



St. Luke's Catholic Primary School

Teaching & Learning Policy
2023-24

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2019/20	E M Murtagh	M Grealis	C Bainbridge	P Stitt
2020/21	E M Murtagh	M Grealis	C Bainbridge	P Stitt
2021/22	E M Murtagh	M Grealis	P Stitt	P Stitt
2022/23	E M Murtagh	C Foulds	Miriam Powell	PStitt
2023/24	E M Murtagh	N Jevons	Miriam Powell	PStitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with Staff /Governors
September 2022	Changes made in line with current practice	EM/CF	Staff: September 2022 Governors: November 2022
September 2023	Personnel and dates	EM	September 2023

Signed:  Chair of Governors

Signed:  Headteacher

Date: September 2023



Mission Statement

As God's family we learn, love and laugh.
Together: Love one another, forgive one another
Work together, play together,
Worship together, be happy together.

Teaching & Learning Statement of Intent

Our vision at St. Luke's Catholic Primary School is to provide a happy, secure environment with Christ at the centre of all we do. We aim to provide high standards of education and achievement for all of our pupils, in an environment where Catholic values are shared and lived by all.

This policy is an agreed statement of our intentions and commitment to quality teaching and learning at St Luke's.

Roles & Responsibilities

Teaching and learning is a shared responsibility at St Luke's; everyone in our school community has an important role. Staff, governors, parents/carers and pupils have a responsibility to ensure a collaborative approach to teaching and learning.

Good Teaching at St Luke's Looks Like:

- Prior knowledge is reviewed at the beginning of each lesson
- Knowledge is built upon each lesson over a sequence of lessons
- Lessons are well structured to achieve clear outcomes
- We have high expectations of all pupils – with participation in lessons, through behaviour and in the work pupils produce
- Staff understand the needs of their pupils and deliver lessons
- Lessons are engaging
- Lessons are planned with clear outcomes appropriate to each year group
- The learning objective is shared with pupils so that pupils understand what they are learning
- Context is given for each lesson so that the pupils know why they are learning
- Questions are used to gain understanding and to support, or challenge pupils
- Ongoing feedback is provided throughout the lesson
- Progress/achievement is celebrated
- Teachers demonstrate themselves as ongoing learners
- Teachers evaluate lessons based on pupil outcomes, through pupil responses and marking and feedback

- Clearly labelled, comfortable and attractive classrooms
- Learning walls for maths and English for pupils to refer back to and aid learning
- Accessible resources for learning, such as books, worksheets and other equipment
- A seating layout that allows all pupils to see the board and participate in lessons
- Displays that celebrate and support pupils' learning – key vocabulary and concepts

Good Learning at St Luke's Looks Like:

- Pupils take a shared responsibility for their own learning, and support the learning of others
- Pupils understand the learning objective so that they know what is expected of them
- Pupils engage and participate in lessons
- Pupils are curious, ambitious, engaged and confident learners
- Pupils set high expectations for themselves
- Pupils meet expectations for good behaviour at all times, aligning with our behaviour policy
- Pupils attend school on time and be ready to learn
- Pupils know how to improve their work
- Pupils use self-assessment to inform future learning

Senior leaders and/or subject leaders

- Develop well-sequenced, broad and balanced curriculum overviews that build knowledge and skills
- Sequence lessons that allow pupils to make good progress from their starting points
- Raise the profile and celebrate their subject
- Provide support and guidance to staff through coaching and mentoring
- Promote team working at all levels, through the use of curriculum teams

Assessment

We will track pupils' progress using a combination of formative and summative assessment; ongoing formative assessment and summative assessment at the end of each term. We use NFER assessments for our termly summative assessments in each year group. We monitor pupils' progress through pupil progress meetings.

Monitoring & Evaluation

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. School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Identify key focus areas
- Monitoring is planned on a half-termly basis
- Learning walks
- Reviews of marking and feedback
- Pupil progress meetings
- Pupil voice
- Planning evaluations
- Book scrutinies
- Governor review days

- We use a 'Global Feedback' approach; where common areas of strength/areas for development have been identified
- Feedback is shared verbally at the beginning of each staff meeting
- How we monitor/coach???
- How we ensure this policy is followed???

Coaching

- Our Curriculum is bespoke to our school, therefore to ensure the curriculum is delivered in line with expectations, experienced staff will support through planning and monitor outcomes

Evaluation

We will know that good teaching and learning is taking place if:

- Books show clear progression over a series of lessons and high standards
- Timetables show adequate time for each curriculum subject
- Classrooms have clearly labelled resources, accessible to pupils
- Displays are purposeful and engaging
- Learning walks show that pupils have positive attitudes to learning and that they are engaged in the lesson
- Pupils understand the learning taking place in each lesson
- Pupils are building substantive knowledge (they know more)
- Pupils are building on conceptual skills (they can do more)

Review

This policy will be reviewed annually. At every review, the policy will be shared with the Local Governing Body.