



St Joseph's Catholic Primary School

Teaching and Learning Policy

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Curriculum Intent

At St Joseph's, we believe that children should develop a deep love of life-long learning through the provision of a bespoke, knowledge based curriculum and through consistently high quality teaching.

Through the content and delivery of our curriculum we will remove barriers to learning so that ALL children, including those with special educational needs or disabilities and socially disadvantaged children, are able to make progress across the fundamental knowledge and skills of Reading, Writing and Maths as well as the wider curriculum. Using the National Curriculum as its core, our school curriculum is tailored to the needs of our children to include knowledge of the local area, an appreciation of our place within the wider regional, national and international community, and learning visits and experiences to enhance their cultural capital and understanding of the world.

Progressively planned learning in all subjects enables children to acquire the intended knowledge and skills and to continually revise prior knowledge and build upon it. Challenging opportunities to further apply knowledge are embedded throughout. Our curriculum sets out the knowledge and skills we expect children to gain at each stage of their education at St Joseph's. We want our curriculum to inspire children to want to learn more, to provoke children's intellectual curiosity and to create experiences of awe and wonder. We believe in the power of knowledge to unlock doors in children's lives and that developing knowledge leads to understanding, and through understanding comes wisdom.

We expect all our children to develop a positive attitude towards their learning, and a strong resilience to challenge by understanding the importance of thinking, 'I can't do it... yet!' and recognising the value of making mistakes.

Above all, we aim to ensure that all our children are confident, articulate and effective communicators, are well prepared for the next stage of their education, and have been equipped with the necessary knowledge, skills, attributes and experiences to become well-informed and responsible citizens of the future.

Curriculum Implementation

Leaders and Subject Leaders drive the development of subject curriculums. Professional Development to increase teacher subject knowledge and expertise is fundamental to our approach.

Ensuring the children are able to read with fluency and understanding so they are able to access all subject areas takes high priority, as does the focus on expanding the children's vocabulary. We are consciously aware of gaps in pupils' vocabulary and strive, through our planning and delivery of our curriculum, to allow all children to become confident and fluent with an extensive range of subject specific vocabulary. We are aware that this will increase their ability to comprehend and enjoy increasingly challenging texts.

The curriculum at St Joseph's is designed and taught using strategies to enable children to embed their learning in their long term memories. Clear and well thought out sequences of learning with key assessment tasks ensure that new knowledge and skills build on what has been taught before.

Knowledge Organisers provide the structure to learning, specifying key knowledge and vocabulary that we want all children to understand and use fluently. The content of the Knowledge Organisers is chosen carefully, reflecting on prior learning and always considering what we need the children to know and understand to move on and make connections in their learning. Acting as a planning, teaching and assessment tool, the Knowledge Organiser makes it clear to teachers, pupils and parents what is expected to be learnt and understood by the end of the unit and within lessons. Subject knowledge, skills

and concepts are taught as individual disciplines and English and mathematical skills are effectively promoted across all subjects.

The progress of all children, including those with SEND and those in receipt of pupil premium funding, is closely monitored and the curriculum is designed to ensure that any identified gaps are closed. Assessment is used to embed knowledge, inform teaching and produce next steps for children.

Discrete lessons are delivered with learning blocked to allow for clear progression. Children have individual books for foundation subjects with additional records being kept on the Tapestry and Seesaw Apps.

Curriculum Impact

The impact for all St Joseph's pupils, including disadvantaged pupils and pupils with SEND, is that they:

- can confidently recall key knowledge from current and previous areas of learning
- can confidently apply knowledge to their learning across the curriculum
- are confident in using and applying high-level vocabulary
- are articulate and confident to talk about a wide range of topics
- are well-rounded individuals who understand the importance of Christian values and British values
- demonstrate well-developed characteristics of effective learners in that they are curious, independent, imaginative, perseverant, proud and decisive and are able to make links, concentrate and have a go.
- meet or exceed age-related and national expectations
- are well prepared for the next stage of education

Signed by

_____ **Headteacher**

Date: _____

_____ **Chair of Governors**

Date: _____

1. Legal framework

1.1. This Policy will have regard to the following statutory and non-statutory guidance:

- DfE (2013) 'National curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The Subject Leaders are responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of their subject, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of their subject to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of their subject in subsequent years.

2.2. The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' knowledge, skills and understanding, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of school curriculum.
- Liaising with the Subject Leader about key topics, resources and supporting individual pupils.

- Monitoring the progress of pupils in their class and reporting this regularly.
- Reporting any concerns regarding the teaching of subjects to the Subject Leader or a member of the Senior Leadership Team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Teaching

- 3.1. The SLT and Subject Leaders will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.
- 3.2. The subject matter covered reflects the requirements of the National Curriculum.
- 3.3. Special focus will be paid to developing and extending children's vocabulary through the curriculum taught at St Joseph's.
- 3.4. The school curriculum will be delivered by teachers in a range of teaching and learning situations with respect to the needs of individual pupils.

4. Curriculum

- 4.1. The aims of the history curriculum are to ensure that pupils:
 - Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
 - Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
 - Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
 - Understand the methods of historical enquiry such as using evidence to support arguments.
 - Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Key Stage 1

- 4.2. Pupils should be taught about:
 - Changes within living memory and changes in national life.
 - Events beyond living memory that are nationally or globally significant.
 - The lives of significant individuals in the past who have contributed to national and international achievements.
 - Significant historical events, people and places in their own locality.

Key Stage 2

4.3. Pupils should be taught about:

- The Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as the Mayan civilization c. AD 900 and another ancient civilisation.

5. Early Years Provision

5.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

5.2. Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

5.3. All activities will adhere to the objectives set out in the framework.

5.4. In particular, history-based activities will be used to develop pupils' understanding of the world, helping them to comprehend early concepts of time, using vocabulary such as new, old, next, before.

6. Cross-curricular links

6.1. Wherever possible, the school curriculum will provide opportunities to establish links with other curriculum areas.

6.2. English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

6.3. Maths

- Pupils use their knowledge and understanding of measurement and data handling.

- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

6.4. **Science**

- Pupils use their knowledge of the natural world to identify and analyse features of physical geography.
- Pupils' investigative and practical skills are developed through the use of fieldwork and problem-solving activities.

6.5. **Computing**

- Computing skills will be used to enhance pupils' learning.
- Pupils will use their computing skills to locate and research information.

6.6. **Spiritual development**

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment.
- Current geographical developments and issues will be discussed in the classroom, where appropriate.

7. Planning

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. All subjects are taught as a discrete lesson with cross-curricular thematic links made when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England'
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning will be used to outline the units to be taught within each year group.

- 7.6. Medium-term planning will be used to outline the key knowledge, key vocabulary and subject specific skills that will be taught in each unit of work and identify learning objectives.
- 7.7. Medium-term plans will be given to teachers to ensure there is progression between years.
- 7.8. Short-term planning will be used by teachers to reflect the objective of the lesson and the success criteria.
- 7.9. Short-term planning is the responsibility of the teacher. This is achieved by building on the medium-term planning, taking into account pupils' needs and identifying the method in which content could be taught.
- 7.10. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 7.11. Knowledge Organisers will be used for each unit of work and will be sent home and placed in children's books.

8. Assessment and reporting

- 8.1. Pupils will be assessed and their progression recorded.
- 8.2. Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.3. Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objectives
 - Specific assignments for individual pupils
 - Observing practical tasks and activities
 - Pupils' self-evaluation of their work
 - Knowledge Organiser assessments
- 8.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 8.5. Teachers will make summative assessments at the end of each unit, which will be recorded on O-Track, in order to demonstrate where learners are at a given point in time, and enable to the analysis of data.
- 8.6. Parents will be provided with a written report about their child's progress during the Summer term every year.

- 8.7. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 8.8. Pupils with special educational needs and disabilities will be monitored by the SENCO.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis by the SLT.
- 9.2. Subject Leaders will monitor teaching and learning in their subject ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 9.3. Any changes made to this policy will be communicated to all teaching staff.