Last Reviewed: May 2023

Next Review: May 2026

Teaching and Learning Policy.

Rationale

At St Laurence's, we are committed to providing a high-quality learning environment; a mastery approach across the curriculum and have oracy at the heart of all we do. We believe that pupils who can explain their learning, retain their learning. Alongside oracy, our three school values: trust, creativity and wisdom, shape our vision for curriculum design and implementation.

Intent

Our curriculum takes the three key principles of mastery:

- fluency - the ability to recall and apply essential facts and skills quickly
- reasoning - the ability to explain understanding
- problem solving - the ability to apply understanding in unfamiliar contexts

and applies them to all curriculum areas, which enables all pupils to have high levels of oracy. Staff plan for cross-curricular links and expect pupils to recognise, explain and celebrate these links.

In maths, we follow the NCETM progression documents, which acts as ongoing professional development for staff. In English, we follow use Pathways to Read, Pathways to Write and Pathways to Spell to inform our planning. These schemes were chosen due to the fact they have high-quality texts at their heart and foster a love of reading.

In Science and the foundation subjects, coordinators have identified the disciplinary concepts and substantive concepts that we believe define each subject. Disciplinary concepts elucidate how someone successfully uses their knowledge of principles, theories and processes to improve their understanding of their chosen subject. In order to make this clear for pupils, we describe disciplinary concepts as “Being a Historian…” or “Being an Artist…”. For example, in Geography: “Being a Geographer involves having a contextual knowledge of the UK”.

Substantive concepts are concepts that repeatedly appear in subject areas and pupils deepen their understanding of over time (for example in History, the concept of “Invasion”). Alongside substantive concepts, pupils also need to learn substantive knowledge - subject specific information. To ensure that pupils progress in this model, each unit of work that they cover has a colour coded vocabulary list (of approximately eight words) which clearly lay out the substantive concepts and the substantive knowledge being covered. Furthermore, these lists ensure:

- Coordinators to have a progression overview
- Conceptual progression through threshold concepts and schemata
- Staff know what has been taught before and what is coming next
- Pupils have a framework to scaffold their learning with

- Staff and SLT have a framework to assess pupils' learning

Through the discrete, quality teaching of vocabulary and interweaving it more subtly into our curriculum, we ensure pupils can discuss and retain their learning, leading to progress overtime.

Implementation

With oracy in mind, every lesson starts with question that shapes the learning in class. By championing oracy and planning for cross curricular links, our curriculum is interleaved and pupils feel that everything they are learning is purposeful.

In Science and foundation subjects, images that relate to the disciplinary concepts are displayed. All pupils are familiar with these as they are consistent across the whole school - this allows people to explain that understanding of the essence of each curriculum area. At the start of each unit, pupils stick in a title page, which has the disciplinary concepts along with the list of substantive concepts and knowledge; it will also provide a space for pupils to define the vocabulary. By understanding these concepts, pupils have a framework with which to structure their learning and build upon their knowledge year-on-year.

Learning is the purpose of the whole school and is shared commitment. At St Laurence's, we recognise that education involves children, parents, staff, governors, the community and the local authority and that for optimum benefit, all should work closely together to support the process of learning. We expect all stakeholders to uphold our school values of:

- Creativity
- Trust
- Wisdom
- Oracy

As well as these, we have a rolling programme of circle time and expect pupils to be able to apply the learning skills embedded into these sessions whenever they are learning:

- Listening
- Thinking
- Concentration
- Looking
- Speaking

Retrieval

To ensure pupils retain their learning, staff will regularly revisit key vocabulary and concepts. Below is just some of the ways they might plan to do this:

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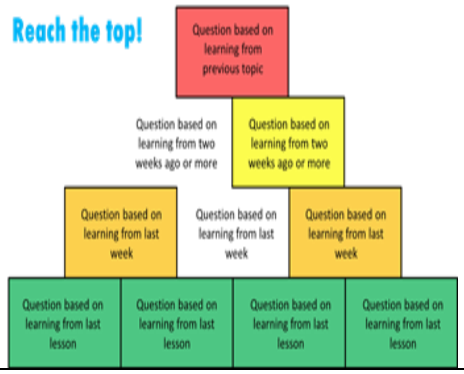
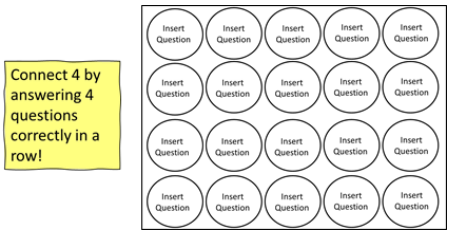
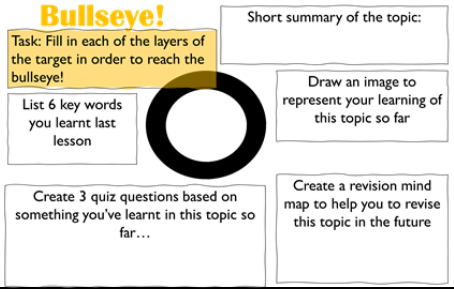
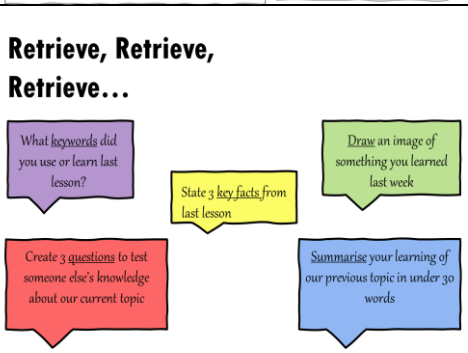








Gimme 5
10 for 10

321
List 3 facts about…
List 2 features of…
List 1 example of…

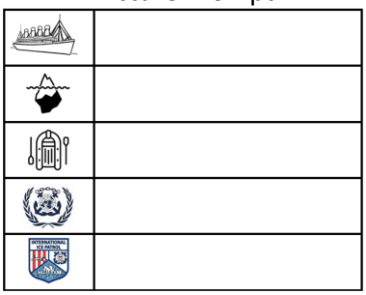
Explain the mistakes

Odd one out

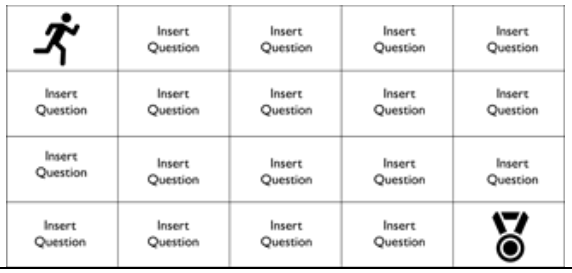
What went wrong?

Which is the best wrong answer?

Picture Prompt



Retrieval Race



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Homework

Homework is considered to be a valuable element of the learning process (see homework policy).

Assessment

At St Laurence's, we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are:

- Sharing learning goals
- Effective questioning
- Self and peer evaluation
- Effective feedback

Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. In English and Maths, the objectives that we are assessing against are clear in the national curriculum.

We have a range of assessment tools we use to assess core subjects. We also have extra tools that can be used to triangulate where exactly borderline children may be, such as Salford reading assessment.

In Science and the foundation subjects, staff will plan summative assessment activities - such as writing a report, recording a speech etc. that will allow them to assess against the disciplinary concepts and substantive knowledge and concepts covered as well as elements from the national curriculum. They may also plan a unit of work with a clear outcome at the end that demonstrates pupils' current understanding.

Recording

At St Laurence's, we use I track to record pupil progress. There are four main data drops through the year: Autumn, Spring, Summer and end of year, which provides the structure for our pupil progress meetings that follow. This is made-up of a combination of standardised scores and teacher judgments and reflects where pupils are at that point in the year. Reading, Maths and Writing are the main focus of these drops. Working Scientifically is also recorded at different points throughout the year.

In Science and foundation subjects, each unit ends with an assessable activity. Pupils are assessed against this and their work in class and these assessments are recorded. By the end of the year, Teachers will be able to make final judgements of pupils' attainment based on these.

Reporting

With our rigorous assessment calendar and procedures, all parties are kept up to date with pupil progress. The SLT are able to report confidently to governors; staff are able to report to parents with their end of year reports and coordinators are able to monitor their subjects.

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Monitoring and Evaluation

Pupils work will be monitored and moderated regularly in each area of the curriculum by subject coordinators and SLT. A termly review of monitoring procedures is held with all members of the teaching staff in the form of pupil progress meetings, which includes discussions around our whole school provision map and the impact of the interventions that are used. Core subject leaders will regularly monitor children's books. The head teacher/SLT will observe each class teacher in a specific specified curriculum area on a regular basis. The performance management cycling forms learning and teaching (see performance management policy) both internal and external moderation will take place.