

Teaching and Learning Policy

2022-2023



‘The Love of Christ impels us’

To be

Ready, Respectful, Safe

**‘To love one another as I have loved
you’**

The Mission Statement

‘To love one another’

St Peter & St Paul Catholic Primary School is proud to offer to its pupils an education, which is intellectually, socially, morally, aesthetically, physically and spiritually based on Christian values. We encourage each child to develop a sense of curiosity and excitement about the world, ensuring that the curriculum provides a Christian setting in which children can grow in understanding and the acquisition of skills, attitudes and values. All members of our School, pupils, teaching staff and non-teaching staff are to be valued and treated with mutual respect, thus promoting a healthy self-esteem. Our School seeks to create strong links between school, home, Church and parish, providing pupils with the necessary preparation for their entry into the wider community. We expect everyone at St Peter & St Paul Catholic Primary School to follow the three rules of ‘Ready’ ‘Respect’ and ‘Safe’ and follow the values of the school Giving, Forgiveness, Love, Understanding and Truth.

CURRICULUM INTENT

Our ambitious curriculum centres around the National Curriculum requirements (2014) together with all the planned activities that we organise in order to promote learning, personal growth and development. We have a highly ambitious, inclusive curriculum for every child. We continue to teach using a motivational topic-based curriculum inclusive of enriching and varied activities that the school organises to improve the learning experience of our children. St Peter & St Paul curriculum also includes high expectations and consideration for personal, social, spiritual, moral and cultural learning, as well as dedicated topics relating to Human Values. In the EYFS, the ‘Development Matters’ statements alongside the Early Years curriculum is followed and implemented for all seven areas of learning.

The EYFS curriculum is a topic based curriculum planned around quality texts to enhance the children’s experiences of books. By planning both quality teacher lead activities and independent learning opportunities through continuous and enhanced provision children have the best opportunities to achieve the Early Learning Goals (ELGs) by the end of the Foundation Stage. Our curriculum design enables all children to develop significant knowledge and skills (key learning) within each year group and build upon their prior learning to give them a broad and balanced curriculum from EYFS to Year 6.

Below are our intent statements for each subject area

RE

The primary purpose of Catholic Education is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The aims of RE at St Peter & St Paul are: to lead the children to a deepening knowledge and understanding of the Catholic Faith and to provide opportunities for the children to develop a loving relationship with God and their neighbour. Through the teaching of other faiths, encourage children to respect and be fully aware of the needs of others as equal members of God's creation.

English

At St Peter and St Paul's we believe that enjoyment of high quality literature underpins all our aims in English. The national curriculum for English aims to ensure that all pupils:

Read easily, fluently and with good understanding · Develop the habit of reading widely and often, for both pleasure and information · Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language · Appreciate our rich and varied literary heritage · Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences · Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. We believe that a thorough grasp of literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Maths

The intent of our mathematics curriculum at St Peter & St Paul is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Science

Science lessons at St Peter and St Paul are hands-on, investigative and grounded in a strong, knowledge-rich curriculum that encourages children to question, experiment and follow their own lines of enquiry. Our curriculum works in tandem with the school's Catholic ethos, and is centred on the principle of inspiring a sense of awe and wonder through discovery and observation of the natural phenomena that exist in the world.

PSHE

At St Peter and St Paul we believe Personal, Social, Health and Economic (PSHE) Education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life."

PE

The intent of our PE curriculum at St Peter & St Paul is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and achievement in the area of PE enabling them to know more about physical activity and keeping healthy, remember more about the physical activity they participate in and learn about and understand how to use and apply this knowledge to impact upon their own physical activity, participation and healthy lifestyle.

History and Geography

In History and Geography at St Peter & St Paul we endeavour to develop children's understanding of History and Geography by ensuring we have a stimulating and well balanced approach so that all children develop a love for the subjects, and the world they live and where they have come from. We look to ignite their curiosity about the wider world and to become independent thinkers, and to challenge theories and thinking.

Art

The intent of our Art curriculum at St Peter & St Paul is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement in the area of Art enabling them to know more about art and artists, remember more about art and the artists they learn about and understand how to use and apply this knowledge to impact upon their own art work more.

Design and Technology

Design and Technology at St Peter and St Paul prepares children to take part in the development of today's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of

a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

Food technology

Children at St Peter and St Paul are taught how to cook and apply the principles of healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In addition the pupils experience household tasks that will assist them to lead as independent life as possible.

Music

At St Peter & St Paul we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Also, we teach the children how to work with others to compose music and perform for an audience.

Spanish

The core language taught at St Peter & St Paul is Italian which develops learning and results in the acquisition of knowledge and skills of Italian to enable our children to access the wider curriculum and to prepare them to be a global citizen now and in their future roles within a global community.

Computing

It is our intention at St Peter & St Paul to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. We want children to know more, remember more and understand more in computing so that they leave primary school computer literate.

Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

EYFS

At St Peter & St Paul we work in partnership with parents to encourage independent, happy learners who thrive in school to achieve their full potential. In the Early Years, children build the foundations for their academic, social and spiritual career. The school aims to provide a broad and balanced approach to the EYFS curriculum starting off with the Prime Areas (Personal, Social, Emotional Development, Physical Development and Communication) before moving on to the other areas. We also learn about RE to begin understanding our Catholic Faith as well as other faiths so we are respectful towards all in our world.

Implementation

Planning

Excellent lessons should be planned in advance and take account of what the pupils can already do. Learning objectives should be more than simple task descriptions, setting out a specific measurable aim. All planning should be open to adjustment and refinement, responding to the needs of the learners.

Teachers will plan using their Steps to Success Proforma and save their weekly Step to Success for each subject onto a document as a planning overview.

L.O.:	Context:		Date:		
Vocabulary:	Met				
Steps to Success	Me	Teacher	Support		
			I	G	1:1
			Attainment 0-7		

Input

Teachers will display secure subject knowledge, demonstrate high expectations of all pupils and sometimes take risks to achieve innovation. Every lesson should move pupils on in their learning, excellent lessons enable all pupils to progress in their learning. Behaviour will be managed within the overall context of the lesson. Teachers should be able to employ a range of questioning techniques (open questions, high order questions, questions that promote emotional literacy).

Resources should be of a high quality, address visual/auditory/kinaesthetic strategies, and be employed to their full potential. There should be a sense of pace to excellent lessons that ebbs and speeds up so as to sustain the children's concentration. Excellent lessons should begin by putting the lesson into an overall context.

Teachers should strive for and achieve moments of awe and wonder.

Tasks

Pupils should be actively engaged and enthused within the lessons they participate. They should be set tasks that are differentiated to meet and challenge their individual particular needs and levels of attainment. Pupils should be given frequent opportunities to work in a range of contexts (individual, paired and grouped). ICT should regularly feature in the design of pupil tasks. During tasks there will often be high quality interactions taking place between adults and children stimulated by high level questioning. Equally children should have opportunities to interact with each other to enhance their learning.

Plenaries

Should draw the learning together (at both the end and other key points during the lesson), and provide an opportunity for children to reflect on their efforts and achievement. There will be opportunities for self-evaluation after each lesson.

Adults

Teachers, as the lead professional, will deploy other adults as they see fit for the benefit of the children. All staff should have clearly defined roles and tasks to undertake. All staff should, where appropriate exercise good judgement and initiative so as to productively work towards the needs of the children.

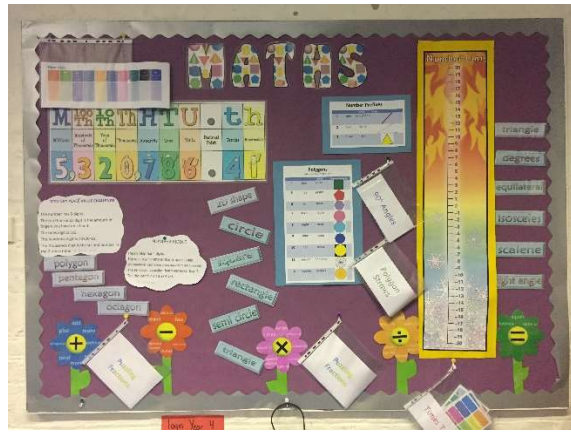
Assessing Pupil Progress

Statements of progress can be taken from Insight and used by teachers to plan for future learning in all subjects. They are used to plan for intervention groups for children with specific gaps. Children come away from the group once they have achieved the target. Intervention groups are delivered over a sustained period of time. Focus groups should also feature during some lessons where a previous learning objective has not been achieved or a misconception from the previous lesson has been noted. These children work with the teacher to clear up any misunderstandings and these children can be from any ability level and is likely to be a single session.

Environments

Children should feel safe and secure if learning is to occur. They will experience a balance of challenge and positive affirmation. Humour and warmth will often be characteristics of an excellent lesson. All children will be able to independently access and utilise a range of tools that will be of use within lessons. Classroom environments should be exciting and stimulating, providing interest and a range of resources to inform learning. Classrooms should show case the best of each classes learning. All classrooms should have a shared approach to allow children to transition from one class to the next, with similar resources to draw on. (Please refer to the exciting Classroom Environment Policy).

Examples of Classroom Displays and Working Walls



Range of resources used

We use a variety of resources/stimulus across the school

- The Way, The Truth and The Life
- Power of Reading
- Plan Bee
- Now Press Play
- Twinkl
- Nelson Handwriting
- LGFL
- Class trips
- KIT Theatre
- Workshops

Non-Negotiables for Evidencing Work in All Subjects

(Outcomes of Book Scrutiny and conferencing with pupils 23rd March 2022)

Cover Page should contain title. RE cover page contains vocabulary and LOs. Knowledge Organiser for foundation subjects. Maths and English have fundamentals at beginning of year.

	No of L.Os for each Half Term
English	*See English Guidance
RE	12
Music	3
Art	6
Topic	6
Food	3 for the year
DT	2 per year
Science	6
PSHE	3
P4C	3
Maths	*Following PA Scheme
Computing	
MFL	6

Number of Pieces in Books Per Week

English	Maths	RE	Science	Topic	PSHE/ RSE	Music	Art/ DT	P4C	Food Tech	MFL
English Book 3	5	2	1	1	fortnightly	1 fortnightly	6 per half term	fortnightly	3 per year	6 per half term
Handwriting Book (everyday)			Minimum 6 per half term	Minimum 6 per half term		(3 per half term)	DT-2 final pieces plus planning			

Steps to Success

L.O.:	Context:		Date:		
Vocabulary:	Met				
Steps to Success	Me	Teacher	Support		
			I	G	1:1
			Attainment		

Steps to Success are put in every book

Colour coded Steps (red green blue)

Attainment number completed at the end of the lesson

Date

Child and teacher assessment must be completed

An extended piece of writing per each topic in Topic and Science

Fix-its to be completed in purple by children, pencil in KS1

Two written outcomes per half term in English with in-depth marking

RE assessment one per unit but extended pieces of writing throughout topic

Biro pen must not be used

Felt tip pens must not be used in exercise books only colouring pencil

Displays

All subject displays must be changed with each topic i.e. half termly

Stimulus on displays (photo, artefact, picture, poster, sound buttons)

Post its of children's contributions on displays as topic progresses (working wall)

Adopt an inclusive approach to children's work displayed

Art and Design

Cover page for every half term

Knowledge organiser for each topic

One focus artist per half term

Every lesson must be evidenced with actual art or photos of creations

Range of 6 medias must be evidenced across the year, depending on your year group.

- Painting
- Drawing
- Printing
- Textiles
- Sculpture
- Collage

Like Steps to success proforma

Date and LO

Key skills of lesson

Vocabulary/ key words must be written

PSHE to include RSE and P4C

Floor book

One evidenced piece fortnightly (3 per half term)

P4C should be evidenced in the PSHE book

Food Technology

To be evidenced at the back of the Science Books
Evidence of 3 food technology lessons throughout the year

PA Maths

Steps in book for every lesson
Children must evaluate their learning

Music

Cover Page for era
Knowledge Organiser for era
3 pieces in for history of music per half term

PE

Cover page for each half term
One lesson a week to be evidenced in floor book

Spanish

Cover page for topic
Knowledge organiser
Teachers to follow plans from Language Angels
6 pieces per half term to be evidenced in books

Impact

What do we hope will be the impact of our curriculum and how do we measure it?

We hope our curriculum will place the learner back at the centre of curriculum and makes teachers think "What will the experience be for the learner and how can we make the absolute most of each element?" We want to promote learners making both group and personal connections with the content due to having genuine freedom of expression and choice. It is beginning to produce learners who must and can, think for themselves, be resilient and face challenges with strategies to overcome and progress.

Intention 1: Develop our learner's learning

We strive to ensure that our children's attainment in core, foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be

academically and physically prepared for life in Secondary School and in Modern Britain and the world.

Intention 2: Develop the character of our learners

The impact will be that our learners will have fully rounded characters with a clear understanding of the values i.e. truth, giving, love, forgiveness and understanding, we promote within our Catholic mission statement ‘to love one another...’ Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Intention 3: Develop behaviours and habits to become effective learners

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don’t give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: Develop the moral compass of our learners

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

Remote Learning

In the event of the school or pod closures, we are ready to implement our remote learning strategy.

This remote learning strategy aims to:

Ensure consistency in the approach to remote learning for pupils who are not in school

Set out expectations for all members of the school community with regards to remote learning

When providing remote learning, teachers must be available between 8.30 am – 3:00pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work: Teachers will set work for the pupils in their classes.

- **Day one** of closure: teachers will provide activities for the day
- **Day two:** timetable for the duration of closure will be published in keeping with current curriculum and lesson progression for the children to follow during closure.
- The work set should follow the usual timetable for the class had they been in school.
- English and Maths Work needs to be set by 9am of the day it is expected to be completed by 1pm. Foundation subjects set for afternoons.
- Teachers in Nursery to 6 will be setting work on Google Classroom.

Providing feedback on work:

As per the marking policy one piece of work for each subject (English, Maths, and Science etc.) should be acknowledged and commented on per lesson.

Comments must be made through the online learning platform.

Keeping in touch with pupils who are not in school and their parents:

If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone or parentsupport email to assess whether school intervention can assist engagement.

All parent/carer emails should come through the school admin account:
parentsupport@stpetersandstpauls.islington.sch.uk

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

Make the school aware if their child is sick or otherwise can't complete work

Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

Be respectful when making any complaints or concerns known to staff

Who to contact If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – Class Teacher, then Key Stage Leader

Issues with behaviour – Fionnuala Gormley

Concerns about safeguarding – DSL, Tracey Peters