

St. David's RC Primary School

Teaching and Learning Policy

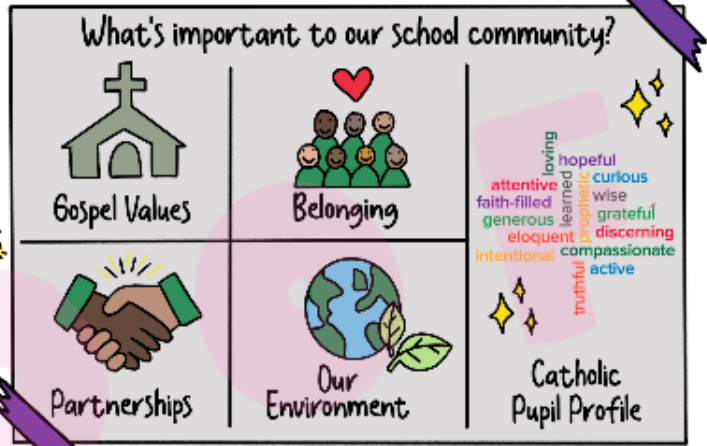
2024/25

Curriculum Design

New Curriculum for Wales, September 2022



OUR SCHOOL VISION:
Inspire, Believe, Achieve!



Sketchart by Beth at www.workwithbeth.com @workwithbeth



OUR SCHOOL VISION: Inspire, Believe, Achieve!



Motto: A Little School Where Big Things Happen!

Mission Statement

Together,
We live and learn with God the Father, through Jesus Christ, guided by the Holy Spirit.

School Values - How we live our mission at St David's

Love one another as God has loved you.
Praise and give thanks to God.
Pray together every day.
Respect and celebrate the richness of our different cultures as we work and walk together
Be proud of yourself and your achievements.
Challenge yourself...be resilient, resourceful and persevere!
Be curious and caring about God's wonderful world.
Care for and respect yourself and others.
Help to create a safe and healthy environment where everyone feels valued
Make the right choices based on the Gospel values of love and forgiveness
Recognise your roles as global citizens with our school, parish and wider community.
Be the best you can be!

Vision Statement – Our vision for our school and our learners

The vision of St. David's Primary School is to enable all children to achieve their full potential following in the footsteps of Jesus. In this we aim to create a nurturing, inclusive and loving school community where Christ is at the centre and the children are at the heart, inspiring and guiding all that we do.
Through a commitment to excellent teaching and learning we aim to empower our children to be confident, healthy and responsible individuals, equipped for life with God at their side.



This policy outlines the fundamental aims, which underpin all teaching and learning at St. David's RC Primary School.

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1. Rationale

At St. David's we want our pupils to become **ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens and healthy, confident individuals...**

Growing in faith together as one in God's family.

Working to share the many and varied learning opportunities with the pupils as they learn and grow in our school family.

We also hold our distinctive Catholic principals as outlined in the Jesuit Pupil Profile
Pupils in a Jesuit school are growing to be . . .

- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.
- **Attentive** to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.
- **Compassionate** towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.
- **Faith-filled** in their beliefs and hopeful for the future.
- **Eloquent** and truthful in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things; and wise in the ways they use their learning for the common good.
- **Curious** about everything; and active in their engagement with the world, changing what they can for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

2. Aims and Objectives

While it is true that planning for learning, teaching and assessment in learning should adapt to suit the learners’ needs; this policy outlines the whole-school “non-negotiables” in these key areas.

This policy defines consistent approaches to the planning for learning, key whole-school teaching strategies and assessment in learning procedures. It will allow teaching staff to build up a repertoire of expertise, knowing that what they are doing in these key areas is consistent with what is going on in other classrooms across the school. It will also allow our teachers to support each other as we continue to improve the quality of teaching and learning across the curriculum. The curriculum is the interaction between the teacher and the learner and, as such, conveys attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we share through our curriculum delivery.

The **12 Pedagogical Principles** for CfW are key elements in having an effective teaching and learning environment within St. David’s Primary.

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge & experience to engage interest
Focus on the 4 purposes	Use assessment for learning to accelerate progress	Make connections within & across Areas of Learning & Experience	Reinforce Cross Curricular responsibilities - Literacy, Numeracy & Digital Competence

There are some core principles which we believe at St David's underpin our whole school ethos, drive our teaching and shape the learning for which we are responsible.

- Learners should be literate, with confident skills in oracy, reading and writing across genres.
- Learners should be numerate, able to reason, problem solve and apply skills to a level of mastery appropriate for their age
- Learners should be developing spiritually and emotionally within the Catholic ethos of our school.

3. Planning for Learning

Our curriculum at St David's is underpinned by the Welsh Government Curriculum for Wales 2022 with the **4 core purposes at the heart of the new curriculum**. These are the starting point for all decisions on the content and experiences developed as part of the curriculum to support all pupils to be:

Ambitious Capable Learners	Enterprising, creative contributors	Ethically Informed Citizens	Healthy, confident Individuals
<p>To be ambitious: set yourself challenging goals</p> <p>To be capable: know the steps you need to take to achieve your goals</p> <p>To be learners: understand the ways in which we learn, and how we can become lifelong learners</p>	<p>To be enterprising: identify a problem, and come up with a creative solution</p> <p>To be creative: use your imagination effectively to see situations in a different way and express yourself effectively using a variety of media</p> <p>To be contributors: work well as part of a team, and be adaptable</p>	<p>To be ethical: understand and consider the effect of our actions on those around us, particularly those who are different to ourselves.</p> <p>To be informed: know how to find accurate and reliable information, and use it to form opinions</p> <p>To be citizens: understand and care for the area in which we live, both from an ecological and environmental perspective and with awareness of our rights and responsibilities.</p>	<p>To be healthy: understand key elements to keep our bodies and minds in the best shape, including diet, exercise and mental health.</p> <p>To be confident : be prepared to step out of our comfort zone, to take risks and to have (and use) a voice in a wide range of situations and contexts</p> <p>To be individuals: recognise the diversity in our school and society, and celebrate our differences whilst taking responsibility for our own words and actions.</p>

- From these statements, our curriculum has been developed to:-

<p>To develop these attributes in our pedagogy in our learners, our pedagogy at St David's focuses on:</p>	<p>To develop these attributes in our learners, our pedagogy at St David's focuses on:</p>	<p>To develop these attributes in our learners, our pedagogy at St David's focuses on:</p>	<p>To develop these attributes in our learners, our pedagogy at St David's focuses on :</p>
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<ul style="list-style-type: none"> *Developing a 'Growth Mindset' and understanding the importance of failure *Nurturing a love of reading and sound acquisition of reading skills and strategies *Strengthening mathematical understanding and skills through Mastery *High levels of Digital Competency for all learners *Collaborative learning through STEM projects *Consistent, relentless, positive feedback to ensure learners are always making progress and are highly motivated 	<ul style="list-style-type: none"> *Providing opportunities for all learners to engage in appreciate the Expressive Arts *Engaging with the local community through enterprise activities *Ensuring all pupils participate in our extensive extra-curricular programme *Promoting group work, across the curriculum and throughout our whole school environment *Developing creative and critical thinking skills through the use of high level questioning 	<ul style="list-style-type: none"> *Expecting and maintaining excellent standards of behaviour *Use of the Catholic Pupil Profile to explicitly teach and develop character <i>virtues</i> in our pupils * A Senedd group 'Charity' who work to reach out to the needy in our local community. * Ensuring every child has the opportunity to participate in daily Christian Meditation, to develop their spirituality & mental well-being *Use of the Archdiocese document 'Fertile Heart' to ensure appropriate teaching of Relationship and Sex Education for all learners *A raised profile of the Welsh language, and our country of Wales *A Senedd group dedicated to 'Eco' to promote sustainability * Provide authentic learning contexts and role-models for learners. 	<ul style="list-style-type: none"> *Giving pupils a voice to share our whole school community through the School Senedd. *Ensuring appropriate stretch and challenge for all pupils, and particularly the 'more able' *Explicit teaching of Well-Being, both physical *Ensuring all pupils participate in a range of physical activity *A raised profile for oracy across the curriculum *Use of the 'Learning Pit' as a metaphor for classroom learning
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Our schools' curriculum is everything the pupils learn and experience in pursuit of the four core purposes. ***It is not simply what we teach, but how we teach it and crucially, why we teach it!***

Cross Curricular Responsibilities

Across all Areas of Learning and Experience (AoLEs), the application of numeracy, literacy and digital competency is robustly planned for.

4. Teaching

Effective Teaching

We believe children learn effectively when the teacher provides:

- thorough preparation;
- shared learning objectives which are understood by the pupils;
- clear and high expectations of what pupils are meant to achieve by the end of the session;
- open-ended, thought provoking, challenging questions;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- support for the learning of pupils with differing abilities;
- a planned programme of educational visits to reinforce and stimulate learning;
- a 'hook' is provided, which stimulates curiosity
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- opportunities to review and reflect on learning;
- thinking time before answering questions;
- innovative teaching;
- appropriate pace to the lesson;
- developmental feedback and marking of children's learning.

We base our teaching on raising the ceiling and expectation of learners and offering them opportunities to achieve regardless of level of ability defined by previous assessments and learning. When teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We strive to ensure that all tasks set are appropriate to varying levels of ability. Our teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. We set academic and personal targets with the children in each year.. We review the progress of each child throughout the academic year, and set revised targets. Through constant discussion and the use of

continuous assessment for learning the learners know what went well and any areas of development.

All children learn and progress at different rates and in different ways, and have different strengths and abilities. At St. David's we strive to enable all learners to succeed and recognise that at times children may need more support or challenge in areas such as literacy, numeracy or with social, emotional development. Some children may require additional support for a short time only, others for longer. Our aim is to identify children with Additional Learning Needs or ALN as early as possible to ensure that effective and timely additional learning provision or ALP is provided to match individual needs.

This commitment is reflected in our broad and balanced curriculum and in the way we approach learners who may have an Additional Learning Needs. All areas of school life are inclusive and teaching is child centred and provides both challenge and support encouraging everyone to reach their full potential. Individual needs are provided for through appropriate differentiation of the curriculum both in the classroom and where appropriate, in an individual or small group situation. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities.

5. Assessment IN Learning

Our Core Goals for Assessment :-

- securing pupil awareness of their audience and the success criteria
- helping pupils recognise and share what they have done well
- identifying strengths
- pupil-led (with age/stage appropriate self and peer assessment)
- building a culture of valuing and sharing
- focusing on metacognition
- showing progress
- developing resilience to support higher challenge and struggle
- a detailed outline can be found in the [Assessment strategy 2023/24](#)
- Ideas and concepts from **Dylan William's '5 Key Concepts of Formative Assessment'** have been used to develop the school assessment and feedback policy.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

- Feedback research from **John Hattie** has also influenced the thinking and procedures at St. David's. Feedback should be:-

1	'Just for me' in a way the learner can interpret
2	'Just what I need' to help the learner make progress.
3	'Just where I am' with their learning progress.
4	'Just in time' to support the learner - the more immediate the better

6. Continuous Professional Development at St David's

We Will:

- Support, share and collaborate
- Be proactive and use our initiative
- Explore opportunities for our own professional development
- Reflect on our practice
- Approach all opportunities and challenges with a Growth Mindset

Our Professional Expectations:

- Ensure safety and well being of all children
- Meet agreed deadlines
- Ensure confidentiality at all times
- Dress appropriately and be punctual
- Be well prepared everyday
- Promote good working relationships
- Show respect towards each other
- Maintain high standards of ethics, behaviour within and outside school.

7.Non negotiables

- Completed weekly planning to be uploaded to Google Drive by Monday. (this might be tweaked over the week) -
- Planning should be structured with WM link, LO, main activity, differentiation (not by outcome) but by task, resource, time, support, evaluation - evaluative not descriptive. (use Estyn speak)
- Planning should show continuity from one activity to the next.
- Planning links to be included in weekly planning.
- Medium term planning (curriculum designs ready before theme starts)
- Questioning types to be used within teaching - literal - avoid, reorganisation - LA and support, higher order - inferential, evaluative, appreciation.

Reviewing this Policy

This policy has been approved by the governing body on 08/02/24.

- Date agreed Feb 2024
- Date for review Feb 2025

Head teacher L Robinson

Chair of Governors R Cross