



St Anne's RC Primary

'We Grow Together in God's Love'



Teaching and Learning Policy

Mission statement

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

1. Introduction

At St Anne's RC Primary School, we are dedicated to providing high-quality teaching and learning experiences that nurture the growth of all children in a supportive and inclusive environment. Guided by our vision, "We Grow together in God's Love," we prioritise love, responsibility, and respect in our educational practises.

2. Aims

- To ensure all children receive high-quality teaching tailored to their individual needs.
- To create an engaging and stimulating learning environment.
- To promote a culture of high expectations for all children, including those with SEND.
- To implement evidence-based strategies that enhance teaching and learning.

3. Curriculum Overview

We employ a combination of specific schemes and a bespoke curriculum tailored to the needs of our children. The following outlines our curriculum framework:

3.1 Religious Education (R.E.)

- **Schemes:** Salford Diocesan recommended scheme, 'The Way, The Truth and The Life' and Caritas in Action.
- **Commitment:** As a Catholic school under the Bishop's direction, we dedicate 10% of the teaching timetable to Religious Education.
- **Focus:** Developing children's understanding of the Catholic faith and values, fostering tolerance and respects of other world religions and developing children's stewardship.

3.2 Relationships and Sex Education (RSE)

- **Scheme:** Ten: Ten 'life to the full' scheme of work (recommended by Salford Diocese).
- **Commitment:** Weekly alongside PSHE curriculum
- **Focus:** Providing children with the knowledge and skills to make informed decisions about relationships and personal health.

3.3 English (Writing and SPAG)



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- **Scheme:** Our own progressive scheme of learning.
- **Commitment:** Daily writing lessons
- **KS1:** RWI 'hold a sentence' to build transcription skills
- **Focus:** Developing writing skills through R.A.F.T (Reason, audience, form and tone) and teaching structured progression in spelling, punctuation, and grammar (SPAG).

3.4 Reading

- **Scheme:** Our own bespoke reading curriculum using high-quality texts.
- **Commitment KS1:** Comprehension lessons 3 times per week and class teacher read twice per week
- **Commitment from Christmas year 2 and KS2:** Daily reading lessons and class teacher read twice per week
- **Focus:** Cultivating a love for reading and ensuring fluency and comprehension.

3.5 Phonics

- **Scheme:** Read, Write, Inc.
- **Expectation:** That children are off the phonics programme by Christmas in year 2.
- **Commitment:** Daily phonics lessons and fast track tutoring
- **Focus:** Systematic phonics instruction to support early reading development.

3.6 Spelling

- **Scheme:** Spelling Shed.
- **Commitment:** Totalling 1 hour per week
- **Focus:** Structured spelling instruction to enhance writing skills.

3.7 Mathematics

- **Schemes:** White Rose Maths and Master the Curriculum.
- **Commitment:** Daily maths lessons; daily flashback four; EYFS/KS1 daily mastering number programme
- **Focus:** Developing mathematical understanding through a CPA approach. Counting is prioritised in every lesson and problem solving and reasoning is in every lesson.

3.8 Foundation subjects (Science, History, Geography)

- **Curriculum:** Our own written curriculum.
- **Commitment:** Science weekly; history and Geography weekly but in alternative block half terms
- **Focus:** providing children with knowledge and concepts



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3.9 Computing

- **Support:** Our own written curriculum with support from an outside specialist.
- **Scheme:** Project Evolve scheme to teach online safety
- **Commitment:** Every half term; Online safety taught alternative half terms with digital literacy, computer science and information technology in the other
- **Focus:** Equipping children with essential digital skills.

3.10 Music

- **Scheme:** Charanga.
- **Commitment:** Weekly 45 minutes lessons and 15 minute hymn/singing practise
- **Focus:** Encouraging creativity; musical understanding and performance

3.11 Physical Education (P.E.)

- **Curriculum:** Our own written curriculum with support from outside specialist dance and sport teachers
- **Commitment:** two lessons per week
- **Swimming:** Taught in Years 3-6 with an intense 3-week programme.
- **Focus:** Promoting physical health and teamwork through varied activities.

3.12 Modern Foreign Languages (MFL)

- **Scheme:** Language angels
- **Commitment:** Alternate half termly block units in KS2 only
- **Focus:** Introducing children to language learning and cultural awareness.

3.13 Design Technology (DT)

- **Scheme:** Kapow scheme of work
- **Commitment:** Alternative half termly block units
- **Focus:** Encouraging creativity and problem-solving skills.

3.14 Art

- **Scheme:** Access art
- **Commitment:** Alternative half termly block units
- **Focus:** Developing skills in drawing, 3D shapes and paint and texture

3.15 Personal, Social, and Health Education (PSHE)

- **Scheme:** Jigsaw scheme of work



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- **Commitment:** Weekly lessons alongside RSE
- **Focus:** Supporting children's personal development and well-being.

3.16 Handwriting

- **Scheme:** our own scheme of work
- **Commitment:** 4 times per week during RWI in KS1 and 3 times per week KS2
- **Focus:** developing transcription skills and letter formation

3.17 Forest School Curriculum

- **Programme:** All children in KS2 participate in our 'Forest School' Curriculum, developing independence and self-confidence as they lead their own learning guided by qualified Forest School teachers.

3.18 Early years foundation stage (EYFS)

- **Scheme:** Own bespoke curriculum based on development matter and EYFS framework
- **Focus:** to equip children to make the best possible start to their education and bridge the gap between EYFS and the national curriculum

4. Teaching and Learning Principles

4.1 High quality teaching

At St Anne's RC Primary School, we are committed to providing a high-quality education that meets the diverse needs of all our children. Our adaptive teaching approach is underpinned by our core values of love, responsibility, and respect. This document outlines how we implement adaptive teaching strategies across all subjects, focusing on our St Anne's 5 a Day framework.

4.2 Overview

The "5 a Day" approach based on the 'EEF 5 a day framework; supporting children with SEND in mainstream' provides a structured framework to support children's learning:

4.3 Implementation

- **Daily Routine:** Each subject includes a structured lesson design that consists of:
- **Review:** Quick recap of previous learning.
- **New Learning:** Introduction of new concepts.
- **Practice:** Guided practice with support.
- **Independent Application:** Opportunities for children to apply what they've learned.

Our St Anne's 5 a day underpins our curriculum and as part of our effective teaching and learning we incorporate the following into our teaching



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4.4 Steps to Success (Scaffolding)

Definition: A structured approach that breaks down learning into manageable steps, providing support as children progress.

Implementation:

- Clear step by step guide to aid pupils with their learning
- Regular check-ins to assess understanding and adjust support as needed.

4.5 I Do, We Do, You Do (Explicit Instruction)

Definition: A model of teaching that emphasises clear demonstration and guided practice.

Implementation:

- **I Do:** The teacher models the skill or concept, demonstrating thought processes.
- **We Do:** Collaborative practice where the teacher and children work together on tasks.
- **You Do:** Independent practice where children apply what they have learned, with support available as needed.

4.6 Chunking (Metacognition)

Definition: Breaking down information into smaller, more digestible parts to enhance understanding and retention.

Implementation:

- Lessons are structured to introduce content in small chunks, allowing time for practice and consolidation.
- Use of formative assessments to gauge understanding after each chunk and adjust instruction accordingly.

4.7 Quizzing (Metacognition)

Definition: Regular assessments that reinforce learning and encourage self-reflection.

Implementation:

- Incorporate short quizzes at the end of lessons or units to assess knowledge retention.
- Provide immediate feedback to help children identify strengths and areas for improvement.

4.8 Scaffold (Scaffolding)

Definition: Providing structured support to help children achieve learning goals.

Implementation:

- Teachers teach to the top using scaffolds to support and allow all children to access the learning
- Use of teaching assistants to provide additional support during lessons using triangle of support based on EEF guidelines
- Foster a collaborative learning environment where children can support each other.



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To check the children are retaining the information taught during the lesson we will:

During the lesson....



Enough correct	Practise, consolidate, move on
Not enough correct	Re-explain. Questioning, further chunking, modelling, further scaffolding, re-check for understanding

5. Vocabulary and oracy

At St Anne's RC Primary School, we recognise that strong oracy skills and a rich vocabulary are fundamental to children's overall learning and development. Effective communication not only enhances academic performance but also fosters confidence and social skills. Research indicates that vocabulary knowledge is closely linked to reading ability, comprehension, and overall language proficiency.

In EYFS the 'ShREC' approach is used to ensure high quality interactions. The aim of the ShREC approach is to provide our staff with a simple, memorable set of specific evidence informed strategies that are embedded into everyday practice. Adults facilitate high quality adult child interactions; to have back and forth conversations; to model effective language; to model sentence structures and to extend children's vocabulary.

- **Share attention:** be at the child's level. Pay attention to what they are focused on
- **Respond:** Follow the child's lead. Respond to their non – verbal and verbal communications. Maybe, make a brief comment on what they can see, hear, feel.
- **Expand:** Repeat what the child says and build on it by adding more words to turn it into a sentence.
- **Conversation:** Have extended back and forth interactions. Give children time to listen, process and reply.

To further support vocabulary development, we employ dual coding strategies, which combine visual and verbal information to enhance understanding and retention. This approach helps children make connections between words and their meanings, facilitating deeper learning. Additionally, we utilise a variety of engaging activities, including our 'word wall' initiative, where key vocabulary is displayed and revisited regularly. This purposeful planning ensures that vocabulary is not only taught but also reinforced, allowing children to remember and use new words confidently in different contexts.

By integrating these strategies into our curriculum, we aim to create a rich linguistic environment that empowers our children to articulate their thoughts and ideas effectively, setting them up for success in their academic journey and beyond.



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6. Knowing more and remembering more

At St. Anne's RC Primary School, we recognise the critical role of retrieval practice in enhancing children's ability to remember and apply knowledge. Retrieval practice involves actively recalling information from memory, which has been shown to strengthen neural connections and improve long-term retention. By regularly engaging children in activities that require them to retrieve previously learned material, we not only reinforce their understanding but also help them develop essential skills for independent learning. This approach allows children to identify gaps in their knowledge, address misconceptions and build a more interconnected understanding of the curriculum.

Beginning of unit	Beginning of every lesson	End of the lesson	End of the unit
At the beginning of a unit children write down what they know about that topic to recall and strengthen relevant prior knowledge. It also allows teachers to identify and address gaps in prior knowledge so they can adapt their teaching to ensure that children build a strong knowledge of the required content. In core subjects this is done through question level analysis using Merit testbase.	At the beginning of every lesson, the children complete a recap which refers to the previous lessons within the sequence of learning. This provides children opportunity to recall prior knowledge and make connections between this and new learning in the lessons	At the end of the lesson, a low stake quiz is used to assess the children's understanding of the content taught in that lesson.	At the end of the unit, the teacher will present the children with a quiz which will assess the children's substantive knowledge of the required content in each unit. These questions are pre planned and can be found in the curriculum documents. Additionally, there will be a task to assess conceptual or disciplinary knowledge. In core subject, a summative assessment is used.

5. Effective Use of Teaching Assistants (TAs)

To maximise the impact of TAs in supporting children, we implement the following strategies based on the EEF recommendations:

- **Scaffolding Support:** TAs will use scaffolding techniques including the scaffolding triangle of support to provide tailored support, enabling children to progress at their own pace.
- **Regular Meetings with Class Teachers:** TAs will meet regularly with class teachers to discuss gaps in learning or misconceptions and to plan targeted interventions.



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- **Selected Interventions:** TAs will support or provide targeted interventions based on the identified needs of children, ensuring consistency between classroom teaching and additional support.
- **Collaboration on IEPs:** TAs will work alongside class teachers and the SENCO to contribute to writing and implementing Individual Education Plans (IEPs) for children with SEND, ensuring that they make progress from their starting points.

6. Inclusion

Underpinned by our Catholic belief that all children are unique, precious children of God, we aim for our teaching approach to meet the needs of all pupils, irrespective of culture, religion, race, gender, and ability. We strive for excellent achievement for all children.

7. Partnerships with Parents

Parents and carers play a key role in raising attainment. We work with parents in the following ways:

- **Homework:** Regular homework is provided to reinforce learning (see homework policy).
- **Communication:** Parents are informed about the curriculum through social media pages and the school website.
- **Workshops:** Parent workshops are provided as needs arise to support learning at home.
- **Parent Evenings:** Held twice each year, along with reports sent out once each year to keep parents informed about their child's progress.

8. Assessment and Feedback

- Assessment will be continuous and formative, allowing teachers to adapt their teaching to meet the needs of all children.
- Feedback will be constructive and timely, helping children understand their progress and areas for improvement.

9. Monitoring and Evaluation

- The effectiveness of teaching and learning practises will be monitored through regular observations, assessments, and feedback from children and parents.
- The leadership team will review the implementation of this policy annually to ensure it remains relevant and effective.



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10. Conclusion

At St Anne's RC Primary School, we believe that every child has the right to an excellent education. By implementing this Teaching and Learning Policy, we aim to create an inclusive, engaging, and high-quality learning environment that supports the growth of all children in our care.

References

- Education Endowment Foundation (EEF) - Special Educational Needs in Mainstream Schools
- SEND Code of Practice – 0 to 25 years
- OFSTED - Inspector Subject Training Guidance: English (Primary)
- Catholic Schools Inspectorate Inspection Handbook 2023
- EYFS framework
- Development Matters
- School Teachers' Pay and Conditions Document 2023