



to renew all things in Christ

Teaching and Learning Policy

Aims and Objectives

At St Pius x RCVA Primary we aim to:

- provide high quality teaching and learning in a friendly, caring environment, free from any form of discrimination.

- have high expectations, which will involve the recognition for continuous improvement by both staff and pupils.

- encourage a lively, active interest in learning, so that children take responsibility for their learning and strive hard to reach their potential.

- provide a broad, balanced curriculum for the children, by reviewing, evaluating and updating teaching policies, bearing in mind the needs, abilities and interests of individuals.

- provide enlivening experiences, both in and out of school, to foster an appreciation of the world in which we live, and to develop the intellectual, physical, spiritual, moral and aesthetic facets of the children in our care. This will include involvement in religious activities, Forest Schools, educational visits, work with partner agencies.

- encourage mutual respect and trust, and by so doing, an awareness of how children's actions and reactions affect others.

- ensure that children and adults are treated equally and have equal opportunities.

- secure the provision for any special needs, thereby enabling the children in our care to take advantage of what the school has to offer, both educationally and socially.

- strive to raise standards of attainment, thereby ensuring opportunity for high attainment.

- foster the development of responsible, courteous, considerate and tolerant individuals.

- develop a positive and close relationship between home and school.

- promote healthy lifestyles

- make school an important part of community life and the community an important part of the life of the school.

The school curriculum comprises all learning and other experiences that the school plans for its pupils.

The national curriculum forms one part of this school curriculum.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to support the learning of pupils from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Pupil Premium

The school will deploy the pupil premium to accelerate the progress of children who

- who have qualified for Free School Meals at any point within the last 6 years
- whose parents serve in HM Armed Forces
- are 'Looked After' , or have been previously looked by the Local Authority

This may include

- the provision of small group tuition
- the provision of additional teaching assistant support
- access to additional resources to accelerate learning

The school details the support that has been provided through the subsidy on its website.

The school may deploy this resource to benefit a wider group of children (e.g. an intervention group which includes 1 or more child in receipt of the pupil premium) where outcomes are likely to be better through the inclusion of other children.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

Teachers take account of their duties under equal opportunities legislation.

A wide range of pupils have special educational needs, some of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work. School will consult with learning support partners to ensure access if achieved wherever possible.

Teachers take account of the needs of pupils whose first language is not English. Monitoring of progress takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers plan teaching opportunities to help pupils develop their spoken and written English.

Advice and support from the Local Authorities, EMTAS team will be sought as and when appropriate.

THE ORGANISATION OF THE CURRICULUM

For additional details in relation to the Early Years Foundation Stage, please see separate policy

In order to devise a curriculum that is responsive to pupil's needs, the school has developed a thematic approach, in partnership with the LA, in order to facilitate the delivery of the National Curriculum and the local curriculum.

Care has been taken to ensure that children have an entitlement to a broad and balanced curriculum in adherence to legislation and locally agreed schemes, whilst at the same time ensuring flexibility to respond to local and national events as they occur, and interests and the varying interests of pupils.

Themes are selected by each Key Stage. The curriculum is planned as a mix of integrated and discrete elements. Where possible, these themes are used to enhance learning but recognise that this is not always appropriate for all aspects of the curriculum.

Individual class teachers complete medium term planning based on these themes and cross reference these with national Curriculum programmes of study.

Teaching staff are expected to adhere fully to the mixed key stage and specific year group requirements of the national curriculum for English and Mathematics and Science. Teaching staff are provided with flexibility to use themes to provide a stimulus for speaking, reading and writing activities.

As much as possible, literacy is linked with thematic work alongside discrete phonics daily and regular guided reading. Numeracy skills are taught discretely, although integrated wherever possible within the wider curriculum.

The balance between a focus on basic skills and other subjects is adjusted by the practitioner to meet the needs of particular children if it is felt that particular gaps need filling.

PLANNING

Teaching staff are expected to complete medium term planning and a curriculum summary which can be shared with parents. This is posted on the school website termly. This planning should be cross referenced against the curriculum coverage grid. Staff plan for progression in all subjects to ensure challenge. Through medium term planning, staff identify ways to extend and deepen learning through topics and themes in long term planning.

SCHEMES OF WORK

Reading Schemes

The school uses a range of reading schemes to support children's developing reading skills across KS1 and 2.

Phonics Scheme

Teaching of phonics in KS1 is informed by reference to Letters and Sounds. Staff also use Jolly Phonics resources to give a multisensory approach to learning sounds. The school has a good bank of resources to deliver phonics' teaching.

ASSESSMENT

"The overriding principle of good assessment is that it should be clearly tied to its intended purpose." Commission on Assessing with Levels, Final Report, September 2015.

Formative Assessment

Teaching staff are responsible for ensuring that work is marked promptly and that children are provided with timely and useful feedback on the quality of their work and to indicate the extent to which learning objectives have been met and to introduce timely intervention to provide support. See Marking Policy

Summative Assessment

The school will undertake periodic (half termly) assessment of reading, writing and mathematics and will use these assessments to refine future planning and to develop appropriate intervention to address underperformance where this may be detected.

Assessing Without Levels

From 2015/16, the school makes use of the iTrack assessment management system in order to assess without previous National Curriculum levels. Children continue to be judged half termly to examine the extent to which they are:

- **Below** expectations for the year group
- **Emerging** towards expectations for the year group
- At the **expected** level for the year group
- **Above** the level for the year group

In addition to the assessment measures detailed above, the school will use a suite of assessments across the school to assist staff in making these judgements.

Assessing Progress without Levels (from September 2015)

The school will use a point scale and tracking sheets to determine where a pupil has made expected, below expected or above expected progress. This will be shared with parents at relevant open afternoons, Achievement for All meetings and at other relevant points.

The assessment of reading

Each half term, teaching staff will report the progress and attainment of individual pupils. This is based on the child's:

- Ability to decode print
- Ability to ascribe meaning

The assessment of writing

Each half term, teaching staff will report the progress and attainment of individual pupils using iTrack based on unsupported sustained writing / big write and cross curricular independent pieces of writing.

Teaching staff complete a writing assessment to record the progress and attainment of individual pupils. An 'I Can' target sheet is stuck into the book so that pupils, teachers and parents can track achievements and next steps. Marking should inform the children of the next steps required to improve their work.

From September 2015, the outcome of the writing assessment is recorded without levels against end of year expectations. In line with the expectations of the national curriculum, children reaching 'secure' level will develop their confidence of applying their written skills in a range of contexts, before moving on the next year's expectations. This provides the opportunity for consolidation, practise and deep understanding. The assessment of grammar, punctuation and spelling

In the Early Years Foundation Stage and Year 1 the assessment of grammar, spelling and punctuation is achieved through

- Speaking and listening activities

- Progress through Letter and Sounds programme (including dictation for spelling and punctuation and use of record books)
- Formative and summative assessment of the mastery of early writing skills including curriculum expectations for grammar and punctuation

From Years 2 to 6, the assessment of grammar, spelling and punctuation is achieved through:

- Formative and summative assessment of the mastery of writing skills including curriculum expectations for grammar and punctuation
- The completion of spelling, punctuation and grammar assessments
- Results are tracked on the appropriate age-related assessment grid. Children are taught in differentiated groups according to their ability, however the opportunity for children to become familiar with their year group expectations is important. Consequently, SPAG tests should take account of children working below, at expected, and above expected attainment for their year group.

The assessment of mathematics

Each half term, teaching staff report the progress and attainment of individual pupils. From September 2015, the outcome of the maths assessment is recorded without levels against end of year expectations.

Evidence towards that judgement, is drawn from the use of:

- P Scale outcomes and attainment against P scale exemplification materials
- Children's performance towards IEP targets (SEN)
- Children's performance in end of unit assessments
- Children's performance in mental maths tests
- Children's performance in arithmetic practice tests.
- Children's progress towards end of year expectations will be informed through the use of LCP and other available tests
- Assessment of progress against statements within iTrack.

The assessment of science

Science attainment is judged against National Curriculum statements. This will be stuck in the front of each child's science/topic book as a record and will be used to mark progress. Children will be involved in investigations within a term, children's attainment can only be recorded in those investigations, or parts of investigation that were completed independently.

The role of governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;

- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include liaising with subject leaders, termly Headteacher reports and curriculum committee meetings
- attend appropriate governor training

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 to explain our school strategies for teaching literacy, numeracy and phonics/ reading
- informing parents of the work that the children will be studying.
- Providing opportunities for parents to share in learning within the school from time to time.
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further and hold meeting where appropriate
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.