



VISION STATEMENT

Our vision is to create a community based on Catholic faith and values where every child is empowered to be the best he or she can be, nurtured by outstanding teachers, staff and governors

Teaching and Learning 2022

Teaching and Learning Policy

Introduction

At St Martha's Catholic Primary school we follow research led methods to ensure our teaching and learning is appropriate for the children in our school. It is founded on strong principles that we believe through research led projects our children have the best possibility to learn and make progress.

Our Teaching and Learning Approach

- **Culture of trust and collaboration in the classroom** We want our children to love coming to school. We provide a culture at St Martha's where our children can feel safe and trust the adults in our school, this is an integral part in the ultimate learning environment for our children.
- **High Expectations** We have high expectations for all our children at St Martha's. Our staff are constantly looking and researching for ways to ensure our children have the opportunities so that they can 'be the best they can be.' We know that in order for children to achieve such high aspirations they need to have a wealth of experiences Our high expectations extend from academic success to many creative and sporting opportunities on offer to our children.
- **Pupil Voice and Autonomy** We value what our children think and say. Our leaders talk to the children regularly to gain an insight on how they feel we are delivering their learning. We know that holding our children's opinions so highly and acting upon them is vital to ensure they have ownership over their learning, providing them with the opportunity to achieve highly.
- **Evidence Informed Teaching** At St Martha's we use High Impact Teaching Strategies (HITS) which are evidence informed strategies that have been proven to support children's learning. Teachers use these to develop and review their practice to ensure the children are achieving progress.
- **Curriculum and Subject Knowledge** Our curriculum has been carefully planned out across our school to build upon skills and knowledge. Our teachers plan carefully sequenced units of learning to ensure the children are able to practice skills and deeply embed knowledge so that when it is revisited it can be built upon further. The units of study have been carefully thought out to reflect our children's diverse cultural backgrounds and experiences.
- **Deep Learning and Challenge** We know that humans are challenge seeking and challenging loving species! We teach our children the skills and resilience to face challenges. We teach them the joy of success after they have persevered to achieve and celebrate the deep learning that has resulted in this.
- **Rigorous Assessment and Feedback** We know that is important children know how to improve. We do this by giving feedback in an ability appropriate way for each child. We also allow time for children to reflect upon their own

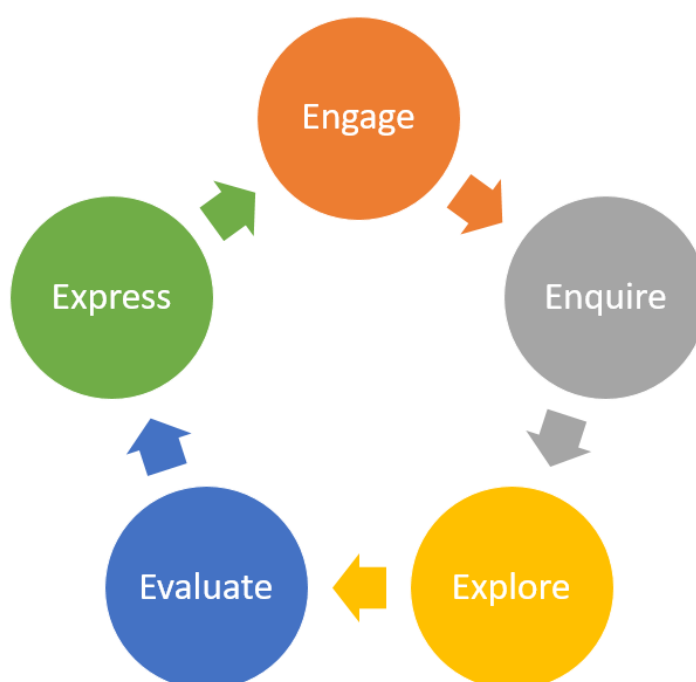
learning and that of their peers. We teach methods on successful ways in doing this.

- **Evidence and informed professional learning** Our staff have regular continuous professional development to ensure we provide the best opportunities for our children. We support each other sharing best practice and ideas that have been researched. We carefully select external providers to ensure that we are tailoring our development to teacher's needs and use the support from other SJB Trust schools and leaders. Furthermore, we are part of the SJB Trust's Continuous Professional Development pilot and we intend to fully embed it to improve our practice further.

Our Pedagogical Model

Teachers use the following cycle for **Art, Geography, History, RE and Science**. This is an evidence based model to ensure that our teachers can structure a unit of learning in a way to ensure the best learning outcomes.

This cycle represents a unit of study that could last any number of lessons. We believe that it is important the children go through each stage in order to have the best possible outcomes. When teachers are planning it is essential that this process is made clear. This model should also be made really clear to children and they should know what part of the process they are learning in.



The Teaching and Learning Model Stages



Engage

At St Martha's teachers know their children well and engage them in building inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop autonomy. Pupils reflect on what they know and begin to understand how their prior knowledge will connect with their new learning. In the Engage stage teachers plan exciting opportunities to inspire the children. To give them the prospect that the learning they are about to undertake is going to be interesting and exciting. They will start to explore prior knowledge so that it leads them on to the next stage of learning.



Enquire

In the Enquire stage teachers explain the route of learning. Teachers share the success criteria and the outcome to the unit of learning in the Express task. They also share the vocabulary that will be used in the unit of learning. Pupils have the opportunity to ask questions they want to explore in the unit. Teacher's may need to adapt their planning to accommodate this. The vocabulary will be shared and explored. At this stage the teachers may introduce topic maps and knowledge organisers. Some children may start to conduct their own research to develop their interests.



Explore

In this stage teachers facilitate and monitor pupil progress in learning to provide multiple, structured opportunities for practicing new skills and developing understanding and vocabulary. Pupils build on prior knowledge to explore and investigate objects, events and situations. Pupils can construct their own outcomes to their exploration. They embed their new learning through carefully planned and structured lessons enriched with evidence informed strategies.



Evaluate

Teachers use multiple forms of assessment and feedback to help pupils improve and develop their learning. They monitor pupil progress and analyse the data to draw conclusions about the effectiveness of their teaching, identify areas for improvement and address pupils' learning needs. Pupils are encouraged to self-evaluate and assess their own progress and understanding. At this stage the teachers can ensure all learning is embedded and misconceptions are finally addressed.



Express

Teachers provide opportunities for pupils to apply their new knowledge and skills to produce a consolidation piece. Pupils are supported to be reflective and question their learning, deepening and extending their understanding of a subject, following their own interests and wonder. There are opportunities for pupils to problem solve, experiment, design and create. At this stage it is important our teachers reflect upon their own practice and how they will need to move their children's learning on in the future.

Pedagogical Approach for other subjects

For some subjects we recognise that using curriculums and lesson planning created by experts in their field is the way we can offer the best provision for our children. These approaches are used and developed by the teachers using their professional expertise and knowledge of the children in their class. They use these approaches as the basis of their planning however can use resources from elsewhere if it addresses the needs for their children more effectively. These approaches are regularly reviewed by our curriculum leaders to ensure that they are creating the opportunities for children to achieve our high expectations.

Subject	Approach
Writing	The Write Stuff
Phonics and Reading	Phonics Bug
Reading	Cracking Comprehension
Maths	The White Rose Hub
Music	Charanga
Physical Education	Rising Stars
Latin	Minimus

Lesson Planning

At St Martha's we recognise that teachers should consider the following aspects whilst planning and teaching to ensure that our children have the best opportunity to achieve our high expectations:

- **Learning Intentions and Success Criteria** Children should know what they need to achieve and how they can do this.
- **Connections to prior and future learning** Children should know the route they will take in a lesson and a unit of learning in order to know the purpose.
- **Retrieval activities** This is children's specific prior knowledge which is vital for today's lesson. Furthermore, it is important that key nuggets of information is revisited and rehearsed so that it becomes embedded.
- **Learning activities** These are targeted activities when children work independently, in pairs and in groups to explore and develop a concept and demonstrate their understanding with careful teacher guidance.
- **Modelling** Children should see the teacher completing worked examples of the learning they are expected to complete. Teachers could show the children the standard in which they are expecting their learning to be completed.

- **Scaffold and challenge** To meet our high expectations children should use resources and strategies to scaffold and challenge learning. Children's learning should be supported and extended when necessary to ensure the best possible outcomes for all children.
- **Misconceptions** Teachers should spend time considering and predicting misconceptions that may arise and how they will be addressed.
- **Feedback** This enables children to know how they have achieved and what they need to do to further develop. This can be carried out by adults, themselves or peers. It can be in a variety of formats including verbal and written.
- **Resources** High quality resources are essential to provide practical activities for children. These should be well thought out and a range should be available when possible to enable different learning styles to be accommodated.
- **Vocabulary** Developing our children's understanding and use of vocabulary is vital to ensure our children have deep embedded knowledge of a subject. It enables children to talk and write more articulately about what they have learnt.
- **Questioning** To gain an insight on what children have remembered, teachers can use questioning to guide children's thinking and exploration into a topic. Questioning can engage children and spark their curiosity and imagination.

These aspects reflect the internationally recognised High Impact Teaching Strategies (HITS) that ensure that our children are achieving their learning outcomes at our high expectations. These aspects should be considered in all lessons across the whole curriculum. They do not provide a complete framework however they are integral to our pedagogical approach at St Martha's.