



Teaching and Learning

Reviewed by Governors	Autumn 2024	Signed: 
Next Review date	Autumn 2029	

School Mission Statement

The PSHE Policy is underpinned by our school mission statement:

Jesus said, "Let the children come to me"
We live and learn and love in His way.

Rationale

At Holy Family Catholic Primary School we believe effective learning takes place when children are motivated and develop positive independent learning behaviours. Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned, ambitious lessons where pupils know the objective of their learning and how to be successful and through adult modelling and tasks which are stimulating and appeal to the pupils' interests as well as matching their abilities.

Aims

It is our aim to equip our teachers with the skills through continued professional development and the feedback from internal monitoring to enable them to become outstanding practitioners. It is our aim to equip our children with the skills to be effective learners and provide a curriculum which ignites their thirst for knowledge.

Effective Learning

Where learning is effective, pupils ...

1. Are motivated to:
 - Take an active interest in their learning through encouragement, support and involvement from their teachers, support staff and parents/carers.
 - Improve their performance and are willing to learn from their identified targets as well as their strengths.
 - Enjoy lessons and readily respond to the challenge of the tasks set.
 - Try their best at all times so that they achieve their full potential.
 - Care about the presentation of their work and look after resources.
 - Develop independence and lead their own learning.
2. Take responsibility for:
 - Evaluating their achievement of learning objectives/outcomes.
 - Concentrating on tasks set and listening attentively.

- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
 - Helping each other and working collaboratively, as well as independently.
3. Have developed or are developing the following learning behaviours:
- Perseverance with all tasks.
 - Responding positively to opportunities given to extend their learning.
 - The ability to modify and edit their work.
 - Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
 - A positive response to skills based teaching.
 - Being prepared to be flexible in response to the needs of the 21st Century, e.g. Using problem solving skills and thinking 'outside the box'.
 - Being able to adapt easily to different ways of working.
 - Evaluating their own work and how to improve it.
 - Being able to decide the best approach to a task and the resources/support needed.
 - Communicating information and ideas, offering comments and explanations.
 - Feeling that they are valued by the school community and that their achievements are being recognised.

Effective Teaching

Where teaching is effective:

1. Teachers will provide high quality learning opportunities:
 - Through carefully planned, well structured, paced lessons following Holy Family's bespoke curriculum plans.
 - Through engaging and stimulating curriculum content.
 - By making aims and objectives explicit to pupils at the beginning of each lesson.
2. Teachers will have high lesson expectations by:
 - Being enthusiastic about the tasks that they present.
 - Modelling expectations.
 - Modelling and praising resilience and perseverance.
 - Providing pupils with reminders and scaffolding.
 - Revisiting our work and that of the pupils to improve it and edit it.
 - Celebrating children's successes throughout lessons
 - Offering praise and rewards such as class dojos (see our behaviour policy)
 - Providing quality resources to enable pupils to be independent in their learning.
 - Offering immediate feedback through live marking to ensure misconceptions are addressed within each lesson enabling children to keep up.
 - Providing challenge and application of knowledge and skills.
 - Encouraging children to challenge themselves.
 - Using Support staff effectively to work with target groups or individual children

Building The Kingdom (Catholic Social Teaching)

All of our lessons are underpinned by Gospel values and our 'Building the Kingdom' curriculum which focuses on Catholic Social Teaching. As a Catholic School, the curriculum that we provide includes opportunities for children to explore "What sort of person is God calling me to be?", "What are we learning about a Catholic way of life?" and "How can I be a Disciple of Jesus?". In doing this, we hope to equip our

pupils to become well-rounded Catholics who are responsible, respectful active citizens who contributed positively to society.

Retrieval Practice - Making it stick

Retrieval - the act of active recall - is one of the most effective ways to improve knowledge retention, therefore all of our lessons start with retrieval practice. This includes revisiting work from the lesson before, the week before or even further back. In addition, we alternate our foundation subjects week on week (for example, alternating History and Geography). This is called distributed practice which is based on the concept that learning is most effective when it is broken into digestible amounts rather than one large chunk, and that it is enhanced when knowledge is repeated after certain intervals. When learning is easier for our pupils to process, it gives them the ability to gradually absorb the information and assimilate it into their long-term memory, rather than forgetting key concepts just seconds after they've learned them.

Collaborative learning (Kagan Structures)

In all lessons, children are sat in mixed ability groups, in teams of four. This promotes and encourages inclusion and equality within the classroom. Kagan strategies use cooperation and communication to improve outcomes for students. They involve different activities that engage pupils' thinking and teamwork skills, such as sequencing cards, matching pairs, or sharing opinions. Teachers choose the strategies that suit their learning objectives and suit the needs of their pupils.

Conditions for effective teaching and learning

In order to provide the right climate for fostering effective teaching and learning **all staff** at Holy Family will contribute to;

- Creating a positive learning environment where children feel valued and inspired to be 'the best that they can be'.
- Developing positive relationships between adults and pupils.
- Devising imaginative/creative approaches to the development of knowledge and skills to ensure lessons are interesting and stimulating.
- Ensuring classroom displays are purposeful
- Displaying self help working walls to promote independence and perseverance.
- Encouraging pupils to demonstrate their learning in a variety of forms.
- Effective use of ICT to enhance the learning experience, making strong cross-curricular links when appropriate.
- Setting and achieving high standards of behaviour and achievement.
- Using Assessment for Learning (AfL) following the relevant policy to make ongoing judgements throughout a lesson and be flexible in response to children's needs.
- Using internal assessment data (current and historic) and target setting to identify differentiated requirements, e.g. tasks and appropriate groupings.
- Explicitly share targets with children, building on prior learning to ensure pupils retain an upward flight path of progress and attainment
- Engaging parents in their child's learning through Class Dojo posts, parent curriculum information evenings, contributions to the Website and our weekly newsletter

Monitoring and Review

The staff at Holy Family will review this policy every five years. SLT may determine that this policy needs to be reviewed earlier, for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.