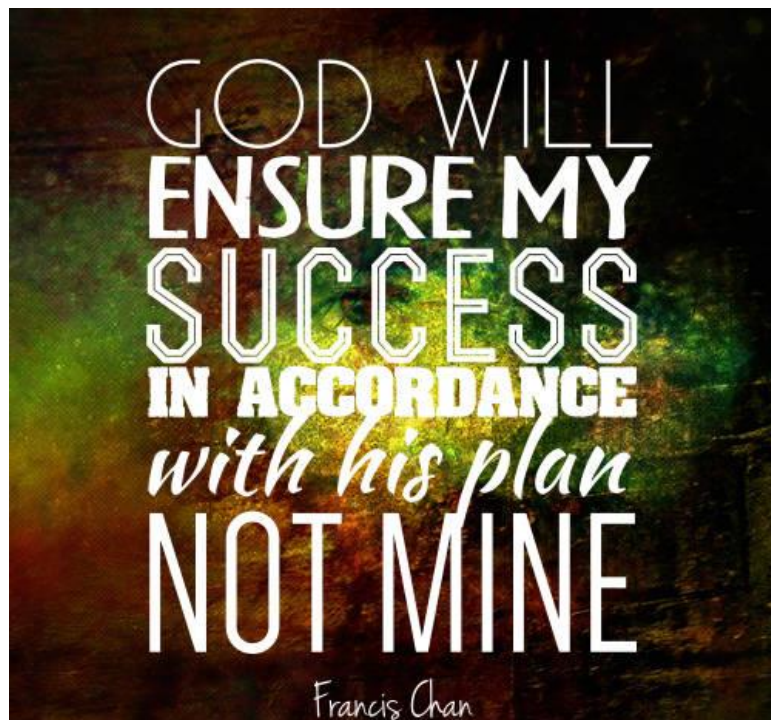
We believe that children have a RIGHT to receive the best quality teaching, to enable them to access outstanding opportunities for learning. We are reminded that God has given us gifts and talents to serve Him in creating Heaven upon this Earth:

*"Each of you received a spiritual gift. God has shown you his grace in giving you different gifts. And you are like servants who are responsible for using God's gifts. So be good servants and use your gifts to serve each other."* [1<sup>st</sup> letter of Peter 4: 10]

We need to remember that no-one can achieve their potential without help and that we constantly have the Holy Spirit there to encourage and assist us.

Therefore, teachers and teaching assistants will:

- Ensure high quality teaching for all children, delivered by professional practitioners
- Have high behaviour expectations of all pupils at all times
- Strive to ensure they have excellent subject knowledge and understanding
- Be proactive at managing their own CPD to make sure they have an understanding of, and interest in, how children learn
- Use questioning effectively to establish the level of understanding and extend it
- Make links to previous lessons so that the past learning is extended and built upon
- Ensure misconceptions are identified and addressed quickly
- Use time in lessons effectively to promote progress
- Plan tasks appropriately which both challenge and support all children
- Ensure that all children have equal access to support and experience both independent and adult-led learning opportunities throughout the week
- Identify barriers to learning and put strategies in place to overcome them
- Remind pupils that forgiveness is core to our beliefs- we are human and we make errors
- Ensure an inclusive approach to diversity
- Ensure good quality resources are available for pupils to use
- Create an engaging learning environment in which pupils listen attentively and apply themselves fully to tasks given
- Manage the classroom environment in a way that promotes learning and independence.



## Amendments to the Curriculum Intent

Taking into account the latest OFSTED guidance, subject leaders will ensure that every subject area has each of these attributes:

- ✓ A vision for the subject that identifies what essential knowledge, skills and understanding is needed for success in Key Stage 3 and a route for our children to navigate that journey, from the age of 3 until 11 years old.
- ✓ The nature of their subject and how this is distinctive. As in the case of mathematics, this is declarative, procedural and conditional knowledge. In other cases, such as science and both history and geography there is a balance of substantive & disciplinary knowledge. There is a need for a subject leader to know how his/her subject is best taught and how the necessary knowledge, understanding (and skills) are learnt.
- ✓ A well-sequenced curriculum is essential. The key components of the curriculum must be clearly articulated and the learning sequence must be well understood. This allows all learners to build on relevant prior learning and to have the best opportunity to frame their understanding of new learning.
- ✓ Clear planning that maximises opportunity for pedagogically appropriate learning. With long-term planning and subsequent medium-term planning, there should be an emphasis on learning objectives/intentions that systemically increase the knowledge of the children as the journey progresses. Activities **MUST** only be chosen because they are suitable for the learning objective/intention. In this way, teaching staff can assess learners' understanding of the objective/intention and make appropriate decisions about next steps in the learning journey.
- ✓ Quality first teaching is the most effective technique and all leaders within SMSB must remember this when considering pupils' learning. No intervention or booster programme will ever be as impactful as a pupil's chance to learn the content well first time round.

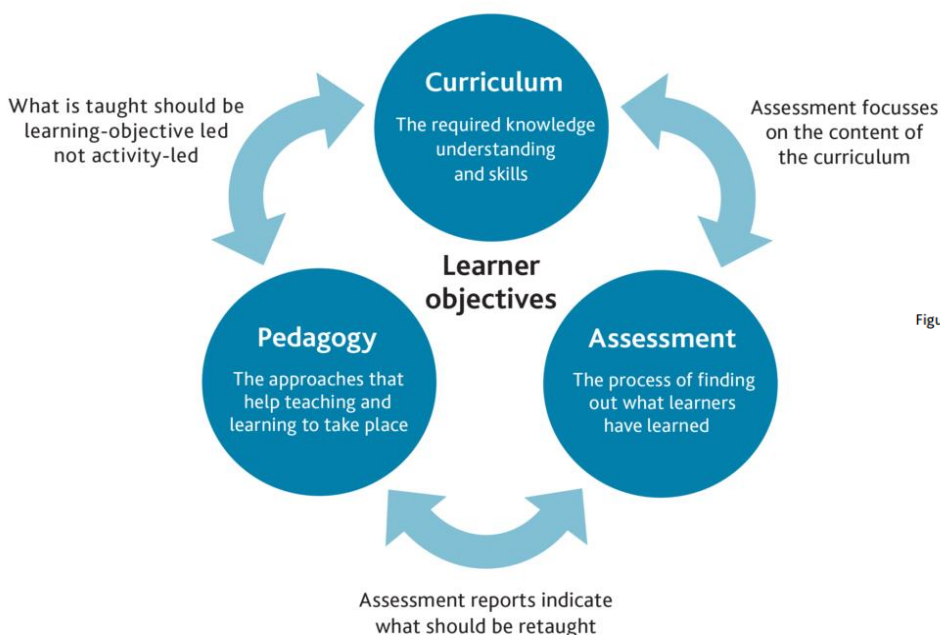
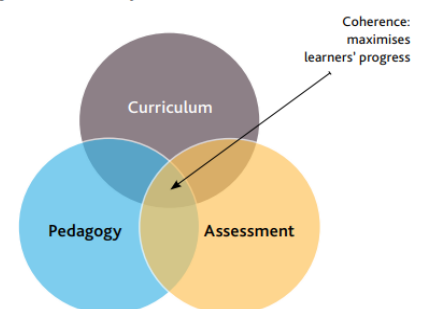


Figure 1: An aligned instructional system



## **Implementation of our curriculum**

### **Early Years Foundation Stage (EYFS)**

Children in Reception follow the investigative Early Years Foundation Stage curriculum. The statutory framework has been updated, as of September 2021, and the new framework is reflected in practice. As such, children can access a broad range of areas of provision, inside and outside. Teaching is tailored to the interests of children. All practitioners in Foundation Stage take on the roles of teacher, facilitator and assessor, engaging which children in their play in order to move learning on.

Children learn early reading and writing through a daily phonics session which builds on prior learning. It is differentiated according to need and highly structured. Phonics skills are reinforced through children's play and provision.

Children's early number, calculation and measuring skills are developed through a daily focussed mathematics session, and with provision that reflects the children's current learning needs.

There are a total of 17 aspects of learning within 7 areas and we ensure that all of these are covered, as needed.

### **Key stage 1 and 2**

All children follow the National Curriculum in Key Stages 1 and 2. In Year 1, teaching reflects the practice in Early Years at the start of the year and develops so that pupils are ready for a more formal approach in Year 2.

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching will build on previous learning and key concepts will be revisited regularly
- It will give pupils the "big picture" of the lesson and/or subject area and ensure they understand why the lesson is important - use of 'knowledge organisers' are designed to help with this
- The teacher will share the learning objectives with children and this should determine success criteria for the lesson
- Opportunities for high quality self-initiated learning will be encouraged
- Lessons will allow opportunities for the pupils to build up their understanding through a wide range of activities and opportunities to talk about their learning with their peers
- Teaching will afford children opportunities to review what has been learned
- Thorough planning, which is tailored to need, enables all pupils to make progress in every session. Long and medium term plans are carefully crafted to ensure full coverage of the National Curriculum, in conjunction with the relevant subject leader(s). Short term plans are flexible and responsive. They are adapted according to pupils' prior understanding and are designed to build on previous learning.

- Although pupils move through the curriculum at broadly the same pace, some will require support and others greater challenge. The aim of the teacher is to design learning experiences that enable as many pupils as possible to master the concepts and skills being taught and apply them confidently.
- If pupils encounter significant barriers to their learning and fall behind, the teacher will first intervene and if further support is needed, will discuss the pupil's needs with the phase lead (in the first instance) and then, if appropriate, with the SENDCo.

A variety of diverse ways of working will be implemented to maximise pupil engagement in the curriculum. Throughout school, we will seek to find opportunities for bringing the learning to life.

Such opportunities include, but are not limited to:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- visits to places of educational interest;
- visitors into our school;
- creative activities;
- debates, role-plays and oral presentations;
- drama;
- designing and making things;
- participation in athletic or physical activity;
- outside learning;
- work within the community.

Our teaching takes into account the needs of all groups of learners, [boys, girls, disadvantaged pupils, pupils with special educational needs or disabilities, (SEND), higher achieving pupils, learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs] and in keeping with our ethos of putting the child first, we aim to teach in a way that meets the child where they are, considers all their barriers to learning and gives them the best chance of success.

Children experience different models of working including working independently, paired working, mixed ability groups etc. A growth mindset towards learnings is ALWAYS encouraged and, with this in mind, we have an 'active learning' approach that encourages honest communication and alertness at all times.

### **Developing learners with high expectations and a love of learning**

Children have the right to receive the best quality teaching to enable them to access outstanding learning. Our child-centred approach, linked with a determination that every child should be given the best possible opportunities to succeed, guide all our teaching and learning. Effort is praised and the link between effort and success made clear to children. A good learning attitude, which results in good quality work for each individual child, is

celebrated through display and the reward system. At St Mary's & St Benedict's, we celebrate three core virtues:

**we pray; we learn; we serve**

- The element of prayer is critical to us as Catholics and our relationship with God, our Father in Heaven.
- We learn because of the Benedictine call to work and that, in schools, our work is learning.
- We serve because Jesus and his mother, Our Lady, call us to be servants for one another.

Our curriculum has built into it many enrichment opportunities, see appendix A. Whole school events and learning with children of different ages are key features of our school. It is our aim to give all our pupils access to Cultural Capital that will enable them to access social mobility in later life.

We provide a range of extracurricular activities which are open to all children and celebrated in our Friday's celebration worships. There is a range of after school clubs for pupils to extend their enjoyment of learning and we employ "Sports' Instructors" who coordinates regular after school clubs and training sessions at lunchtime as well as delivering PE to all classes.

Opportunity is given for each pupil to be member of our School Council. Our children have a voice within school and develop into confident and well-equipped lifelong learners. Our School Council and Chaplaincy (Growing in Faith Together - G.I.F.T.) groups promote charitable activities which are a distinguishing feature of our Catholic school.

We have a rich and exciting curriculum. The National Curriculum (2014) is the basis for all our teaching but we aim to enhance and enrich this in many ways. Our curriculum is designed to promote areas our children need and to provide them with engaging learning opportunities and a broad and balanced curriculum.

Our mornings are primarily devoted to developing the core subjects of English and Maths and we use the time efficiently to ensure that all the skills needed are taught and practised.

Skills and knowledge for foundation subjects are taught in a cross curricular way, covering the skills and content of the National Curriculum 2014. Our themes link different areas of the curriculum and give a purpose to learning, based on the Lancashire model but personalised to our own school.

Every opportunity to enhance the curriculum is seized and a programme of whole school enrichment events is planned each year.

Each week pupils will be taught most areas of the National Curriculum, PSHCE, RE and have a daily act of worship. Up to two hours of curriculum time are devoted to physical activity each week.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In so doing, we follow the Lancashire County Council guidance on Off-Site visits. Staff complete detailed risk assessments which are authorised by the Educational Visits Co-ordinator (EVC) or the Headteacher.

At all stages, feedback that is given to pupils is incredibly important to maximising their opportunity for success. This must be given in accordance with the relevant policy but, in essence, using timely opportunities for correcting misunderstandings and misconceptions will improve pupils' understanding.

### **Collective Worship**

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

As a whole school we meet on the first day of the week (usually a Monday) to worship and to discover the Gospel message from the preceeding weekend. Worship on Tuesdays, Wednesdays and Thursdays is class-based and could be staff or pupil-led. Ten:Ten Collective Worship is a resource that staff have access to for such purposes. We end of our with an act of worship that celebrates pupils' successes. This is usually open to parents/family members of children receiving an award.

### **Sex and Relationships Education**

St Mary's & St Benedict's is a healthy school and as such has a commitment to Sex and Relationship Education (SRE). Sex and Relationship Education is delivered through science, Religious Education (RE) & Personal, Social, Health & Citizenship Education (PSHCE). SRE is taught by classroom teachers and supported by teaching assistants. The Ten:Ten programme is the principle resource used for SRE education.



## Homework

<b>Reception</b> <i>(Beesley Class)</i>	<ul style="list-style-type: none"> <li>• 10 minutes daily reading of school books or book from home</li> <li>• Learn key word list for reception to be sent out each half term</li> <li>• A task will be set for each topic each half term</li> </ul>
<b>Key Stage 1</b> <i>(Y1 &amp; Y2 - Benedict, Finch, Haydock Classes)</i>	<ul style="list-style-type: none"> <li>• 10 minutes daily reading of school books or book from home</li> <li>• Weekly spelling worksheet containing 6 words to learn and space to write 3 of them in sentences (Handed out Monday to be returned the following Friday)</li> </ul>
<b>Lower Key Stage 2</b> <i>(Y3 &amp; Y4 - Marsden, Mary, Rigby Classes)</i>	<ul style="list-style-type: none"> <li>• 15 minutes of daily reading from the school reading book. Any additional reading, from home reading books, will count as a second read</li> <li>• 15 weekly spellings (starting with 8 and increasing over the autumn term of Y3)</li> <li>• To be able to read, write and spell Y3/4 keywords independently</li> <li>• Weekly times tables to learn (these may be given as divides)</li> </ul>
<b>Upper Key Stage 2</b> <i>(Y5 &amp; Y6 - Roe, Southworth, Ward, Woodcock Classes)</i>	<ul style="list-style-type: none"> <li>• 15 minutes of daily reading from the school reading book. Any additional reading, from home reading books, will count as a second read</li> <li>• 15 weekly spellings</li> <li>• To be able to read, write and spell Y5/6 keywords independently</li> <li>• Times Tables to learn through TT Rock stars and specific targets for individual children</li> <li>• Arithmetic challenges</li> </ul>

## **Impact of our curriculum**

### **Using knowledge of pupils' understanding to achieve excellent progress**

Within our school, staff have secure knowledge of every pupil: staff within phases meet regularly to discuss pupils. Individual teachers also meet termly with the Senior Leadership Team (SLT) to review Pupil Progress Meetings (PPMs). This detailed understanding of our children is a core element of teaching and learning at St Mary's & St Benedict's RC Primary School, as it allows us to ensure we can maximise opportunities for each and every pupil.

Lesson planning is based on prior learning and throughout the learning process, active, formative assessment is sought from teachers, teaching assistants and children to ensure that at least the expected rate of progress is being made. Every effort is made to respond to pupils' misconceptions or mistakes at the earliest opportunity to ensure further learning is not hindered in any way. Pupils are expected to respond to feedback given by the teacher and opportunities for this are built into lessons. Feedback may be written or oral depending on the task and needs of the children. Pupils may also be involved in giving each other feedback.

On-going assessments of the core objectives are recorded by staff and summative assessment is collected during assessment periods in the early second half of each term. This data is then discussed in PPMs and actions planned to address weaknesses.

In EYFS, information regarding pupil progress is tracked using Development Matters and evidenced within 'Learning Journeys'. Planning for provision and interventions emerges as a result of this tracking. Within and across EYFS, staff use Tapestry (an online recording and tracking tool) to record evidence.

### **Commitment to Equality**

In this regard, we actively consider potential barriers (such as gender, race, disability, religion & belief or economic disadvantage) during Pupil Progress meetings and consider possible ways to overcome any impediments to success.

### **Useful documents linked to this policy:**

- Curriculum policies for each area of the curriculum English, Maths, R.E. & Science
- Inclusion policy - includes behaviour and SEND provision
- Assessment policy
- Marking and feedback policy
- Long term Plan
- Overview of events of the year

## Appendix A - Curriculum Enrichment

During the seven years that a pupil could be at St Mary's & St Benedict's, each child can:

- become an 'Active Learner'
- know that God speaks to us all, through prayer, if we can only hear Him
- regularly attend and participate within Mass in our parish church
- experience at least one educational visit per academic year
- participate in at least one residential visit
- receive enrichment through educational visitors, such as historical characters
- be considered for a Merit or Good Conduct award twice a year
- receive regular opportunities to celebrate success through Friday's worship
- sing carols to the community
- have the opportunity (in KS2) to learn a musical instrument (privately funded or Pupil Premium funded as appropriate)
- have the chance during Y4, 5 & 6 to join the school choir
- explore our local area
- explore their own faith; being able to ask deep and enquiring questions
- have the opportunity to serve other communities through charitable endeavours
- express their 'pupil voice' and run for the School Council or the Chaplaincy Team to impact on the school decisions that are made
- be a role model to others, either as a Head Girl/Boy or as a School Monitor
- earn DoJos that convert into house points and compete to win the termly house point challenge reward
- have the opportunity to represent school through sporting events
- participate in a wide range of clubs, both at lunchtimes and after school
- support younger children's play time through the PALs scheme
- participate in Tots on Tyres (EYFS) & Bikeability (UKS2)
- learn through practical, investigative hands-on activities, such as gardening or cooking
- enjoy our extensive school grounds - including our Forest School Area
- have the opportunity to perform on a stage at least twice in their school career

