



# St Mary's Catholic First School

## Teaching and Learning



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust  
Company Registration Number 07890590

Signed by Chair	T Neeson
Statutory Policy	Yes
Required on Website	Yes
Review Period	February 2021
Next Review Date	February 2022
Reviewed by	K Seddon

## Introduction

Every pupil at St Mary's RC First School will be given an equal opportunity to learn. This is crucial to our central aims of raising achievement, developing a thirst for learning, promoting social inclusion and ensuring all pupils are ready to embrace the next stage in their education.

## **Aims**

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation.
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and develop an ability to co-operate and work with others
- To create and maintain a culture of high expectations for all pupils in order to raise their aspirations.
- To meet the needs of all pupils and ensure they learn in a variety of ways and through challenging learning experiences.
- To provide a stimulating learning environment where pupils feel safe and valued and where the achievements of all are celebrated and reported.

## **Teaching and learning**

### Plan to teach

#### **We expect lessons to:**

- be engaging, enjoyable and challenging. They should include questioning to encourage higher order thinking skills.
- be planned using pupil data appropriately for all groups of children and make effective use of adult support and access high quality resources.
- include learning objectives that will be shared with the pupils that precisely cover the knowledge and skills they will learn.
- include homework as appropriate, which must be designed to facilitate learning. (See Homework policy)
- show evidence of a thorough understanding of the age related expectations in the subject area.
- show differentiation over time to ensure a 'quality first' approach which meets the needs of all pupils and maximises the use of any additional adult in the room.
- Have pupils seated according to a seating plan for in order to meet the needs of all the pupils and inform classroom interventions.
- include strategies that ensure the learning is brisk and purposeful from the start of the lesson

### Teach

#### **We expect teachers in the classroom to:**

- use a range of strategies and tasks to engage pupils in their learning.

- include regular opportunities to develop pupils numeracy and literacy skills.
- deliver lessons in an engaging and stimulating environment.
- share clear learning outcomes which develop pupils knowledge and skills.
- challenge pupils with different starting points to ensure maximised learning opportunities.
- use a range of effective questioning to challenge, check understanding and stimulate higher order thinking skills.
- regularly assess pupils progress and understanding during the lesson.
- have high expectations of presentation, quality and quantity of work.
- allow opportunities for peer and self – assessment, self-reflection opportunities and feedback.
- set homework which is relevant and appropriately challenging.

### Marking and Feedback

#### **We expect marking to:**

- reflect the starting points, progress and context of all pupils.
- be primarily formative, may be selective and include the 'next step' methodology which is clear about what students must act upon.
- be regular with feedback requiring action to move the learning forward.
- adhere to the school marking and feedback policy. (See the quality assessment, feedback and marking policy)

### Review

The policy will be reviewed annually and shared with governors.