St Augustine of Canterbury
Catholic Primary School

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2.0	June 2024	Review and update, consultation with LA and staff

"Created by God to love and learn"

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Document Information

Author	Head Teacher	Review Frequency	Every 2 years
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Review Date	September 2026	Chair of Governors Signature Stephen Wells	

<div align="center">**TEACHING AND LEARNING POLICY**</div>

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are…

<div align="center">"Created by God to love and learn"</div>

1   Introduction

1.1   St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are… "Created by God to love and learn."

         We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives.

2   Aims

2.1   We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. We believe the following statements help define high quality teaching:

- To enable children to become confident, resourceful, enquiring and independent learners;
- To meet the needs of all learners by using different teaching strategies;
- To foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- To show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- To enable children to understand their community, and help them feel valued as part of it;
- To reflect on our own practice and challenge our own thinking;
- To set high expectations which inspire, motivate and challenge pupils;
- To encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn;
- We conduct all our teaching in an atmosphere of trust and respect for all.
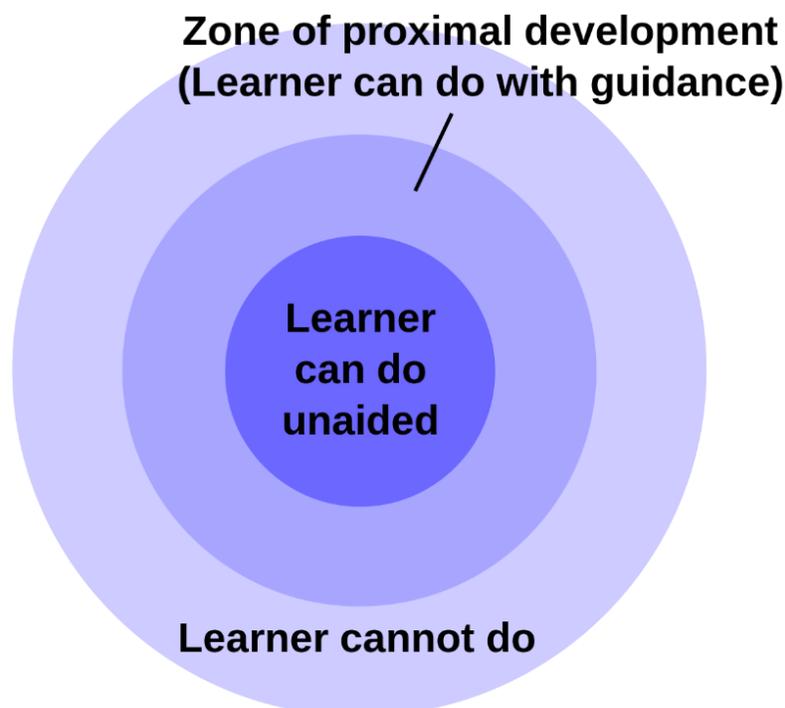
3   Effective Learning

3.1   Research tells us a lot about how to maximise learning. We know that people learn in a variety of ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence to inform our planning and provide a tailored, child-centred learning experience. We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed by developing positive learning behaviours.

3.2   At St Augustine's, we firmly believe that children learn best when:
         • They are all provided with an inclusive, positive and supportive environment
         • Adults have an ongoing, holistic understanding of pupils and their individual needs
         • They have access to high quality education
         • High quality whole-class teaching is complemented with carefully selected small groups and one-to-one interventions
         • Teaching assistants are deployed and used effectively to support learning

         At the heart of delivering this is ensuring that children are engaged with their learning. Vygotsky demonstrates how learners are most successful when they are in the 'Zone of Proximal Development'. Children can become disengaged and their progress is stifled when learning is too easy for them. Similarly, it is not helpful when children find learning too difficult, as this causes anxiety and fear. Our intention is to place children in the 'Zone of Proximal Development' where learning is suitably challenging to progress the child's learning, with the teacher's role of scaffolding that learning crucial. Scaffolding is the support you provide to a pupil while they are in the process of learning something new. It builds on something they can do independently and allows them to move progressively to deeper learning.

**Zone of proximal development
(Learner can do with guidance)**

**Learner
can do
unaided**

Learner cannot do

3.3   We offer opportunities for children to learn in different ways. These include:

Start lesson with introductory hooks • Personal anecdotes/ brain teasers/ challenge questions/ historical examples/ multimedia sources
Review learning at the start • Begin lessons with a short review of previous learning/ re-teach material when necessary • Promote 'sticky' knowledge
Engage with the children's interests • Find out what interests the children
Connect learning to the real world • Tell children when they are going to use the skill and why/ use anecdotes and real-life examples
Have high expectations • Avoid putting a ceiling on what children can achieve • Insist on consistently high standards • Ensure children are suitably challenged
Present new material in small steps • Limit the amount of material children receive at one time • Give clear and detailed instructions and explanations • Think aloud and model steps • Provide models and worked examples • Opportunities for children to practice new skills • Re-teach material when necessary
Opportunities for children to practice new skills • Provide a high level of practice for all children • Guide children as they begin to practice/ prepare children for independent practice/ monitor children when they begin independent practice
Use group work and collaboration • Use group work and plan different groups showing understanding of the children
Give the children a say • Encourage children to present and share work regularly • Provide a choice of different activities – group/individual • Ask children for input into outcome criteria • Regularly check in to monitor the pace of delivery
Scaffold tasks with checkpoints • Scaffold larger tasks into smaller achievable steps/ include brief checkpoints • Sensory scaffolding – using real-life objects, models, figures, videos, pictures, physical activity • Interactive scaffolding – discussions, observations, collaboration • Graphic scaffolding – charts, tables, graphs, timelines, infographics
Emphasise discovery and enquiry • Allow independent learning and observe, listen, and talk to the children about what they are thinking •Provide contexts and problems for children to solve
Ask good questions • Plan ahead • Ask relevant, targeted questions to check for understanding • Open ended: to avoid yes/no answers • Equitable: open to answers of varying depth and complexity • Legitimate: asked because the teacher wants to hear the children's thoughts • Ask children to explain what they have learned • Engage with all responses • Provide systematic feedback and corrections • Use a range of questioning strategies such as no hands, lollipop sticks, think, pair, share – not allowing children to opt-out

4   Vehicle for Learning

At St Augustine's, we follow the 5-a-day learning approach based on the EEF approach.

1	**Explicit instruction**	…use clear and succinct language in my teaching, checking pupils' understanding frequently?
		…help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?
		…model how to complete a task before expecting pupils to work independently?
2	**Cognitive and metacognitive strategies**	…support all pupils to recall previously learned content, before moving on to new content?
		…support pupils to plan, monitor and evaluate their own learning?
		…model the selection of metacognitive strategies e.g. using checklists to monitor their progress?
3	**Scaffolding**	…provide scaffolds (visual, verbal and written) that allow all pupils to access the learning?
		…use scaffolding in a way that reduces pupils' reliance on adult support? Do I reduce my scaffolding for pupils over time?
		…provide scaffolds in a non-stigmatising way (*for instance, providing them at the whole-class level, allowing students to opt-in to a scaffold for a particular task*)?
4	**Flexible grouping**	…group pupils in a way that reduces stigma, ensuring such groups are based on the relative difficulty of curriculum content, rather than being fixed and inflexible?
		…promote peer tutoring, placing my pupils in groups in which they learn from one another?
5	**Using technology**	…utilise technology such as a visualiser when modelling work for pupils?
		…use technology to help students to record their learning, i.e., through speech-to-text software?

5   Effective Teaching

Supporting Quality Teaching for all pupils:

Stage of the Lesson	What we would *typically* expect to see?	How does this support students?
Settling and ready to learn • Introduction to lesson context and objectives	• Introduce subject with 'Thinking, Talking and Writing like a…' • 'Starter' activity - quick quiz or retrieval activity on prior learning. • Children provided with the "big picture" for the lesson - Learning objectives shared - Key vocabulary identified and explored - Context and purpose of lesson (within sequence or relevance to wider world) •	• Routines and common practices help make classrooms more predictable and students subsequently feel more 'safe' to start learning • Reviewing prior learning helps them make connections between new and old knowledge
Activating Learning • Teachers provide information, instruction and explanation at relevant points in the lesson • Children and teachers ask questions to develop understanding • Children given the opportunity to practice and master the new learning	• New material presented in small steps • Modelling of task (e.g. worked examples, thinking aloud, demonstrating planning) • Questioning to clarify and extend understanding • Reading opportunities • Scaffolds provided to support individual children • Independent practice	• If children are presented with too much information, they can experience sensory overload making it difficult for them to engage with the learning • Modelling allows children to focus on the specific task, reducing overall demand on cognitive load. It also reassures them that they know what they are expected to do. • Teachers can quickly correct misconceptions or spend more time on something children have misunderstood • Scaffolding with temporary support facilitates gradual mastery of skills
Assessment for Learning • Teachers evaluate what has been learnt and provide feedback to children • Children can develop their work to maximise their potential	• Feedback provided – verbal or written throughout the lesson • Children responding in some way to that feedback to improve work • Elicit responses by questioning, peer questioning or peer support, hinge questions, quiz, exit questions	• Children develop a clear idea of what 'good' work looks like and what they need to do to produce it • Feedback becomes a collaborative process with the teacher and the children working together. This makes it a reciprocal learning experience, building relationships in the classroom. • By increasing 'success', children gain increased mastery and confidence, boosting future motivation for work

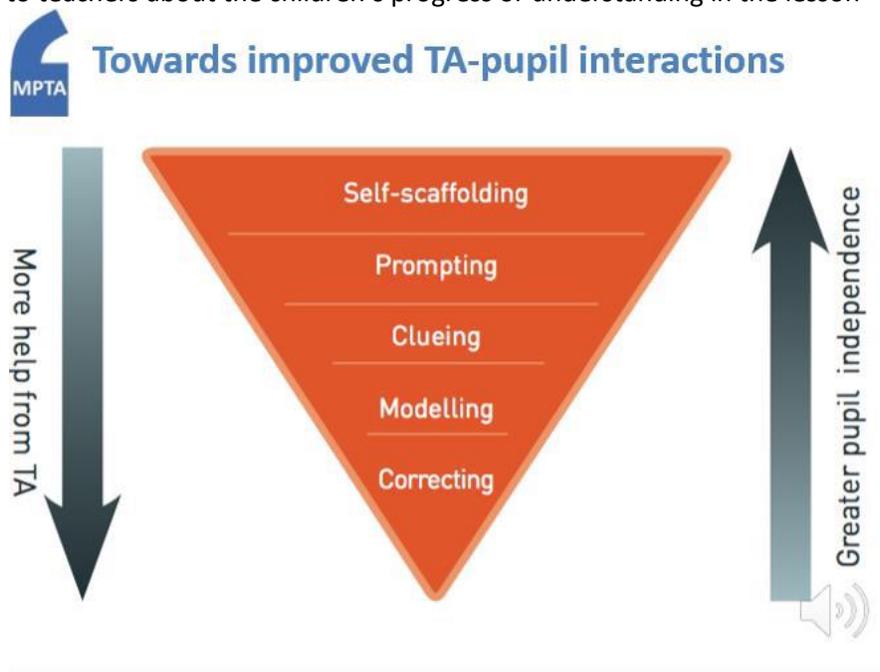What is the role of a teaching assistant in the classroom?

To support and contribute to the inclusion of all children within the classroom, under the direction of the teacher.

What might this look like in the classroom?

(adapted from

https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Supplementary_Teacher_Agreement.pdf)

• Support children in having appropriate resources e.g. books, pens, highlighters
• Check lesson titles/dates are written in books, worksheets are stuck in etc
• Refocus children, e.g. help complete starter activities, ask them to explain the tasks
• Encourage responses from children through open questions e.g. *what do you think?*
• Model work – e.g. *let's go through this together* (following the direction given by the teacher)
• Provide prompts, positive reinforcement and encouragement
• Support as needed, e.g. scribe, read texts
• Help engagement through chunking tasks, small steps (*e.g. you do 2 lines, I'll do 2 lines*)
• Provide positive feedback to children, praise understanding
• Provide feedback to teachers about the children's progress or understanding in the lesson

Towards improved TA-pupil interactions (MPTA)

More help from TA ← / Greater pupil independence →

- Self-scaffolding
- Prompting
- Clueing
- Modelling
- Correcting

What does the teacher need to do?

• Check in with teaching assistants at the start of the day/lesson, letting them know briefly what is being taught and how it will be taught
• Provide clear instructions for children so that teaching assistants also know what they are expected to do
• Model tasks for pupils so teaching assistants can see what is expected and provide appropriate scaffolds (e.g. writing frames) enabling them to effectively support the children
• Give direction to teaching assistants if there are specific children/tasks they want them to work with/do
• Provide support/answers/worked examples if teaching assistants need to work outside of the classroom
• Take the lead in managing behaviour in the classroom

6   Accountability for Learning

6.1   Monitoring

In order to ensure that the quality of teaching for learning meets our high standards, St Augustine's follows a monitoring schedule. Types of monitoring:

Type of monitoring	Who?	When?	Purpose
Lesson observations	SLT/ subject leader	As and when appropriate	Informs performance management objectives. Identifying strengths and areas for development
Learning walks	SLT/ subject leader	As and when appropriate	Checking subject development Checking implementation of T and L policy Sharing good practice
Peer observations	Class teachers	As and when appropriate	Sharing good practice
Pupil conferencing	SLT/ subject leader	X1 per year	Checking subject development Checking implementation of T and L policy Sharing good practice
Books looks	SLT/ subject leader	X3 per year	Checking subject development Checking implementation of T and L policy Sharing good practice
External reviews	Ofsted/ Local Authority/CSP	As and when appropriate	Checking subject development Against strategic priorities
Link governor	Governing body	X3 year	As above and: Providing challenge to SLT that curriculum is being delivered according to SDP and strategic objectives; analyse progress measures and subject developments.

6.2   Subject leadership

Subject leaders have responsibility for the leadership and management for a subject area to secure high-quality teaching, effective use of resources and improved standard of learning and achievement for all pupils.
Where leaders are fully effective, they:
• Play a leading role in preparing and reviewing policy for the teaching of their subject;

• Plan and organise the curriculum for their subject throughout the school, establishing how good standards, continuity and progression can be achieved and sustained;

• Monitor and evaluate the implementation of policy and planning;

• Regularly and systematically provide guidance to colleagues on content, methodology and resources;

• Oversee the assessment and recording of pupils' progress.

Successful leadership involves:

• Developing an improvement plan for the subject

• Observing lessons and conducting learning walks, carrying out book scrutiny and pupil conferencing;

• Providing support to colleagues;

• Assisting with planning, teaching, assessment and reporting of the subject.

• Chairing discussion of the subject at staff meetings;

• Organising and leading in-service days;

• Running assessment trials;

• Attending relevant in-service training;

• Prompting others about relevant training;

• Auditing existing resources and advising on the acquisition of new materials;

• Representing the school in local cluster groups.

• Reporting progress and impact to leadership and governing body

Equality Impact Assessment - Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	x	x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x