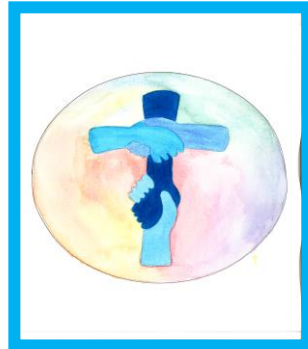


St Mary's Catholic Primary Schools Trust



Teaching and Learning Policy 2023/24

Mission Statement:

'Aspire not to have more but to be more.'

Vision and Goals

Our Faith is at the centre of everything we do, and our aim is to foster and deepen our children's faith, to help them to enter into a personal relationship with God and to respond to Him through prayer, worship and Christian living. We try to live as Jesus would want us by showing the personal qualities of caring, sharing, love, trust, honesty and mutual respect.

Our ambitious vision is to inspire excellence for all and achieving together in God's love, by: Ensuring that teaching is rich, broad, balanced, bespoke, and relevant. We have the highest expectations for all children and our aim is to ensure that every child will enjoy learning and have the courage and determination to be the best they can be, in learning, and as citizens of the global community. Our core purpose is to enable all children to develop their confidence, all round ability and to use the unique talents that God has given them to the highest level that they can achieve for the common good.

The Curriculum

"This is what we are about.

We plant seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces effects beyond our capabilities."

Archbishop Oscar Romero

"When we try to pick out anything by itself, we find it hitched to everything else in the Universe." John Muir

Intent: Our school ethos is built upon the Catholic faith, and our children learn to live in 'St. Mary's Way', where fostering respect for others and care for creation form the foundations of our curriculum. They enjoy learning, playing and praying together, becoming more loving, persistent and resilient through working both independently or in collaboration with others. We begin with the National Curriculum but deliver so much more.

We believe that young children do not see learning in neatly defined boxes. Rather, they are interested and open to the wonder and beauty of creation and the world around them, and are filled with a desire to reach out to others, and an enquiring spontaneous delight in learning. To that end we plan our curriculum through thematic units of work to be rich, broad and balanced in order to develop and deepen their understanding, knowledge and vocabulary.

We aim for our children to experience an education that is motivational, and plan both curricular and extra-curricular events to bring learning alive and enrich their cultural capital. Through challenging and supporting each child to reach their potential, we aim to equip them with the skills, knowledge and self-belief to meet the next steps on their educational journey successfully and confidently.

Parents are the first teachers of their children. We aim to establish a close home-school partnership, as we really value the help and support they give.

Implementation

At the Infant School, our curriculum is designed to be delivered through thematic units that have at their heart and starting point high quality texts. This allows for learning to be contextualised, with English skills under-pinning subject-specific study. Each year group's curriculum map is revised annually by teachers, and is planned to incorporate the range of objectives from their Key Stage including Spiritual, Moral, Social and Cultural Development.

We draw families from across the globe, and to that end we offer a range of activities to enhance and deepen parents' confidence to support their children's educational journey.

At the Junior School, the learning becomes more subject specific whilst still ensuring that there is always a context for learning. Children are encouraged and supported to challenge themselves and are given clear targets and success criteria so that all children have the opportunity to achieve their full potential.

Both schools work closely with outside agencies, such as an Educational Psychologist, a Speech Therapist, a Drama Therapist, Social Services and CAMHS, to ensure that all our children can access our rich curriculum at their own appropriate stage of learning. Interventions are put in place for those who may need additional support to close the gap between them and their peers.

Impact

We know our curriculum is impacting as children tell us they love their learning and they take great pride in their books, especially the project books.

Teachers have high expectations of all children and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.

Monitoring shows that children are active in their learning, are able to construct their own knowledge and are able to think flexibly and creatively.

Analysis of internal testing provides staff with an accurate overview in order that gaps in learning can be closed.

The planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.

The Learning Environment

Our learning environment is vibrant and stimulating, catering for the academic, physical, spiritual, moral, social and cultural development of our children. We want our children to feel safe whilst also being challenged to know more, remember more and do more.

Our learning environment fosters independence, collaboration, persistence and versatility, and offers a range of different ways to practise, apply and embed their knowledge, skills and deepening understanding.

Class Organisation / Teaching Methods

We believe that a child centred approach to teaching enables teachers to adapt the learning to suit the needs of our children more effectively, leading to swift progress and successful outcomes. Our classrooms are therefore set up to enable staff to work with small groups. This ensures that teaching is focussed and adapted to the needs of the children. This also enables us to give children immediate feedback and allows us to address misconceptions before they become embedded. This is particularly important for our Nursery, Reception and KS1 children.

Assessment

All learning is carefully monitored and tracked by the class teachers to ensure that all children are making progress from their starting points. Leaders have an overview of all teaching and learning and moderation and review termly. Parents and Carers are given regular updates on their children's progress and attainment. All data is collated and reported to the Governing Body.

Leadership

Together with our Governing Body, our school leaders constantly monitor and review our visions and goals, our curriculum, learning environment and attainment and progress to ensure that St Mary's is the best that it can be.

Our Staff

All teachers, other than Early Career Teachers, lead on a curriculum area. They play a key role in developing a rich curriculum diet, supporting and the teaching of their subject, monitoring subject coverage, pupil attainment and progress to inform future priorities.

Date approved by Governors	Learning and Wellbeing Committee
Date that this policy is active	7.12.23
Date of next review by Governing Body	December 2024