



# **St Augustine's Catholic Primary School**

**Be the Best You Can Be**

## **Teaching & Learning Policy**

**September 2021- September 2023**

## St. Augustine's Teaching and Learning Policy

This Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020).

### Aim

This policy is a statement of the aims, principles and strategies for teaching and learning at St. Augustine's Catholic Primary.

We have a teaching and learning policy so that all staff understand and achieve our shared standards of good practice. It is to provide an agreed framework for teaching and learning within our school, in order to secure a coherent and continuous education for our children, to promote quality teaching, equality and inclusion.

Teaching and learning are the core functions of our school. Effective teaching is the provision of high quality experiences in a stimulating and supportive environment. The ability to establish and maintain good relationships is central to effective teaching and supportive of our aim to be an outstanding school in which our pupils flourish in a safe, happy and stimulating environment. We aim that pupils leave us with the knowledge and skills, personal qualities and aspirations to make the world a better place, inspired by the Gospel and our mission statement of- ***'Lead us Lord to act justly, to love tenderly and to walk humbly,'*** which complements our school motto to ***'be the best you can be'***.

### Intent

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded within the knowledge of our curriculum.

***'Learning is Remembering and Recalling...'***

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's teaching and learning provides inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It ensures that all children's individual needs and experiences are developed through local, national and global contexts. In order for children to relate to their learning, topic areas are carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

### Implementation:

The implementation of our teaching and learning encompasses our curriculum concepts of Laudato Si, Gospel Values, Catholic Virtues, Catholic Social Teaching & British Values (please see the table below).

Gospel Values	Virtues	Laudato Si/CST	British Values
Courage	Fortitude (courage)	Sustainability	Rule of Law
Integrity	Temperance (self-control)	Belonging	Democracy
Kindness	Prudence (wisdom)	Common Good	Mutual respect
Forgiveness	Justice (fairness)	Community	Individual liberty
Justice	Faith (belief)	Equality	Tolerance
Compassion	Hope (trust)	Stewardship	
Peace	Charity (love)	Rights and Responsibility	
Humility		Transformation	
		Trust	
		Protest	

### **Quality First Teaching:**

At St. Augustine's we ensure that all of our children reach their full potential. One of the ways we do this is by ensuring that all our children are given Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children to overcome any barriers to their learning and provides opportunities for challenge and curiosity.

Some of the ways we do this are:

- Developing an enabling environment including our classrooms being well organised, accessible with well labelled resources
- ensuring that *lesson design* has a clear structure where children are made aware of the learning objective at the start of the lesson
- the planning of learning is given in small steps and supported by visual clues, including concrete, pictorial and abstract
- explicitly teaching new vocabulary – often with the aid of visuals and displays
- children are asked to demonstrate and recall core knowledge in a variety of ways, e.g. drama, mind-mapping, drawing, digital literacy
- children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics, etc.
- making explicit links to prior and future learning to make connections across the curriculum - including future careers
- children work in flexible groups - mixed, pairs and individually
- children's effort and achievement in their work is celebrated using a range of age appropriate strategies including 'House Points', 'Gospel Values certificates', 'Concept certificates', verbal and written praise etc.
- teachers ensure that learning is enjoyable and that children are excited about what they are doing

- every teacher is a teacher of children with SEND and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs
- use appropriate Rosenshine strategies such as modelling, scaffolding, effective questioning, use of key vocabulary, success criteria, independent/group work
- use appropriate strategies such as 'scaffolding' and encouraging home language to support children with EAL
- staff carefully track each child's progress to ensure that they are able to reach their full potential
- staff meet regularly with parents and guardians to discuss their children's progress and keep them up to date with what their children are learning
- EYFS – communication and language is supported in the Early Years by placing emphasis on language enrichment in all learning areas. Staff build upon and develop children's vocabulary development through interactions in child initiated activities, which allow the practitioners to use in the moment opportunities to extend and develop language use depending upon individual need.
- The adults also prioritise vocabulary development and language use in all adult led/guided tasks.
- Early reading – children are taught Storytime phonics in EYFS and Y1 to develop fluency and comprehension ready for the KS2 curriculum
- Reading – children are encouraged to read for pleasure to promote the love of books and to support becoming a lifelong learner
- Maths is taught using the CPA (concrete, pictorial, abstract) approach following Rosenshine's principle's and the mastery model (see below).

### **QUALITY FIRST TEACHING – FROM THE CHILDREN'S PERSPECTIVE**

The children have told us that their favourite lessons are:

- when we do practical lessons
- when we have trips and visits to help our learning
- when we learn interesting facts that we didn't know before
- when we learn new skills
- when we use technology
- when we learn new ways of doing things
- when we learn from experts
- when we are creating and making things
- when we are given responsibility for our own learning
- when we try something new for the first time
- when we are challenged to ***'be the best we can be'***

The children's views inform our lesson planning.

### **The Mastery Approach**

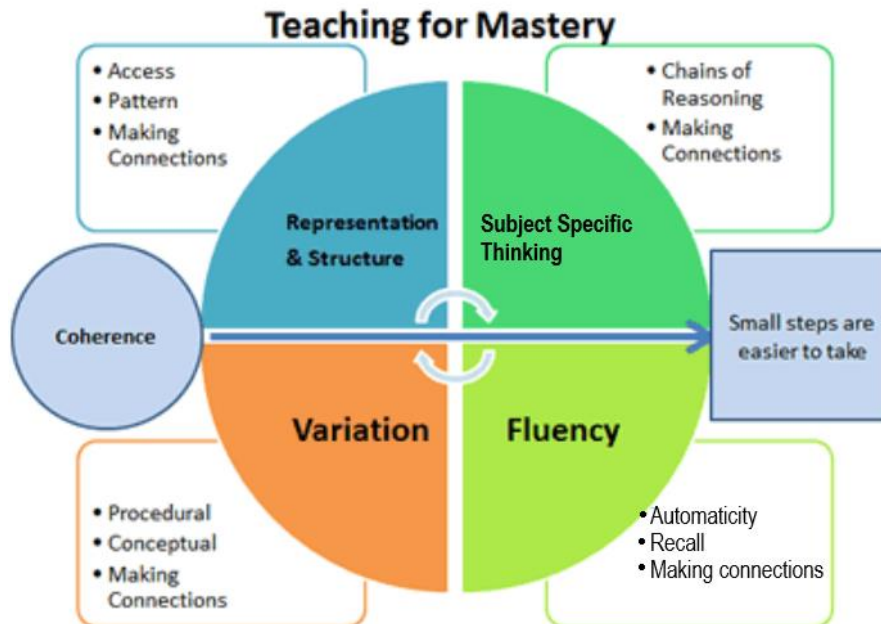
Our approach to teaching and learning at St. Augustine's is a culmination of many years of intensive development as a school.

At St. Augustine's, our teaching and learning is based on the mastery approach where the expectation is that all pupils achieve and:

- become fluent – developing schemas of interconnectivity of concepts

- can reason –articulating clearly using the correct vocabulary
- can problem solve across the curriculum – using recall of prior knowledge and building upon existing schemas

Our mastery approach is based upon the model below:



Making connections lies the heart of our all our teaching for mastery. This includes within subjects but also across different subject areas.

As you can see from the diagram above, coherence runs throughout the mastery model. To ensure teaching and learning is coherent, lessons are broken down into schemas that gradually unfold a concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

The four aspects of mastery are:

- **Representation and structure** – where all children are able to access new learning through scaffolding, modelling, pattern spotting and making connections by recalling prior schemas.
- **Subject Specific Thinking** – where children are encouraged to use subject specific knowledge and vocabulary and make connections across curricular areas.
- **Fluency** – where children recall prior knowledge with automaticity and apply to new knowledge and problem solving concepts.
- **Variation** – Where teachers present new concepts making small variations to draw children’s attention to specific aspects of their learning. This will enable children to be independent and successful at understanding new concepts.

Teachers plan and deliver lessons that follow Rosenshine’s principles of instruction to meet the needs of their classes using the format and strategies that best suit the purpose of the learning:

- **Consolidate prior knowledge** – to ensure spaced repetition of knowledge.

- **Sharing outcomes of components and composites** – a WAGBAT (we are getting better at) with specific reference to subjects e.g. As a geographer, WAGBAT....
- **Modelling** – introducing strategies to support children's learning of certain concepts.
- **Questioning** – carefully differentiated questioning based on formative assessments and individual needs of the children.
- **Guided/shared/independent practise** – enabling the children to practise new concepts within a supportive framework, dependent on their needs, building to independent success.
- **Scaffolding** – providing the supportive mechanisms to all children to succeed and achieve lesson outcomes.
- **Success Criteria** – to enable children to understand the necessary steps to be independently successful.
- **Plenaries** – to enable children to reflect and recall new knowledge that has been taught throughout and where appropriate challenge them further with the next step.

Integral to our mastery approach is the correct use of subject specific vocabulary. Vocabulary is a reliable indicator of future academic and vocational success therefore we place emphasis upon this within the teachers' planning and direct teaching.

## **Impact**

The impact of teaching and learning is measured by the use of impact questions as a basis of teachers' formative and summative assessments of the children's learning. These impact questions are used to inform future planning and supports the cohesion of our curriculum. This triangulates evidence, which enables teachers to track children's progress, to ensure that every child achieves their full potential.

Through our school Mission Statement, "*Lead us Lord, to act justly, to love tenderly and to walk humbly*", and our school motto, "*Be the best you can be*" we encourage all our children to develop their talents and skills to become confident life-long learners and good citizens.

## **Supportive Parental Involvement**

To fully support this teaching and learning policy, parents are encouraged to:

- Ensure that children have a good attendance (above 95%), punctuality and are well equipped to access their learning.
- Provide support for the good behaviour expected in school.
- Work with their child's teachers to maintain high standards of behaviour.
- Be realistic about their children's abilities and offering encouragement and praise.
- Give support with homework, reading and encouraging their children to take an active interest in home learning.
- Ensure early contact with school to discuss matters that may affect a child's happiness, progress and behaviour.
- Attend parent consultation meetings to discuss their children's progress.
- Allow children to take an increasing responsibility as they progress through the school.