



Corpus Christi Catholic Primary School

Teaching and Learning Policy

Joyfully, unique in Jesus' family, we learn to use our special gifts to love, serve and make the world a better place.

Teaching and Learning Policy			
Approval		Board of Governors	
Chairperson	Anna Murphy-Sullivan	Headteacher	Simon Lennon
Date of last review	June 2024	Date of review	March 2026
Date of next review	March 2028	Maintenance	SSD Committee

***‘Christ is like a single body, which has many parts;
it is still one body, even though it is made up of different parts.’ (Corinthians)***

Rationale

As a Catholic school, we aim to prepare our children to actively participate in ‘making God’s world a better place’ - to be active participants in the sharing of the Good News. We prepare all children to understand the world in which we live and recognise their part in building a more just, loving and peaceful society. We want our children to make informed decisions about their positive role in the modern world, through a Catholic perspective (lens), inspired by the Gospel Values. As a result, we will pursue excellence for all through all curriculum areas.

We therefore design our wider curriculum within the context of the children in our care where we celebrate the diverse cultures in our community through school and community events. We create space in our curriculum for reflection on community, local and world events and learning about the current news.

We recognise RE as our core subject and we adhere to Religious Education and Prayer and Liturgy Directories. We recognise that parents are the primary educators of the faith and we work closely with the local parish and community to nurture our children in their faith journey. We foster an ethos of serving both individuals and society through fundraising, supporting local and worldwide charities, and caring for our planet.

In order for our children to develop a sense of place in their world, we ensure that learning involves investigating their locality - their parks, coastline, town and forest - supporting our authentic curriculum and making learning real.

As Corpus Christi school is a ‘learning community’ where all are involved in a continuous process of improvement and enrichment, we are committed to fostering a positive climate for Continuous Professional Development (CPD). The school believes effective teachers should take ownership and give a high priority to professional development. The school’s CPD provision allows staff to develop skills and competencies, progressively allowing them to build on and reinforce skills and expertise, particularly across the key areas identified in the appropriate Standards Frameworks.

This policy seeks to ensure consistency in classroom practice and management and identify the ways in which teaching and learning is characterised. As a Catholic family we welcome all and value Christ in everyone.

At Corpus Christi our curriculum *intent* is:

- to provide a Catholic education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life
- to recognise and develop the uniqueness of each person as a child of God through the broader curriculum
- to educate and inform children so that they can take their place in society with an orientation towards service and commitment to the common good and to become global citizens.
- to provide an inclusive education where all children and families feel loved, valued, represented and respected
- to provide our children with the opportunity to experience excellence through a curriculum which is enriching and challenging
- to prepare children to take advantage of the opportunities, responsibilities and experiences of later life.

Teaching

At Corpus Christi our Catholic approach to teaching is *implemented* through:

- providing equal opportunities for all children to access the broader curriculum with challenge and support where appropriate
- application of the ten Rosenshine Principles to ensure teaching builds upon previous learning and new content is embedded to long term memory (Appendix 1)

- helping all children to develop lively, enquiring minds through a ‘**See - Choose - Act**’ approach, where they investigate, debate and apply themselves to learning
- developing effective communication skills, both orally and written, all children will produce work of a high standard which can be performed, presented and/or published.
- teaching all subjects to an excellent standard with high expectations and challenge for all
- encouraging a love of reading that will support learning for life
- using technology effectively and safely to enhance communication
- helping all children develop personal, moral and spiritual values including respect for others and their beliefs and for the environment
- supporting children in their learning through developing a strong sense of physical and emotional well-being.

Learning

At Corpus Christi, our Catholic approach to learning is *implemented* through:

- Learners actively participate in their learning. Through use of Pupil Voice, they are empowered to make choices in how they learn and demonstrate their learning.
- Engaging learning experiences which challenge all learners.
- Ensuring the context of learning is relevant for the children and helps them understand and engage with the world they live in
- Mastery of key knowledge and skills, balanced with opportunities to explore their ideas, deepen their thinking/understanding and solve problems.
- Staff have high expectations and are activators. They promote a ‘Growth Mindset’ approach: valuing hard work, perseverance, positive attitude towards challenge, accepting that mistakes are part of learning, taking risks, trying new ideas/approaches and using feedback to improve.
- Opportunities to develop key skills: questioning/investigating, inventing, exploring, making connections, resilience, collaborating, planning.
- Following standard classroom arrangement as follows: Key Stage 2 pupils sit in rows of four with mixed abilities, ensuring focus in on the teaching at the front of the classroom; in Early Years and Key Stage 1 the children are grouped in tables of mixed abilities unless a one-off activity requires otherwise.
- Recognising the interconnectedness of all learning in a Christ-centred way
- Targets are shared with children and a copy is kept in English and Maths work books, as well as shared with parents/carers at parent consultations or Individual Education Programme (IEP) meetings .
- All children are engaged participants in their feedback.

TEACHING AND LEARNING IN PRACTICE:

Learning experiences aim to include:

- Learning Objective shared (*so learners know what they are learning and why*).
- Expectations shared (*pupils’ ideas encouraged*).
- Use of interactive inputs by staff and pupils (*not always at the beginning or in one section*).
- Feedback is shared with the child and guides next steps for learning (*discussed, written only if necessary*).
- Learning is matched to specific and precise targets (*for groups and individuals*).
- Every learner is challenged (*using prior assessment*).
- Maximise engagement and active learning.
- Every learner has opportunities to reflect (*on what they are learning, how they are learning and how they might improve*).
- Learners have opportunities to discuss (*learning partners*).
- Questions / prompts / scaffolds (*used to support / extend / challenge / activate learning*).
- Direct teaching and mini interventions.

- Adults responsive to the learning needs (*systematically check understanding*).
- No hands up; teacher to choose children to ensure inclusivity and participation.

The Learning Environment

We recognise that the physical learning environment is most effective when it is organised to facilitate both learning and teaching in a positive and engaging manner.

The physical learning environment:

- Meets the sensory processing requirements of pupils, which is , informative and celebrates the input of all learners.
- Learning areas are appropriate to the task / activity to be completed.
- It is organised to encourage independence and resourcefulness.
- Includes accessible and appropriate resources.
- IT resources are used to support and challenge learning.
- Is adapted to meet the needs of all learners.
- Mixed ability seating to promote inclusivity (KS2 children sit in rows facing the front of the classroom; EYFS and KS1 children have carpet and grouped table seating)

The emotional learning environment:

- Is friendly, safe, secure, trusting, respectful, compassionate and predictable.
- Encourages everyone to contribute and equally values the input of all.
- Has clear, consistent rules and rewards systems in place which the children have ownership of.
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- Everyone is clear about their roles and responsibilities.

Impact

The overarching intention is for Corpus Christi to have high mission integrity which will be characterised by a distinctive commitment to Catholic social justice. This will be evident by outcomes (perform, present and publish) from the children in supporting their local and global communities.

The impact is also measured through thorough investigations into curriculum practice (deep dives by curriculum leaders) and examining outcomes involving key stakeholders. We monitor curriculum mapping, application of skills and knowledge, relevance and assessment in order to ensure maximum effectiveness.

Furthermore, a genuine commitment to ensuring that all stakeholders feel valued and loved, and to upholding their human dignity, is central to our vision for educating our children. From our reviews we will reconsider curriculum overview / topics, staff training, visits, visitors and field trips to ensure we continually develop our Catholic faith through the broader curriculum.

Interventions

In our school the **key purpose of interventions** is to:

- enhance learning and close achievement gaps by using research based strategies
- Provide targeted support that helps identify and address specific learning or behavioural needs
- maintain consistency and fidelity in implementation of interventions in our school

Research-based interventions are instructional strategies or programs that have been systematically studied and shown to be effective through empirical research. Interventions should always have an initial assessment and an end review in order to measure progress.

Within our school there are 3 tiers of intervention:

Wave 1 – Universal (Quality First Teaching) for all students which involves:

- High-quality, inclusive classroom teaching based on the Rosenshine principles
- Well-differentiated instruction to meet the needs of a diverse classroom.
- Effective use of assessment for learning (AfL) strategies.
- Clear objectives, modelling, scaffolding, and feedback.

The goal of Wave 1 interventions is to ensure that all students have access to good teaching that helps them progress without needing additional interventions

Wave 2 – Targeted (Small Group Intervention) for pupils not making expected progress despite Wave 1 teaching. The interventions are:

- Time-limited and targeted
- Usually delivered in small groups.
- Focus on specific gaps in learning

The goal of Wave 2 interventions is to accelerate progress and help students bridge any gaps in learning. Examples of Wave 2 interventions in our school are IDL Literacy, Lexia, Flash Academy, Sensory Circuits, Social Skills groups, Phonic interventions.

Wave 3 – Specialist (Individualised Support) for pupils with significant and persistent difficulties. These interventions are:

- Highly personalised, often 1:1 or 1:2 support.
May involve input from external specialists (e.g., speech and language therapists, educational psychologists).
- Often linked to an Education, Health and Care Plan (EHCP) or formal SEN support

The goal of Wave 3 interventions is to provide intensive support tailored to a student's individual needs to enable them to access the curriculum.

The range of interventions provided include Lexia, EAL, IDL Literacy, Phonics, Sensory Circuits, Epic D, Attention Autism, Lunch Bunch, Nurture Base, Rainbows - this is not an exhaustive list and will change in line with the identified needs in the school.

Procedure for pupils identified as having indicators of a specific reading difficulty:

Step 1: Teacher discusses concerns with Dyslexia lead. Dyslexia lead advises on strategies to support in class -Quality First Teaching.

Step 2: Should the pupil continue to experience difficulties, class teacher seeks advice from Dyslexia lead to gain a second opinion in regards to indicators of dyslexia and how best to communicate this to parents/carers

Step 3: Teacher meets with parents/carers to discuss identified areas of concern for the pupil and to gain their consent (verbally) for a dyslexia screening check. Dyslexia Lead to advise on how best to do this.

Step 4: Upon parental agreement a screening check is conducted. Results are shared via a with parents. Results are also shared with the Inclusion lead and are scanned and added to the pupil's file.

Step 5: Pupil continues to receive QFT and implement strategies and/or interventions suggested and overseen by the Dyslexia lead.

Appendix 2: Methodology for identifying pupils for all specific interventions including reading.

End of Year Transition

At the end of each academic year, the pupils in each class will be split according to gender, SEND needs and levels of achievement. Pupils will be given the opportunity to select four named friends, one of whom may be in their class the following year. By splitting the classes each year, pupils get to know all the pupils in their year group during their time in Corpus Christi Catholic Primary School. Parents may express a desire for their child to be in a class without another pupil, this should be discussed with either the Headteacher or the Deputy Headteacher by the end of Spring term. The decision in regards to this is made by the Headteacher. It is important to note that this request is only valid for the upcoming academic year and not for the pupil's school life. The pastoral team in conjunction with class teachers will support pupils who may need extra help with transitioning by providing additional transition groups during the summer term.

Identifying Continuous Professional Development Needs for Staff

- Such needs will be identified largely through existing mechanisms such as staff appraisal, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams
- The Headteacher and SLT, including subject leads will discuss the main CPD priorities and the likely budgetary implications of addressing these needs. The impact of all CPD will be shared with Governors.

CPD Provision

The school will support a wide portfolio of CPD approaches identified according to 'Best Value' principles and which reflect the learning effectiveness of the participants. These include, though not exclusive:

- in-school training using the expertise available within the school and collaborative activity (e.g. collaborative teaching, planning and assessment, work with a learning team, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modeling)
- coaching and mentoring and engaging in a learning conversation
- attendance at a lecture, course or conference
- school visits to observe or participate in good and successful practice
- postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition such as NVQs, Higher Level Teaching Assistants, NCTL programmes
- ECT development framework

Staff may request CPD and upon approval a log of all CPD is maintained by the Deputy Headteacher.

Evaluating Impact and Disseminating Good Practice

Following CPD, the participant will discuss with their line manager and curriculum lead the opportunities to disseminate to other staff. It is expected that where CPD is undertaken by a member of staff that they provide feedback to the senior leaders to enable some knowledge, information, skills, practice or new practice to be acted on by the school to improve the outcomes for children.

CPD should impact:

- Delivery of the School Vision
- School Development Plan
- Pedagogy
- Pupil and school attainment
- Record keeping
- More effective and embedded teaching and learning
- A climate of supporting success and effort
- Staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness
- Pupil enthusiasm, engagement and commitment
- Recruitment and retention
- Career progression

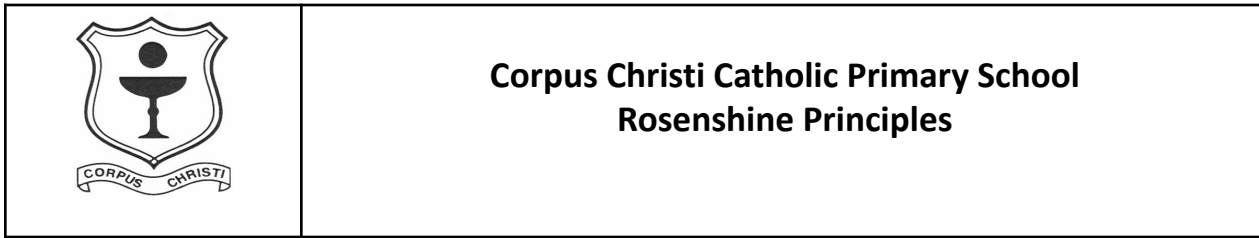
Information for staff who wish to undertake accredited CPD courses

The ethos of the school is to support the career development of all the staff and as such the senior leaders and governors are committed to enabling opportunities for development for all staff should they wish to undertake more formal routes of personal professional development. Such courses may include (but are not restricted to):

- Post-graduate training at university or college (MA, or modules/credits of an MA)
- NPQML / NPQSL / NPQH through the National College for Teaching and Learning (NCTL)
- Different routes into teaching (PGCE, Apprenticeships, Teach First)
- Paediatric first aid

Any requests for courses that take longer to complete, and require significant/greater cost, will require the agreement from the Headteacher. The school will support financially, where possible, attendance on courses or further education when staff apply. Requests should be in writing by email.

Appendix 1



The principles are based on Rosenshine's research with particular focus on observing the practice of 'expert teachers' (those with high pupil outcomes). The principles can be applied to all age groups and all curriculum subjects, and will form the basis of classroom observation and reflection.

- 1. Daily Review**
Begin a lesson with a short review of previous learning.
- 2. Present new materials using small steps**
Teachers deal with the limitations of working memory by presenting new material in small steps, with opportunities to practise each step.
- 3. Ask questions**
Teachers ask a range of questions on content taught to check for understanding.
Teachers use 'cold-calling', meaning they ask everyone and select who answers (no hands up).
- 4. Provide models**
Teachers share a fully worked-out example or model text to show the children what is expected.
Children can use the models as a tool.
- 5. Guide pupil practice**
Children practise what has been taught through rephrasing, explaining or summarising the material.
- 6. Check for understanding**
Teachers regularly check for understanding.
- 7. Obtain a high success rate**
At least 80% of the class should be correctly answering your questions at stages 5 and 6 (guided practice / check for understanding) **before** you move onto independent practice.
- 8. Provide scaffolds for difficult tasks**
Scaffolds allow teachers to teach to the top – all children do the same work, but the additional scaffolds for the most difficult tasks mean even the difficult tasks become easy.
- 9. Independent practice**
Independent practice develops fluency. During independent practice, teachers support where necessary.
- 10. Weekly/month reviews**
Revise and recap what has been learnt and practised in the past. Research shows that the more times children recall something, the easier it becomes to recall it later on when it is needed.

Appendix 2 Methodology for identifying pupils for specific interventions



Appendix 2.

