

St Augustine's Teaching & Learning Model/Policy



2022-23

School Mission Statement:

We try to follow Jesus by loving each other and caring for God's world.

School Motto:



Let there be Light!

Our School Aims:

We aim to make the children who attend St Augustine's feel cared for and secure in surroundings where Catholic values are practised, and where their gifts and abilities are recognised and developed in an atmosphere of respect and friendship.

In our Teaching and Learning through the school, we focus on the development of the whole child: the physical, intellectual, emotional, moral and spiritual.

St. Augustine's Catholic Primary School **is committed to safeguarding and promoting the welfare of our children and expects all staff to share this commitment.**



Our Guiding Principles:

'Teaching is the most important lever schools have to improve outcomes for their pupils' (EEF 2020)

These are our School Drivers, which thread through our Teaching and Learning – that all our pupils will be:



Our Teaching & Learning philosophy and our Curriculum are underpinned by our School Drivers, Key Concepts and our School Values.

Our pupils' diverse needs and cultural backgrounds and experiences, help inform the planning of thoughtful and meaningful learning opportunities, facilitating the development of social, cultural and global awareness.

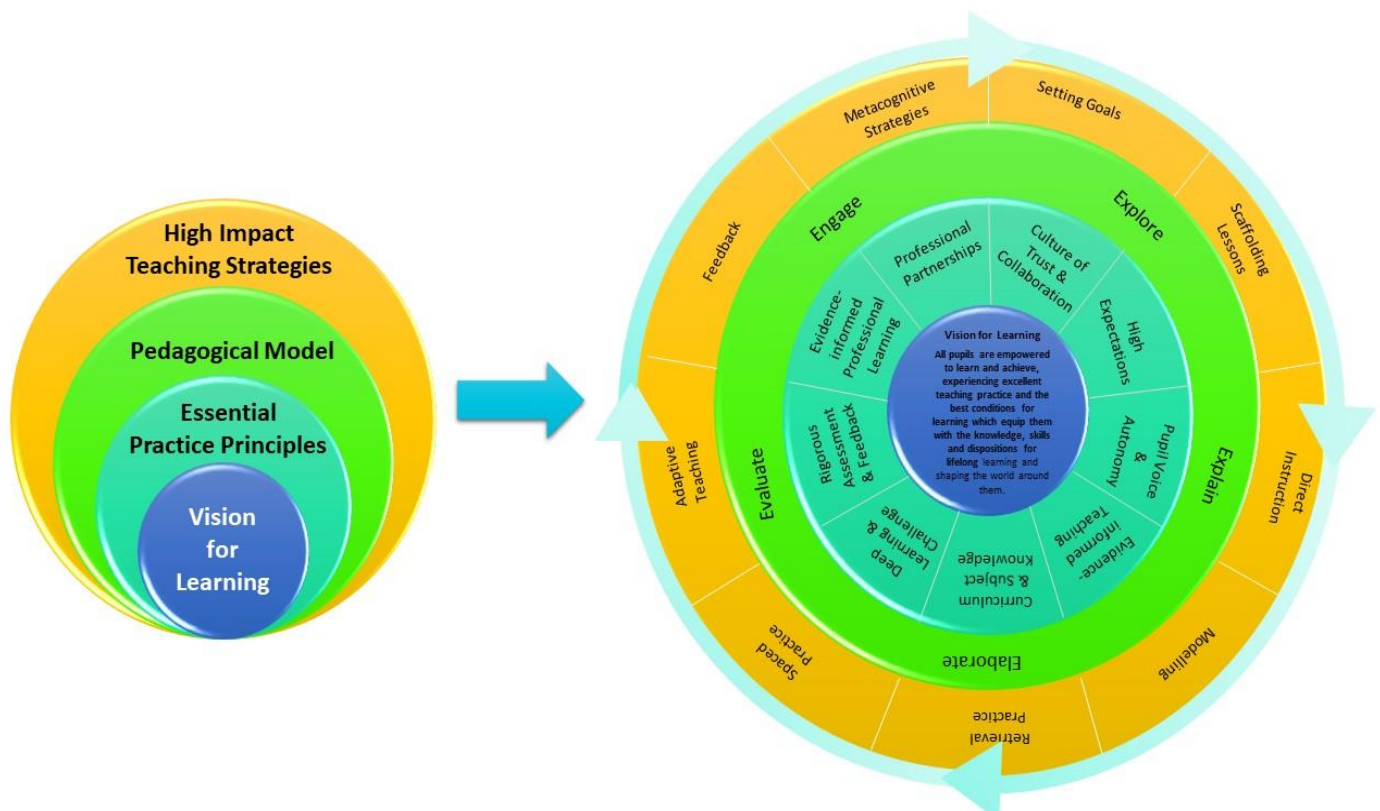
Curriculum Design and Essential Principles:

- We offer the full range of core and foundation subjects.
- The skills, knowledge, concepts and vocabulary that children must know by the end of each unit have been identified across the curriculum.
- Our curriculum will enable pupils to become effective global citizens, by promoting and celebrating diversity and broadening children's knowledge, understanding and appreciation of the wider world.
- Reading and vocabulary development are prioritised as the gateway to the curriculum.
- Academic rigour, spiritual growth, personal development and health & wellbeing are at the heart of the curriculum.
- Leaders at all levels collaborate and participate in Trust Professional Learning Networks (PLNs), where they meet together to share knowledge and practice, innovate and develop ideas.

(See the [Trust Curriculum Design and Principles](#) document)

Our Teaching and Learning at St Augustine's is guided by the Trust Teaching and Learning Model:

The Trust have developed this evidence-informed Teaching & Learning Model which clearly articulates our aims and aspirations and creates the foundations for highly effective teaching and learning.



Our Pedagogical Model (linked to the SJB MAT's one below) defines what high quality teaching looks like. It is a flexible model that can be easily modified according to needs and different areas of learning. It provides an overview of the learning cycle and breaks it down into five key phases.



1.Engage – Spark our children’s curiosity and inspire them. Get them excited about the learning ahead. Hook them in, e.g. watch an extract from a film, story, music/singing, experiences – trips, treasure hunt, visitor, exploring artefacts.

2.Explain – Teachers explicitly introduce and teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They challenge misconceptions and prepare pupils to navigate their own learning. Pupils know what success looks like and how to achieve it, as well as mistakes to avoid.

3.Explore – Teach pupils new knowledge and skills - allowing time to explore them. Apply prior knowledge—support children to make connections. Guide them through challenges and address misconceptions. Rehearse and practise new knowledge and skills.

4.Elaborate – Teachers challenge pupils to move from surface to deep learning, building their ability to apply and generalise their learning. They support pupils to be reflective, questioning and self-monitoring learners. Pupils apply, extend or elaborate (stretch) their knowledge and skills through problem solving, reasoning, designing experiments, etc.

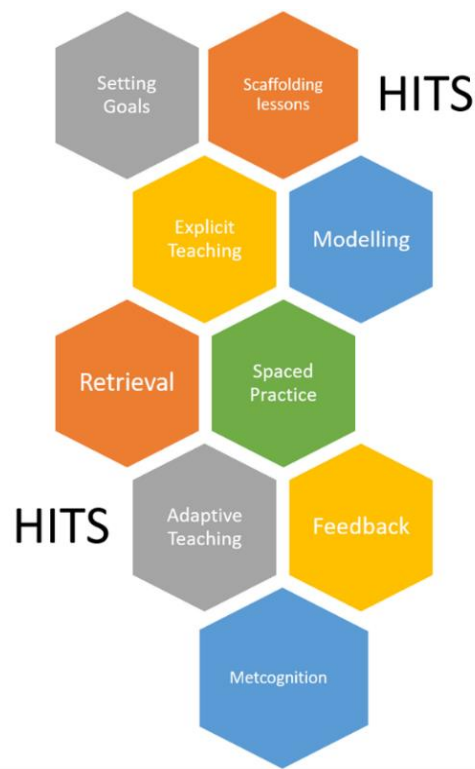
5.Evaluate – Teachers use multiple forms of assessment and feedback to help students improve their learning and develop fluency. They monitor pupil progress and analyse data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement, and address pupils’ learning needs. Pupils are encouraged to evaluate and assess their own progress and understanding and provide evidence of their learning in different ways. (see [Marking & Feedback Policy](#))

At St Augustine’s we recognise that teachers should consider the following aspects whilst planning and teaching to ensure that our children have the best opportunity to achieve our high expectations. We promote the use of these HITS (High Impact Teaching Strategies).

The **High Impact Teaching Strategies (HITS)** are nine evidence-informed instructional practices that reliably improve pupils' learning:

- **Setting Goals** - Set and communicate clear lesson goals (LO's) to help pupils understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.
- **Structuring and Scaffolding Lessons** – Plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, scaffolding learning to build students' knowledge and skills. Support learning by facilitating rather than directing, fostering goal setting and collaboration to develop pupils' autonomy.
- **Explicit Teaching (Direct Instruction)** - Use explicit teaching to provide instruction, demonstrate concepts and build pupils' knowledge and skills. In explicit teaching practice, teachers show pupils what to do and how to do it, and create opportunities in lessons for pupils to demonstrate understanding and apply the learning.
- **Modelling and Worked Examples** - Use worked examples to reduce pupil cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself. Provide high quality modelling to the pupils.
- **Retrieval Practice** – Retrieval practice, or reconstructing knowledge by bringing it to mind from your memory, has been shown to improve meaningful learning. (see Roediger et al., 2011) E.g. Low stake quizzes, PoP tasks, multiple choice tests, etc.
- **Spaced Practice** - It takes 'three or four experiences involving interaction with relevant information for a new knowledge construct to be created in working memory and then transferred to long-term memory' (Nuthall, 2000, p.93). Spaced practice provides pupils with multiple opportunities to encounter, engage with and elaborate on new knowledge and skills
- **Questioning** - Regularly use questioning as an interactive means to engage and challenge pupils, and use it as a tool to check pupil understanding and evaluate the effectiveness of their teaching. This should include higher order questioning and use of question stems.
- **Metacognitive Strategies** - Use metacognitive strategies to help pupils develop awareness of their own learning, to self-regulate and to drive and sustain their motivation to learn. Metacognitive strategies empower pupils to think about their own thinking more explicitly and enhances control over their own learning.
- **Feedback** - Use two-way feedback to gather information about a pupils' understanding, to assist pupils to advance their own learning, and to verify the impact of their own practice. (See Feedback and Marking Policy)
- **Reading widely throughout the Curriculum** - This is vital for introducing new concepts and vocabulary. The use of high-quality texts enables subject specific vocabulary development and for children to have something to hang their new knowledge onto.
- **Adaptive Teaching** - Is when we recognise that pupils have different learning needs or misconceptions, and we adapt our teaching to meet these needs. Most learners' needs can be met through high quality teaching. Teachers adapt teaching to enable pupils to achieve the learning objectives. The expectation is that with the adaptations teachers have applied (e.g. flexible grouping, direct instruction, scaffolding and TA deployment) all (or almost all) pupils will be able to achieve the learning objective.

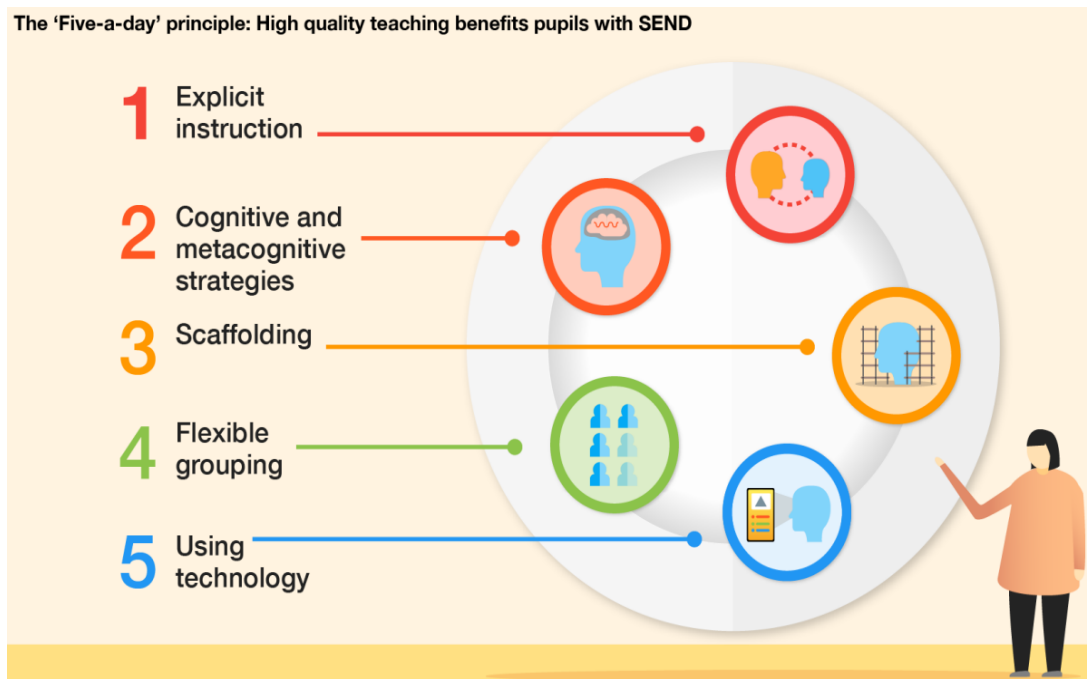
Together they provide a comprehensive school and MAT Teaching and Learning Model. Using HITS to teach a concept or skill that pupils need to learn will increase the chances that they will successfully learn it. However, although these practices are reliable, they are not infallible. Knowing their pupils and how they learn, teachers are best placed to judge whether a HITS or another strategy is the best choice to teach particular concepts or skills.



The 'Five-a-Day' Principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should have a repertoire of these strategies, which they use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND - all pupils benefit.

See our [SEND Policy](#) for further details on teaching and learning for our SEND pupils.



Planning:

We have organised our classes into the 'Key Stages', as we have one and a half form entry. We have EYFS, with 2 Reception classes and a Nursery class; three mixed Year 1&2 classes; three mixed Year 3&4 classes and three mixed Year 5&6 classes. Each phase works closely together, with teachers' planning and resources being shared. Teachers at our school recognise that mixed-age teaching can be a challenge, but having high expectations is the aim, with scaffolding and adaptive teaching supporting those pupils who need it. A high level of flexibility and organisation in lesson planning is required to ensure that teaching caters to both age groups and all abilities within the class. A two year rolling programme for subjects/topics ensures that pupils do not repeat topics.

Lessons will be well planned, with clear sequencing of learning and clear learning objectives, to ensure good short, medium and long-term progress. Each subject has a long-term plan for Year A and Year B, and medium-term plans in each phase. Agreed planning formats are used by teachers in their phases/for medium/short-term planning in certain subjects.

For some subjects we use recommended, quality schemes (with planning and resources):

- Phonics – Phonics Bug
- Reading – Phonics Bug; Literacy Shed VIPERS
- Spelling – Vocabulary Ninja
- Handwriting – Twinkl
- Maths – White Rose Hub
- RE – The Way, The Truth & The Life; Come and See
- RSE / PSHE – Ten Ten / PATHS
- MFL (French) – Language Angels
- Computing – Keychain Computing

Teachers plan using the following key elements:

- Appropriate strategies from the HITS
- Teaching backwards
- Clear Learning Objectives (LO)
- Key knowledge, skills & vocabulary
- Sequencing and progression of learning/lessons
- Preparing for misconceptions
- Considering lowest 20% and challenge
- Adaptive Teaching
- Scaffolding & resources

Early Years Foundation Stage (EYFS):

In EYFS, the teaching & learning and planning is guided by:

- [The EYFS framework](#)
- [Development Matters](#)
- Greg Bottril Drawing Club and Message Centre.

Please see the EYFS Policy for details.

Every day the children try different challenges, practising the week's skills for learning, which are explained and displayed for all to see. These key skills are based on the twelve areas of learning in the Early Years Foundation Stage. Staff know each child's individual targets and help them achieve these within their play and explorations.

As well as learning through play, we teach through three whole class sessions a day, which are Maths, Phonics, Writing, RE or Understanding the World. We also spend a lot of time reading with the children and taking part in Music and PE lessons.

Learning Environment:

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall and the computing suite. These spaces will be kept safe, clean, tidy and ready for pupils to use them. The learning climate we create in school is crucial, hence a sense of pride is promoted throughout the school. The surroundings in which children learn can greatly influence their well-being and academic performance. We will ensure that it is welcoming, happy and caring to promote the best outcomes.

The layout, displays and resources within our classroom and around our school, all play a vital role in shaping our children's learning. We will include:

- Prayer table/area
- School Motto and Mission Statement
- Appropriate resources clearly labelled and accessible to aid independency
- School rules and values
- Displays which reflect the diversity and needs of pupils within the class
- Class timetables / visual timetables (to support pupils)
- Working Walls – with for example: models/worked examples, thinking prompts, key vocabulary (bold enough to be seen clearly around the classroom).
- Displays that celebrate and support pupils' learning and a sense of belonging.
- Clear learning objectives and success criteria shared with pupils.
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas.
- Seating layouts that allow everyone to see the board and participate.
- There will be flexibility with the layout of tables and pupils' seating, in accordance with our school and Trust's Adaptive Teaching Approach.

The Outside Learning Environment is a key part of pupils' learning at St Augustine's, particularly in EYFS.

EYFS

Our large Nursery and Reception classrooms and outdoor areas are a creative, homely and calm environment. It allows children to learn through play, follow their own interests and become independent, as well as feeling safe and secure. The children are supported to be inquisitive, enthusiastic, persevering learners. Our resources are considered carefully to allow optimum opportunities for assessing through play.

Our EYFS classes are Hygge classrooms. We include a range of Hygge practical elements to create this: low/soft lighting and lamps, neutral tone boards which are not too busy, calming colours, plants, fairy lights, flameless candles/electric tealights, nice smells, calming music and calm areas/book nooks. We also bring nature into the classrooms as much as possible. The Hygge philosophy/approach supports a sense of comfort, warmth, safety, community and wellbeing. Our environment also includes communication friendly spaces that promote talk and interactions in small groups and pairs.

Marking and Feedback:

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work. It will be given regularly both verbally and in pupils' books/on pieces of work. Pupils are given time regularly to respond to feedback. When appropriate, teachers will live mark during lessons – to give instant feedback. Pupils are involved in the marking and assessment of their work, through the use of self-assessment (including RAG rating every lesson) and peer assessment. (See our Marking & Feedback Policy)

Assessment, Recording and Reporting:

We will track pupils' progress using a combination of regular formative and summative assessment. As a school and Trust, we are using PIXL, end of key stage assessments and FFT for our summative assessments and tracking. See [Trust Assessment Schedule](#). Data collected from assessments, will be discussed during termly Pupil Progress Meetings. Teachers will provide regular targets for pupils and provide verbal reports at parents' evenings. Pupils will receive an annual written report at the end of the summer term.

Roles and Responsibilities:

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).

Actively engage parents/carers in their child's learning, e.g. via weekly newsletters, our school website, letters, open days/mornings, including clearly communicating the details of home learning.

Update parents/carers on pupils' progress regularly and produce an annual written report on their child's progress.

Promote the ethos and values of our school.

Meet the expectations set out in this T&L policy, Behaviour policy, SEND policy and Marking & Feedback policy.

Subject and Phase Leaders at our school will:

Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.

Sequence lessons in a way that allows pupils to make good progress from their starting points.

Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.

Drive improvement in their subject/phase, working with teachers to identify any challenges.

Timetable their subject to allocate time for pupils to: achieve breadth and depth; fully understand the topic; demonstrate high standards.

Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.

Improve on weaknesses identified in their monitoring activities.

Create and share clear intentions for their subject/phase.

Encourage teachers to share ideas, resources and good practice.

Meet the expectations set out in this T&L policy, Behaviour policy, SEND policy and Marking & Feedback policy.

Senior Leaders at our school will:

Have a clear and ambitious vision for providing high-quality, inclusive education to all.

Celebrate achievement and have high expectations for everyone.

Hold staff and pupils to account for their teaching and learning.

Plan and evaluate strategies to secure high-quality teaching and learning across the school.

Manage resources to support high-quality teaching and learning.

Provide support and guidance to other staff through coaching and mentoring.

Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.

Promote team working at all levels.

Address underachievement and intervene promptly.

Meet the expectations set out in this T&L policy, Behaviour policy, SEND policy and Marking & Feedback policy.

Governors at our school will:

Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.

Monitor the impact of teaching and learning strategies on pupils' progress and attainment.

Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Make sure other school policies promote high-quality teaching, and that these are being implemented.

Pupils at our school will:

Take responsibility for their own learning, and support the learning of others.

Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.

Attend lessons on time and be ready to learn, with any necessary equipment for the lesson.

Be curious, ambitious and engaged learners.

Know their targets and how to improve.

Put maximum effort and focus into their work.

Complete home learning activities as required.

Meet the expectations set out in our behaviour policy and marking and feedback policy.

Monitoring and Evaluation of Teaching & Learning:

It is the responsibility of all the teaching staff to implement our school Teaching and Learning Model/Policy.

This Model/Policy includes core elements which are needed for consistency. It is used to monitor, evaluate and improve practice.

We will monitor Teaching and Learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Head Teacher, Teaching & Learning Lead, SLT, Curriculum Leads and Subject Leads will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Planning looks
- Book looks
- Pupil voice – e.g. School Council, questioning during learning walks, questionnaires
- Monitoring marking and feedback
- Assessment data
- Termly pupil progress meetings
- Staff self-evaluations
- Staff voice – e.g. questionnaires

Review:

This Teaching and Learning Policy will be reviewed every one/two years (depending on need) by the Teaching & Learning Lead, SLT and Governors.