



## **St. Ethelbert's Catholic Primary School**

# **Teaching and Learning Policy**

Date of Policy Issue: September 2025

Name of Responsible Person Mr S Marshall

Role of Responsible Person Headteacher

Signature of Responsible Person: S Marshall

Signature of Headteacher .....

Signature of Chair of Governors .....

Date agreed:

Date to be reviewed: August 2026

## **1.1 Mission Statement**

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‘Every child at St Ethelbert’s is to fulfil their academic, social, behavioural and emotional potential in the surroundings of a Catholic community, and in which each individual shares or respects the Catholic church and Christian way of Life.’

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As a Catholic school we endeavour to create a living and caring Christian community, where we aspire to ignite within everyone the light of Christ.

We strive to:

- i. Educate the whole person to their full potential: spiritually, morally, academically, emotionally, socially, culturally and physically.
- ii. Respect, love and value ourselves and others as unique individuals and children of God.
- iii. Encourage everyone to pray and develop a deeper personal relationship with God.
- iv. Support parents and carers as the first educators of the child.
- v. Enhance the essential relationship between the school, family and parish.

## **1.2 PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At St Ethelbert’s Catholic Primary School and Nursery, we recognise that education involves children, parents, staff, governors, the diocese, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate and numerate competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children’s confidence and capacity to learn and work independently and collaboratively;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

‘High Expectations for all, in the Light of Christ’.

Everything we do, makes a difference to the children’s well-being, academically, socially, physically and emotionally.

### **1.3 Vision**

Our vision for the next phase in St Ethelbert's Catholic Primary School and Nursery development is to have 'a school with High Expectations for all, in the Light of Christ'.

All pupils will be given every opportunity to achieve their capabilities and encouraged to learn about and develop their hidden talents in order to reach high levels of achievement.

All members of our school community will be fully equipped to meet all pupils' needs through appropriate professional development. St Ethelbert's will be an outstanding school.

### **1.4 Values**

All staff must demonstrate the school values at all times.

**Thoughtfulness   Knowledge   Inclusion**

### **Reading**

At St Ethelbert's, we value the importance of sharing texts through all subjects. Children will have opportunities to read in class every day. The children will read with the class teacher once a week and the Teaching Assistants will read with the pupil premium children. In KS1 children have 3 reading sessions per week linked to their phonic ability as well as daily phonics lessons linked to Little Wandle Letters & Sounds. This involves sharing and discussing a text, and working on individual and group reading objectives. In KS2 individual reading occurs daily with a focus on comprehension and inference. We have a wide selection of books, which are banded by reading age (Accelerated Reader). Children will bring a banded book home that they are secure in which will help children to consolidate their reading skills. Teachers will also read to the class at the end of the day before home time.

As well as this, we have a library where the children can source and enjoy books. There are also welcoming book areas in classrooms and around the school, which encourage reading for pleasure. When teaching the acquisition of new reading skills, we understand that quality whole class teacher talk and the modelling of reading strategies is of utmost importance. We use classroom discussion to promote reading for pleasure amongst children and adults, which challenges, extends and enriches the way children think about reading. Little Wandle Letters and Sounds is used to teach phonics, along with teaching children structure, inference and pleasure in reading.

The expectation is for all the children to read at least 3 times per week at home. Class teachers will acknowledge the reading records once a week and will write in green pen. This is for all year groups from Reception to Year 6.

## Writing

Writing is an opportunity for children to express themselves, be creative, express ideas, opinions and show their true self. At St Ethelbert's, we use imitation, innovation and invention to develop our writer's style. High quality texts are given at all points in a topic to ensure that the use of the spoken word develops high vocabulary within a context that children can use daily. Our teachers plan lessons in a progressive manner, which are directly tailored to the needs and interests of our children.

## Maths

At St Ethelbert's, we recognise that fluency and reasoning is a strong thread that is vitally woven through our curriculum; St Ethelbert's children are given daily opportunities to be fluent and reason. We are currently use White Rose Maths to plan our lessons.

## Wider Curriculum

In order to support progression and assessment, we teach discrete subjects. We are drawing upon and responding to the traditions of individual academic disciplines. We use carefully selected published schemes and programmes in some subjects such as Design Technology and Computing. However, in other subjects we have designed our own bespoke plans e.g. Music is led by a teacher who has a degree in music, French is led by a member of staff who speaks and writes fluent French. We want to enable creativity amongst our teachers so they can plan their lessons, which best suit their children as opposed to following a scheme of work. (This structure ensures fidelity, consistency in provision and delivery across the school and helps to ensure that children work through a progressive sequence of learning within and across year groups. The key schemes and programmes that we buy into and deliver across the school are: Times tables Rock Stars, Spelling Shed, Little Wandle Letter and Sounds, White Rose and Accelerated Reader.)

### 2.1 Planning

- a) English and Maths planning should be linked to the National Curriculum statements using the schools tracking grids, and the teaching sequence should be clearly recorded on planning. It should be in line with National Curriculum requirements. The use of technology e.g. websites or presentations, will also be clearly recorded.
- b) Project teaching will be based on the Creative Curriculum and should be in line with National Curriculum requirements.
- c) Learning objectives (L.O.) and teaching sequence should be clearly recorded on the planning, along with differentiated activities and supported groups.
- d) Assessment opportunities should be identified and may take the form of questioning, observation or finished product.
- e) Targets, whole-school, group or individual, will be identified and communicated to children.

### 2.2 Teaching and Learning

- a) Children will be made fully aware of the L.O. related to their learning which will be referred to during the lesson and plenary. A variety of strategies may be used during the teaching aspect; visual, auditory or kinaesthetic. Cross-curricular links will be identified and shared with the children.

- b) Activities to develop a child's learning will be developed from the teaching input and will be linked to the L.O.
- c) At the end of the lesson, children will evaluate their learning using smiley faces, self-assessment matching their work closely to the L.O.
- d) Marking and purple polishing time will be in line with the feedback Policy.

## 2.3 Differentiation

The individualised learning pathway can be achieved through four main ways:

- through differentiated learning objectives/learning outcome;
- through tasks;
- time allowed.
- use of other adults and intervention

### a) **Differentiation by learning objectives/learning outcome:**

Allowing work to be presented in different ways e.g. discussion, a poster, report, verbal (radio/television style) or ICT presentation.

### b). **Differentiation through tasks:**

This could be based around ability groups, use of 'help' sheets which offer advice on 'how to' complete work and extension exercises. Graduated tasks could be used, including understanding and development tasks.

### c). **Time allowed:**

Use of different starting points and allowing progress at different rates through length of time allowed, or independent learning (working individually on a project),

### d). **Use of other Adults**

Teaching Assistant, Parent helpers and trainees need to be fully aware of the outcomes of the task, and the steps involved in their work with the children.

## 2.4 Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Please use blooms taxonomy for reference.

## 2.5 Teaching Assistants

- a). Teaching Assistants should be given clear group objectives for the children they are working with and should be aware of whole class lesson objectives. There should be a sound understanding of the skills and knowledge the class and their group is working towards. There should also be a feedback of the task at the end of the session, either written or verbal. Teaching assistants should be fully involved in whole class, group and individual assessments and active in this role throughout the lesson.

## **2.6 Assessment**

- a). Teacher assessment of a child's understanding will be conducted through recorded assessment opportunities.
- b). Formative and summative assessments should be in line with the school's agreed Assessment Policy.

## **3.1 Displays**

The focus of display in the classroom is learning and the focus of display in public areas of the school is celebration and information.

In classrooms the main focus of display is to reinforce and support children's learning. Key displays should include:

- Phonics
- Maths display
- English display
- R.E display
- Altar/reflection area
- Project display
- Science display
- Reading corner

Children's work should also be celebrated and this can be displayed around the many display boards in the corridors and other public places.

Displays should be interactive, exciting and will encourage people to stop and look. Display should also include 3-dimensional work or artefacts and not be exclusive to 2 dimensional pieces on a wall. Displays should also be tidy and changed regularly; these should be changed at least every term.

## **3.2 Resources**

Classroom and central resources are the responsibility of classroom teachers who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library and computing equipment are a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area. Consumables will be replenished as necessary.

Children will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access

#### **4.1 Special Educational Needs and Disabilities (SEND)/Inclusion**

There are many barriers to learning such as learning difficulties, EAL, social or emotional needs. It is the responsibility of the school to provide the child and teacher with additional support and resources. Our SENDCO and our SEND Team will support these children and provide a programme to support their needs.

The SENCO is responsible for all children on the Special Educational Needs Register. Children who are experiencing learning difficulties should be referred to the SENDCO using the referral pro-forma.

#### **4.2 Behaviour Management & Pastoral Care**

It is the responsibility of all staff to ensure that the school rules are enforced not only in their classes, but in and around school. We have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability. Our aim is to keep behavioural issues to a minimum. All staff are required to read the school's behaviour management policy.

The children are given verbal guidelines, constantly reinforced, on how to behave in the school and in such a way that they will not endanger their own, or another person's safety, e.g. walking in corridors, supervised play areas, opening or closing windows.

The class teacher is the front-line pastoral carer, who takes registration each morning and sorts out any immediate problems the children may have with regard to the school day. The class teacher will need to be aware of any children with medical issues within their class but also children across the school that they may come into contact with and know their needs.

Any inappropriate or unacceptable behaviour is dealt with immediately and verbally by a member of staff. This may also be discussed with a parent at the end of the day or noted on a red form. If a child, by his/her behaviour puts his/her own safety or the safety of others in jeopardy, parents will be informed straight away.

If children are happy, focused and engaged in class then there is very little chance of inappropriate behaviour. However, from time to time children do display behaviours that are inappropriate and get in the way of other children's learning.