



# Learning and Teaching Policy

## St Richard Reynolds Catholic Primary School

**Policy:** Learning and Teaching Policy

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**Date of next review:** As required

### Learning and Teaching Policy

#### **Aims:**

At St Richard Reynolds Catholic College we recognise that all pupils possess unique skills, abilities and aptitudes and all have an entitlement to a broad, balanced and challenging curriculum tailored to our local context. Every pupil will be provided with quality first teaching which enables them to achieve their individual potential and become lifelong learners. Catholic Social Teaching is at the heart of what we do. It enables our pupils to be active members of our community, have an impact in a challenging yet inspiring world as well as gain employment that is meaningful and fulfilling. In short, it enables them to become the person God created them to be.

#### **The purpose of this policy is to:**

- Ensure that the pupils at our Primary School are provided with high quality learning experiences that lead to consistently high levels of pupil achievement which enable them to access next steps.
- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.
- Clarify roles and responsibilities in delivering high quality learning.
- Describe how learning and teaching will be monitored and evaluated.
- Provide an overview of the College presentation standards

#### **The learning and teaching policy should be read in conjunction with:**

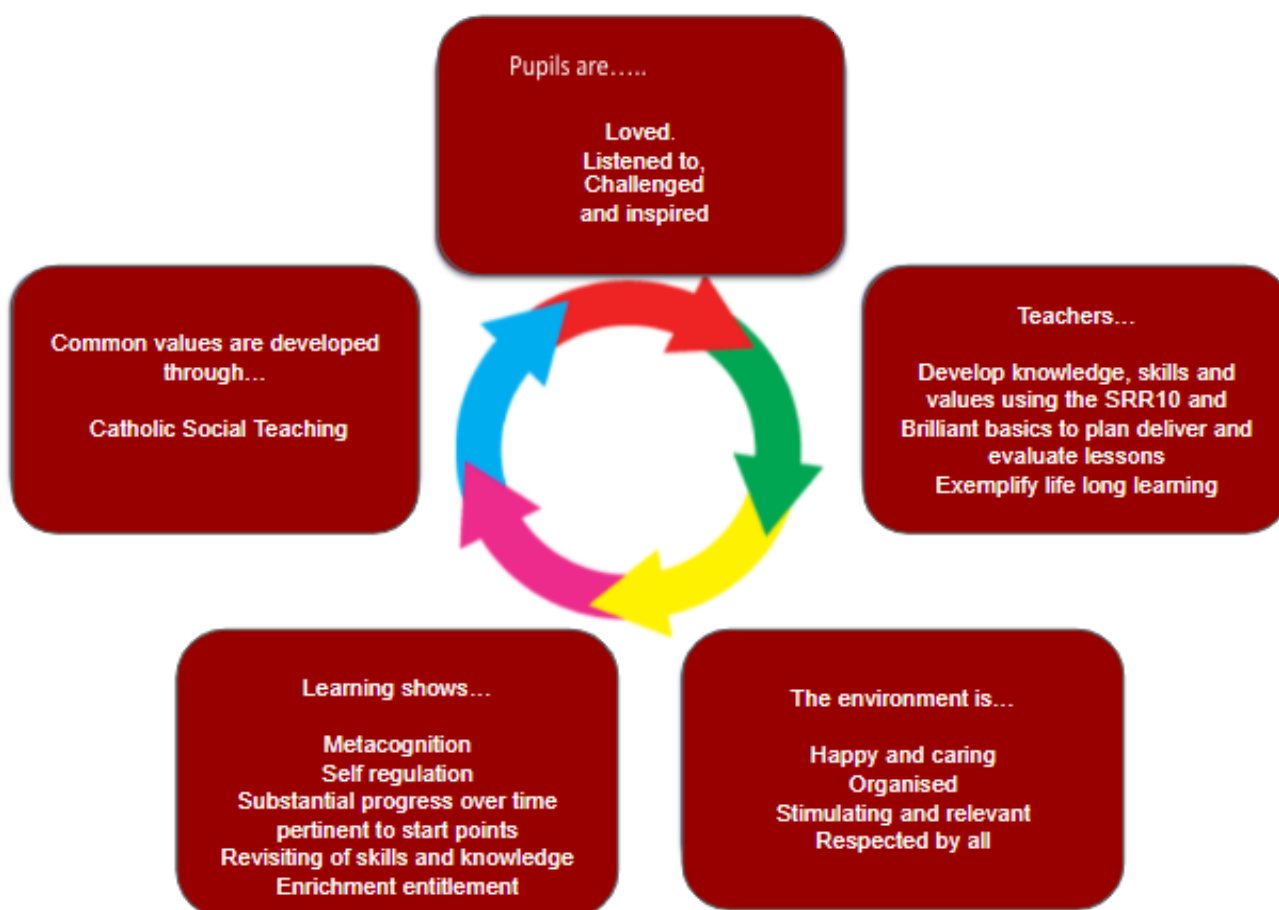
- The SRRCC Curriculum Statement
- SEND Information Report
- Homework Policy
- Feedback and Marking Policy

## Guiding principles Learning and Teaching

Learning at St Richard Reynolds is engaging and ensures all succeed. We don't expect to hear quiet classrooms and recognise the value oracy brings to learning. Teachers present subject matter clearly and check understanding systematically, with directed improvement and reflection time built into planning and lessons, ensuring pupils take responsibility for their own learning journey through self regulation and metacognitive strategies.

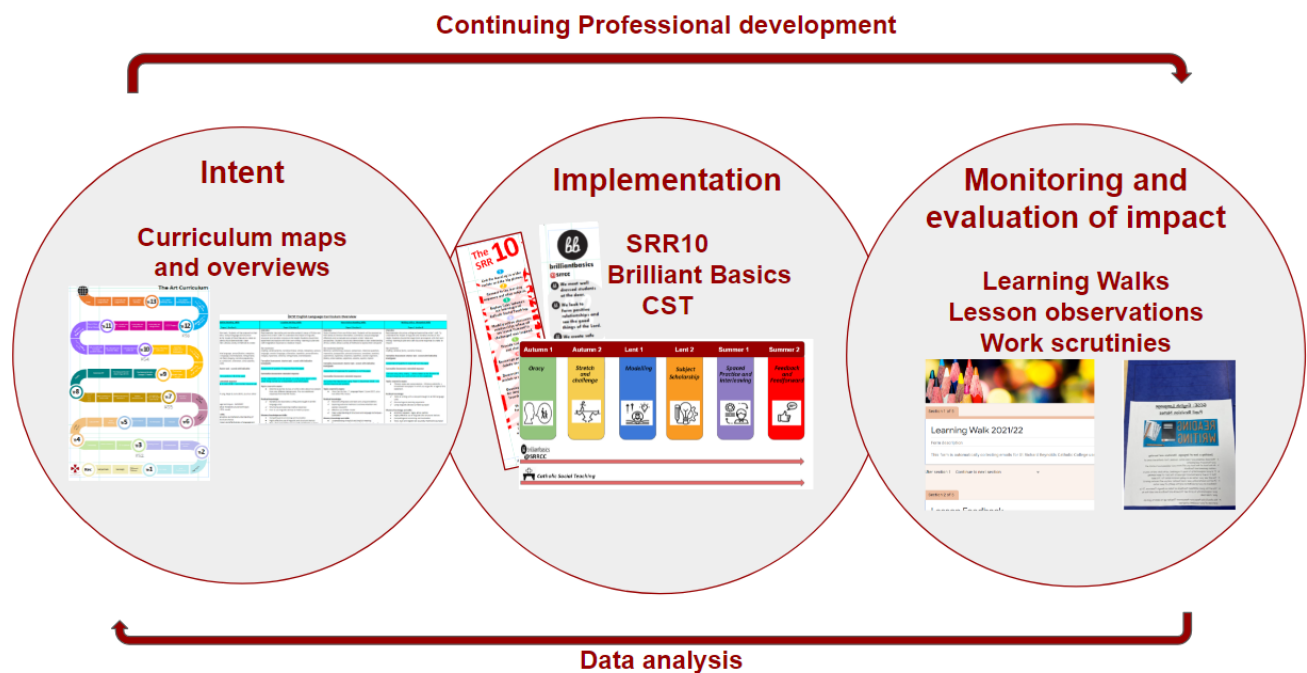
Learning is structured in a way to ensure long term recall and the curriculum is carefully planned to allow opportunities to revisit topics and layer knowledge so that the big concepts in each subject and the skills required for an engaging life are known and secure. Learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, gain the knowledge and cultural capital they need to succeed in life.

All teachers at St Richard Reynolds have good knowledge of the subjects they teach. Subject specialist teachers from the College deliver the Music, French and PE curriculums to provide challenge and enrichment.



## Curriculum Intent, implementation and evaluation

Our curriculum is ambitious, broad and balanced and has Jesus Christ at its centre. All subjects are carefully planned, dynamic and sequenced to ensure they are horizontally challenging and vertically coherent.



## How we approach Learning and Teaching:

Learning is structured in a way to ensure long term recall and the curriculum is carefully planned to allow opportunities to revisit topics and layer knowledge so that the big concepts in each subject and the skills required for an engaging life are known and secure.

We believe great learning and teaching is underpinned by the SRR10, shorthand for the strategies for outstanding teaching we use at SRRCC. All ten are not expected to be seen every lesson, but would be clearly evident over a cycle of learning. When planning a lesson, teachers carefully consider where pupils are in their learning and decide which elements of the SRR10 to include: (The questions below each SRR give indicative content we would expect to see in all lessons, however they are not an exhaustive list).

<p><b>SRR1 Link the learning to the wider society and the big picture.</b> Do the pupils know the big ideas of the subject this lesson is part of? Can pupils link lessons and skills to future learning and careers?</p>	<p><b>SRR2 Connect to the learning sequence and other subjects</b> Can pupils link learning to where they are in the learning sequence, detailing knowledge and skills that are required or built on from previous units?</p>
<p><b>SRR3 Explore links between our learning and Catholic Social Teaching</b> Do teachers encourage discussion about Catholic Social Teaching with our pupils and explore how our Faith is integral to our learning?</p>	<p><b>SRR4 Model positive classroom relationships where all are loved, listened to, challenged and inspired.</b> Do we speak to every pupil every lesson and ensure all experience positive relationships every day?</p>

<p><b>SRR5 Provide scaffolding and challenge.</b> Is the learning tailored to pupils' needs? Is challenge provided for all? Are challenge activities not just "more of the same"?</p>	<p><b>SRR6 Encourage purposeful talk, debate and discussion.</b> Are pupils encouraged to explore 'Types of talk' - building towards exploratory classroom discussion? Do they know we give value to talk as well as writing?</p>
<p><b>SRR7 Demonstrate and provide models or worked examples</b> Can pupils follow the teachers' worked examples following the teachers' instructions, reflecting as they work through?</p>	<p><b>SRR8 Develop subject mastery by deepening as well as broadening knowledge.</b> Do teachers have a strong grasp of the curriculum content to enable pupils' cognitive understanding? Do pupils demonstrate understanding of subject knowledge through teacher assessment?</p>
<p><b>SRR9 Plan opportunities for interleaving and spaced practice.</b> Do pupils return to topics and complete short, frequent, low stakes tests to consolidate learning?</p>	<p><b>SRR10 Give feedback that is timely, specific and actioned in future work.</b> Can pupils translate their feedback into improvements in knowledge and skills both on the page and when they talk to you? Is there evidence that work gets progressively harder and that it is tailored to need?</p>

### **Roles and Responsibilities:**

We believe all stakeholders in a child's development have a responsibility to deliver great outcomes for the child who is at the very centre of the learning and development process.

- **Pupils:** are responsible for working to the best of their ability and developing ways of overcoming challenges that they encounter and asking for help if they are not sure.
- **Parents/Carers:** are responsible for supporting their child so that they arrive at school every day, on time, in full College uniform, ready and equipped to learn, as well as offer support for homework and co-curricular activities that develop the whole child.
- **Classroom Teachers:** are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.
- **Teaching Assistants/Learning Support Assistants:** are responsible for working closely with the classroom teacher to ensure pupils are best supported in their learning.
- **Subject Leaders:** are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.
- **Leadership Team:** sets priorities and targets for improvement at the whole school level based on evidence gained from monitoring procedures. They track progress made on the College Development Plan. Monitoring and evaluation principally takes place through regular line management meetings, learning walks, work scrutinies, pupil focus groups and formal classroom observations of teaching and learning.
- **The Governing Body:** review the College Development Plan, is part of monitoring visits to the school and regularly hold Senior Leaders to account in Full Governing Body and Curriculum Governor meetings.

### **How learning and teaching is monitored and evaluated**

The Leadership Team and Subject Leaders will monitor and review the quality of teaching and learning on a regular basis and in a number of ways. Some examples of this are:

1. Work scrutinies: reviewing work from a variety of pupil groups, ensuring progress is evident and the Feedback and Marking Policy is being adhered to.
2. Lesson Observations: planned and regular learning walks
3. Questionnaires: pupils, parents, staff
4. Subject reviews
5. External and internal moderations, data checks and pupil progress meetings
6. Reviews conducted with governors and other appropriate external stakeholders  
e.g. Peer reviews and Subject leader networks with other schools in the Ascension Catholic Academy Trust. .

The outcomes of monitoring and reviews will be shared in an open, professional and timely manner. Where standards of teaching and or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate.

### **Pupil Work Presentation Guidelines**

We recognise pupils learn best when consistent routines are established in the classroom and in exercise books. Pupils are expected to set their work out in the following way:

- Pupils will write in pencil until they receive their pen license where they will in blue ink
- Date to be written in the top left-hand side of the piece of work
- Learning Objective written in the middle of the top line, underlined with a ruler and then miss a line before starting work
- Graphs, diagrams and drawings to be done in pencil
- Miss a line after every paragraph and at the end of a piece of work - this lets the teacher add comments if they wish and for the student to add review and reflection
- Pupils to use purple pen for all DIRT (reflection) activities as well as for peer and self-marking activities
- Teachers to use green pen for all assessment
- Pupils corrections should be visible as they are evidence of learning – cross out with a single line, no tippex
- Use space wisely – continue to the end of the page and both sides of a sheet of paper should be used.
- Worksheets or paper should be stuck in neatly and folded only once.
- Books should be kept free of doodles