

The Catholic School of Saint Gregory The Great

Believe and Achieve



Teaching and Learning Policy

To be read in conjunction with all other policies



Introduction

Learning lies at the heart of our school. We constantly strive to enable the children to 'Believe and Achieve', with consistent high quality teaching, a broad range of pastoral support and the knowledge of what our learners need, contributing to our approach. The aim of this policy is to ensure that we provide our children with the desire, skills and motivation to learn effectively. Our focus is upon all children being happy, feeling safe and having their talents recognised and nurtured. We endeavour to ensure children make as much progress as they can across the curriculum, identifying any barriers they need to overcome to meet with success and give them a sense of pride and self-worth. Working together as a school community and adhering to this policy, we will strive for every child to reach their full potential and develop a lifelong love of learning.

Our Curriculum Policy lays out our key intentions for pupils' learning, the content we teach them and the ways we organise that learning. The purpose of this policy is to set out the principles and practice of first quality teaching. It should be read in conjunction with the [Curriculum Policy](#).

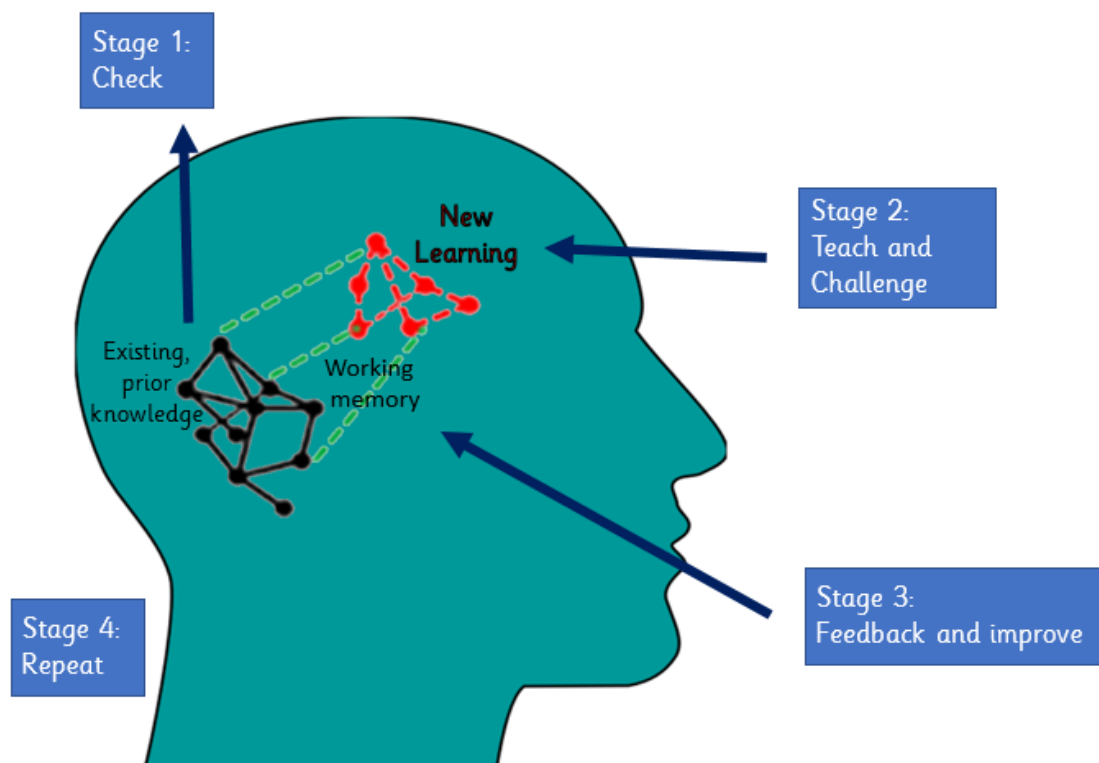
A Theory of Learning

The approaches within this framework are grounded in research, trialled within classrooms then introduced using a coaching approach to ensure that all staff have ownership alongside a deep understanding of the methods they use in their classrooms.

Teaching and Learning Cycle

We use a learning cycle which enables pupils to close gaps in existing knowledge and build new understanding in a comprehensive, long-term way.

The following table provides an overview of these stages.





	Sequence	Specifics
	Orientation: The right context for learning is created before it begins. It includes the space we learn in, the culture of behaviour in the class, the attitudes pupils bring to learning and the attitudes that inform teachers' behaviours.	Learning Environment: Classrooms are organised, accessible, attractive spaces that engage children and value their learning. They should reflect our professionalism, be inspiring and help our children to learn. A visual timetable must be displayed in the classroom and used daily. Promotion of a positive growth mind-set should be reflected in all classrooms through posters, displays and icons. Displays within the classroom will reflect a mix of children's work (to celebrate achievements and to share good examples), key vocabulary, pre teaching stimuli and pictures of learning that has taken place. Relationships: We believe that relationships matter at our school as these support educational growth and development and create a firm foundation for learning. The formation of positive and meaningful relationships nurtures a sense of belonging and happiness and has a direct impact on teaching and learning. For this reason, our staff work hard to: model relationships between themselves and the children, actively maintain and build relationships with families, including our wider community and the facilitation of peer to peer interactions and relationships. Behaviour: Learning environments should be a safe space where children feel valued, secure and are ready to learn. We adopt a trauma informed approach, supporting our children by considering the impact and result of trauma on every aspect of their lives. Trusting relationships are vital and provide the basis for encouraging effective learning and social behaviour. Expectations are clear and consistently applied using restorative practice. Teachers have high expectations for all pupils and instil a sense of self-belief so that they know what they are able to achieve. Mindset: We seek to develop growth mindsets in our pupils, building their confidence, resilience to learn from mistakes and an ability to persevere so they can manage any challenges that await.
Stage 1	Check Planning to build upon prior knowledge: New learning builds on what we already know. Teachers help pupils remember and connect with what they already know about a topic before teaching anything new. They identify and fill any gaps in prior knowledge before embedding new knowledge.	Retrieval: By helping our children bring existing knowledge to mind, we reinforce it and lay the foundations for new knowledge to be learnt and linked. We do this through retrieval and recall opportunities such as quizzes, oracy activities and challenging discussions based on question stems. Assessment: By establishing what our pupils know, we effectively plan to fill gaps and teach them meaningful next steps. This ongoing assessment informs teaching so that gaps are filled, misconceptions are challenged and then new learning can build upon these foundations. Plan: Planning ensures there is a clear progression within classrooms across the school. It sets out a clear path of learning using The National Curriculum, subject progression grids and curriculum maps (See curriculum policy) alongside opportunities to model and learn through the lens of a Catholic and building upon the cultural diversity of our school community.
Stage 2	Teach and Challenge Present material that it engages pupils so they can effectively access it.	Link to prior knowledge: Teachers help pupils connect new knowledge to what they already know. Working memory limits: Working memory is limited, so new materials are presented in small chunks and reinforced before moving on. Give the big picture: To engage with specific learning intentions, pupils need to understand how they link into a wider learning journey. They need to see the long-term, as well as short term goal and therefore modelling allows exemplary examples to be used to help all children achieve well.



		Mastery approach: We use a mastery approach in our teaching to deepen understanding and model the skills of a deeper learner to all ensuring we have no ceiling on what each child is able to achieve. Multisensory approach: The visual, auditory and kinaesthetic aspects of our brain are all vying for stimulation. We engage learners by using visuals, explanations and manipulatives. Responsive teaching: The ways in which pupils respond to learning are never entirely predictable. We do not expect our teachers to stick rigidly to lesson plans, but continually assess pupils' responses to learning and adapt lessons as they go along. We give our teachers the skills and confidence to do this through in-house and external CPD. The development of oracy, vocabulary and reading skills: Opportunities are built into lessons to improve speaking, listening and reading skills which build upon their vocabulary so that the children's learning becomes a narrative that is relevant to them and opens up opportunities. Metacognition: Opportunities are provided to support children to find strategies to help them remember their learning. These enable children to rehearse and embed what they have learnt and seek to improve.
Stage 3	Feedback and Improve Provide feedback opportunities which enable pupils to review, adjust and improve their learning.	Effective Feedback: Effective feedback is precise and timely. It is varied and involves opportunities for pupils to apply it to improve their work. It engages pupils in thinking about their learning, not simply telling them what to do. This involves the use of 'The Learning Pit' where children seek to visualise their learning as a journey through 'the pit' and be able to articulate the emotional language associated to learning.
Stage 4	Repeat (retrieve to embed): New learning is repeated and reinforced to ensure it is truly remembered and understood.	Repetition: Retrieval over time is essential to check and secure the new learning placing it in the long-term memory. There are numerous approaches such as quizzes, oracy activities and challenging discussions based on question stems to aid this step.
	Re-assess: Reflect and return to step 1.	



NON-NEGOTIABLES

Non-negotiables must be in place in every classroom to help children understand what is expected of them as they move through the school and to ensure that they feel safe in their learning environment.

Presentation

[*Please refer to our handwriting and presentation policy for more information.*](#)

Planning

[*Please refer to our EYFS policy for more information.*](#)

[*Please refer to our KS1 – KS2 curriculum policy for more information.*](#)

Assessment

[*Please refer to our assessment, recording, reporting and tracking \(ARRT\) policy for more information.*](#)

Feedback

[*Please refer to our marking and feedback policy for more information.*](#)

Implementation of subjects across school

All of the above non-negotiables, in addition to the table below, should be in place for all subjects.

The attached table should be used to guide timetabling and subject time allocation. Helping to ensure a broad and balanced curriculum as well as consistency across the school. Specific subjects are written on timetables to identify what is being taught e.g. art not topic.

Please note, there will be instances, for example transitional timetables, where classes build up to the time allocation as the children settle into more formal teaching. Also, class teachers are often the best judges of what they must cover in the curriculum, so more time/additional lessons can be added if they deem fit and if it is possible. If there is a reason why teachers are not able to timetable the allotted time, discussions will be held with the phase leader.

The Catholic School of Saint Gregory The Great

Believe and Achieve

NON-NEGOTIABLES



Non-Negotiables	Science	Geography	History	Art	DT	PE	Computing	Music	MFL	English	GR	Phonics	Maths	No. Sense	R.E.	CST	PSCE	Oracy	Eric time	RHSE
Planning																				
Lesson/Notebook plans	✓	✓ KS1: Topic Plans	✓ KS1: Topic Plans	✓ KS1: Topic Plans	✓ KS1: Topic Plans	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓				
Medium Term/Unit plans	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	Provided by Can Do Maths		Diocesan Plans					
Scheme of work with annotations						✓ The PW Hub											✓			✓
Time allocation	KS1: 1hr/wk KS2: 1.5hr /wk	1/wk when in focus Linked to termly unit	1hr/ wk when in focus Linked to termly unit	Alternating Subjects each term 1hr/wk		2 hrs/wk Including PlayPod time	1hr/wk	EYFS & Y1 30mins /wk Y2-6 1hr/ fortnight	KS2: 30min / wk	Broken into: 5 English sessions/wk (45mins each) across 5 days. To include 1 SPAG session. Guided Reading: 1 GR session/week (45 mins)	EYFS KS1: 4 x 20mins Y3: Terms 1 & 2	5hrs/wk Broken into: 5 Maths sessions/wk (45mins each) across 5 days At least 4 number sense sessions/wk (15-20mins) including one 99 club/arithmetic test	10% KS1: 1.5hr/wk KS2: 2hrs/wk Including Values Assemblies and Oracy Time. AT2 and AT3 skills in the form of class/group discussions.		1 session per big term	1 session per half term for whole school Plus 1 Mental Health session per term for KS2	EYFS/KS1 5 x 15mins/wk & 30mins circle time KS2 – 20mins circle time Daily Oracy opportunities to be planned across the curriculum for all year groups	5 x 10min /wk	10 sessions per year (see RSHE overview)	
Assessment																				
Insight moderation - 3 times a year	✓									✓	✓	✓	✓		✓					
ARE moderation – twice a year		✓	✓	✓	✓	✓	✓	End of year assessment	✓											
Other Forms Non-Statutory of Assessment	Front page Science assessment sheets (KS1&KS2)									Hot and Cold tasks Big Writes	NTS Termly Tests ORT Reading Level Assessment	Phonics Tracker Phonics Screening Check	Can Do termly tests NTS End of Year tests		RE assessment sheets (KS2) Learning Journey sheets (KS1)					
Recorded Work																				
Where will the learning primarily be recorded?	Science/ Topic Books	Topic Books	Topic Books	Art / Topic Books	DT / Topic Book	Printed and Annotated Lesson Plans	Save work for the same GD, ARE & WT for each unit	Pupil Music folders. Recordings on Common Room	French Books	English / Big Write books	GR Books	Y2 back of GR Books	Maths Books	No.Sense books/ anotations	RE books	RE books/ Book linked to subject	Class learning journey folder			RSHE Books
Display																				
Topic Wall	✓	When in focus	When in focus				Display in Computing Room	Vocal wall in Small Hall	French display for KS2						Reflective Area updated with each unit			Class discussion guidelines displayed		
Working Wall										✓		✓				CST Cards				



Teaching and Learning Policy