# St Polycarp's Catholic Primary School

Learning and Teaching Policy

Curriculum Intent

Our school mission statement is 'Here in the St Polycarp's family we follow the footsteps of Jesus through playing, praying, loving and learning together.

At St Polycarp's we believe that the education for our children is transformational. We believe that all children should be equipped with the skills, knowledge and understanding necessary to be able to make informed choices and lead happy and rewarding lives.
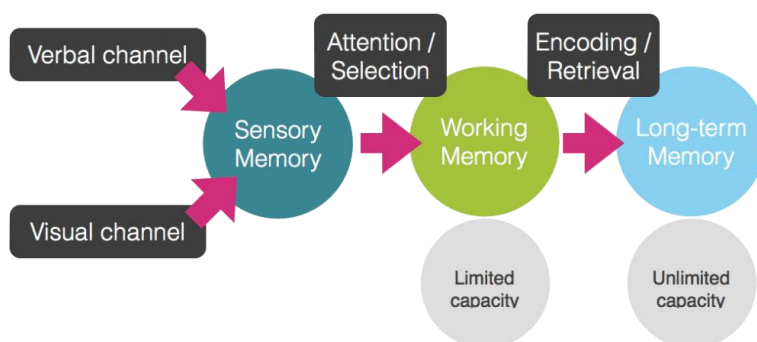
Here at St Polycarp's Catholic Primary School, we have considered the knowledge, skills and attitudes that are required to achieve academic progress in each subject from EYFS to Year 6 and beyond. Pupils in each year group receive a coherent, rigorous, and well sequenced curriculum, which builds on what has come before and supports children with their next steps. The curriculum is carefully designed and reviewed to be inclusive and celebrate diversity. The curriculum at St Polycarp's is taught based on the strongest available evidence about how pupils learn and retain knowledge in the long term, focusing on research from cognitive science.
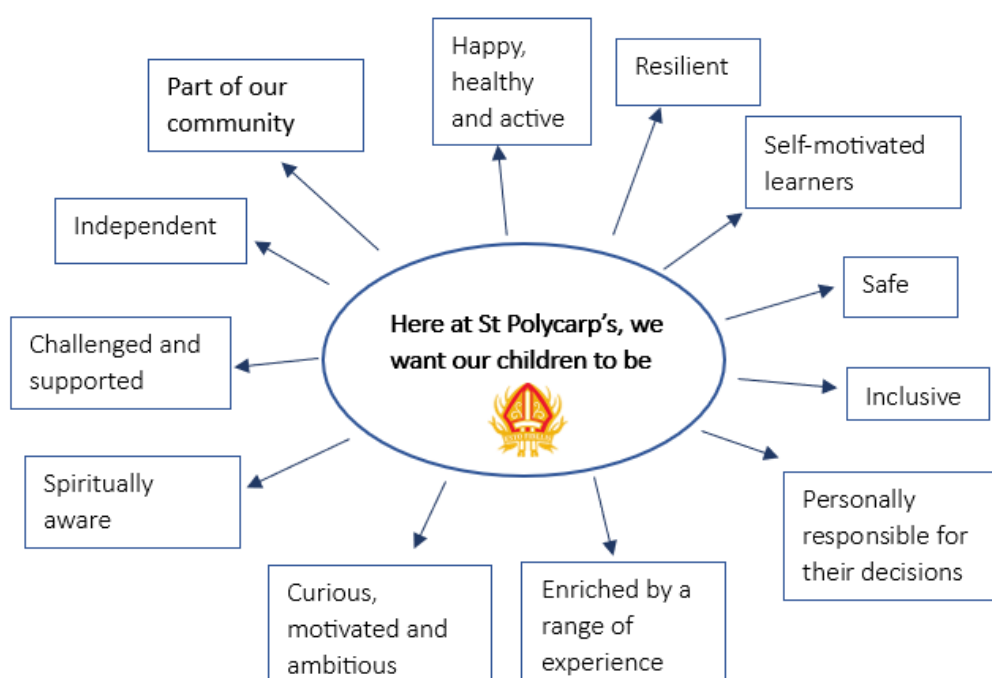
Cognitive Science

How pupils learn underpins all our decisions around the curriculum. Evidence based research on cognitive science explains how people process, store and retrieve information. Research shows that the brain is split into working and long-term memory. Working memory can be defined as the small amount of information that can be held in an especially accessible state and used in cognitive tasks. Working memory has limited capacity, meaning that information stored and held is limited.

Long term memory, however, is limitless with its capacity. Here knowledge is stored and organised into schemas (mental models). These are built from memory and experiences. This has formed our approach to teaching and learning.

Here in the St Polycarp's family, we follow in the footsteps of Jesus through playing, praying, loving and learning together.

Our Teaching principles

From the evidence around cognitive science, our teaching is structured around the following principles of effective learning (Rosenshine).

Here at St Polycarp's Catholic Primary School teaching provides varied learning opportunities and strategies for all areas of the curriculum to suit different learning styles. Lessons are designed to build on a thorough understanding of the children's prior knowledge.

From Rosenshine's principles of instructions we have created our own teaching and learning principles:

Classroom Culture
- Rooted in respect, trust, and care.
- Establish, model, and uphold high expectations, be 'room ready. = Employ positive behaviour for learning strategies: establish clear and consistent routines (with non-verbal cues).
- Know pupils' needs; make reasonable adjustments; ensure low sensory classrooms.
- Expect all pupils to participate and work hard, make praise specific.

Professional Practice Expert instruction
- Set the learning journey in context; explain how learning is sequenced.
- Retrieve prior learning, impart deep subject knowledge, eliminate misconceptions.
- Ensure expert instruction: explain new ideas concisely, in small steps, using multiple (concrete) examples and non-examples.
- Use questions to elicit deep thinking: ensure all can respond.
- Teach (or pre-teach) tier 2/3 vocabulary explicitly, provide opportunities for purposeful talk.

Purposeful practice
- Design tasks progressively to deepen understanding; ensure they accomplish well-crafted success criteria (knowledge and skills)

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- Model precisely to aid new learning, narrate the process moving pupils from guided to independent practice. = Provide purposeful, timed, deliberate practice to develop deep fluency.
- Use scaffolds, visual aids, prompts and concrete resources to aid learning: gradually reduce over time.
- When grouping pupils temporarily, group carefully and bear specific learning outcomes in mind.
- Deploy other adults to prompt, clue and offer 'in the moment' intervention; make reasonable adjustments.

Assessment and Reflection
- Check for understanding of all pupils; respond and use this diagnostically for retrieval.
- Build structured opportunities for verbal, self, and peer assessment.
- Give pupils time to act on feedback so it has an impact.
- Teach pupils to reflect metacognitively about their learning and self-regulate.
- Ensure pupils know their next steps.

Curriculum Policies

We believe children at our school should have the opportunity to learn through a creative curriculum with a secure knowledge base in order to become life-long learners. Planning is developed through a range of schemes, informed by the National Curriculum, as follows:

Come and See/ Religious Education Directory	Jigsaw	White Rose and Mastering number	Master Reader and Read Write Inc	Kapow	Access Art	TEACH COMPUTING	
RE	PSHE	Maths	Reading	Geography History Science	Art	Computing	English DT

Our curriculum is informed by our cohort data, focusing on providing rich, relevant experiences linked to our pupils' demographics. We develop our curriculum based on child interest, our locality, links across year groups and progression of knowledge and skills. All elements of the curriculum are deeply rooted in celebrating every child's individuality and their faith in God.

Planning

Linked policies: all curriculum policies
Teachers use the curriculum schemes to develop planning, ensuring that all lessons are centred around pupil interest and progression. All planning is informed by good subject knowledge and continued evaluation/reflection. Year groups share planning and resources to ensure consistency for children. Each year group will outline the learning throughout the year by completing the following documentation:
- long term overview – completed yearly and shared on the school website,
- medium term plans – available through scheme used or developed as a year group (Milestones),
- short term – for individual lessons. This can be written lesson plans, notebooks or PowerPoints. It is not expected that any teacher complete individual lesson plans unless requested by SLT for lesson observations, individual staff support or based on staff experience.

Learning environment

Every space around the school is a positive learning environment in which we show the value we place on everyone's achievement. The classroom will be an engaging space with clearly defined areas and accessible resources, both arranged in ways that help children to learn independently and maintain a tidiness. Classrooms will be low sensory to support cognitive load and maximise all learning opportunities. Displays will be representative and inclusive of the whole curriculum and relevant to the children's current learning. The outside areas will provide a high-quality learning environment with appropriate provision and safety/risk assessment to engage and stimulate thinking and activity.

Additional adults

In conjunction with SLT and the SENCO, every teacher will ensure the best use of other adults around the school, including support in lessons and for interventions. All teachers value the work of all adults in the classroom and involve support staff in planning, feedback and assessment routinely. This is built upon in weekly meetings. Teachers will outline planned support in lessons where teaching assistants are available, ensuring that children are supported effectively based on need. This includes group work (with a range of attainment); 1:1 support outlined for children with specific needs (SEND, PP, closing the gap); whole class (questioning while children are working independently); organisation of resources.

Access for all

Linked policies: SEND, More Able Provision.
At St Polycarp's we aim 'not to limit challenge but challenge all children's limits'. Through structured planning and teaching, we enable every child to work at the appropriate level to make progress, based on assessment of prior attainment. We recognise the utilise the learning styles of children to ensure that all children are provided with appropriate learning opportunities. Challenge is conveyed to the children through use of the learning line (metacognition), driver words, and frequent discussion of struggling as a stage of learning. Scaffolding is used when required while enabling all children to feel 'stuck'. Adaptive teaching is used in boosters and interventions so that all children, with the right support can achieve the same learning objective.
Linked policies: marking, assessment and curriculum policies.

Learning is marked and assessed in line with the marking and assessment policies. All marking and assessment provides consistent and positive responses to work so pupils are aware of their own responsibility in moving their learning forward.

Enrichment and trips

Linked policies: More Able Provision policy and trips
All teachers plan activities to enrich and extend learning opportunities, empowering children in the knowledge that their opinions, thinking and progress is valued. This is achieved through trips, representation on committees, plays, visitors, outreach, sport and charity work. All activities are planned relative to year group, phase or key stage expectations, and demonstrate progression from EYFS to Year 6.

Resources

Linked policies: all curriculum policies
In every learning opportunity, resources are age appropriate, well-maintained and used to support all stages of learning. Subject leaders are responsible for ensuring that every environment is equipped to stimulate a child's mental or physical curiosity, enjoyment or growth, providing a positive enjoyable place of learning.

Subject leaders and monitoring

Linked policies: subject leaders
SLT monitor teaching and learning systematically, in line with staff appraisals and the SDP. Subject leaders also monitor teaching and learning relevant to their area, completing reports for SLT outlined in the subject leaders' guidelines. Monitoring consists of planning analysis, lesson observations/learning walks, book scrutiny, pupil voice and questionnaires.

Review

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, personalised learning, developments in technology or changes to the physical environment of the school.