

**\*SERVICE- RESPECT - PERSEVERANCE - KINDNESS - JOYFULNESS -COURAGE\***

**At St Michael's we strive to develop and inspire courageous, respectful and resilient learners encouraging them to serve with kindness and tolerance guided by our Christian values so that they can flourish, living 'life in all its fullness' (John 10:10).**

### Our Curriculum Vision

At St Michael's, we strive for our children to develop a love of learning and enjoy the learning opportunities that are given to them. We want our curriculum to inspire them and encourage them to use the skills we have taught them to find out new knowledge themselves as independent learners. Our desire is that all our children develop a deep understanding of the knowledge and skills required as part of the National Curriculum and from Lichfield Diocese Board of Education, as well as striving to provide experiences beyond the classroom.

Every child has the right to the best possible education. At St. Michael's we aim to ensure that all children, regardless of ability, special educational needs and disability (SEND) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives. This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

### Teaching and Learning at St Michael's

At St Michael's we believe that children learn in different ways, we therefore aim to provide a rich and varied learning environment, which allows all children to develop their skills and abilities to meet their full potential.

Through Quality First Teaching, we aim to:

- Embed an agreed range of good practice across the school.
- Ensure that the needs of the children are met.
- Ensure that our children receive a broad, balanced and relevant curriculum, meeting the requirements of the National Curriculum.
- Enhance the professional development of staff.
- Ensure that teaching is effectively differentiated for all pupils.
- Enable children to become resourceful, enquiring and independent learners.
- Encourage children to respect the ideas, attitudes, values and feelings of others.
- Foster children's self-esteem and help them to build positive relationships with each other and other people valuing the importance of kindness.
- Enable children to have the opportunity to serve others and their community to ensure that feel valued members.

### Quality First Teaching

To ensure that the quality of teaching and learning is of the highest standard, we commit to ensuring that our staff deliver high quality, inclusive teaching for every child in every class.

Our teachers:

- Understand what impactful teaching and learning is.
- Use Assessment for Learning strategies to plan and deliver lessons driven by specific, sharp objectives.

- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills through lesson studies and regular ongoing personalised coaching.
- Hold high expectations for all children.
- Understand how thinking and questioning develop learning.
- Engage children of all abilities.
- Are given opportunities to lead.
- Understand and implement effective behaviour management strategies.
- Model a love of reading and use high quality texts to enhance all aspects of our curriculum.

### Our Curriculum

#### EYFS

The EYFS is guided by a framework called 'Development Matters' that sets out the learning, development and assessment requirements for all children until the end of their reception year. At St Michael's, we ensure that all early years practitioners pursue daily rich activities to support each child's educational development across seven areas of learning. Our philosophy of early year's education keeps play and wellbeing at the heart of everything we do. We strive to create a rich and stimulating learning experience for all the children every day. We plan our half term topics and we always use high quality texts to introduce this to the children as a way in for their learning to begin. We link all areas and activities as much as possible so the children immerse themselves in new experiences. Overarching topics used to support the development of the framework are driven by the interests of the children.

Throughout their time in Nursery and their year in Reception, the children will be observed and assessed through their play in order to gain insights and make reasonable judgements against the early learning goals.

Learning to read is one of the most important things children will learn at our school. We use the Letters and Sounds phonics programme in Nursery and Reception to teach phonics and Whole Class Reading to build fluency and comprehension. Please refer to our whole school Phonics policy and English policy for further information about our Reading curriculum.

Christian distinctiveness and Religious Education underpin the teaching and learning here at St Michaels and complement our Early Years curriculum.

Please refer to our Early Years Policy and our school website for further information about our Early Years Curriculum.

#### Key Stage 1 and 2

We have built our curriculum to ensure our children develop the knowledge and skills to prepare them for life and work in the 21st Century. We are committed to providing a broad and balanced curriculum which inspires and engages - sparking a passion towards learning as well as allowing children to develop spiritually and in their faith. Our school vision and Christian values underpin teaching and learning in all subject areas. Reading

remains a significant focus throughout years 1-4 and children are encouraged to develop their speaking and listening skills, de-coding and comprehension ability as well as continuing to develop their love of books through exposure to a range of quality texts.

As in EYFS, Christian Distinctiveness and Religious Education are the backbones of all learning here at St Michael's in Key Stage 1 and 2; Religious Education is a core subject alongside: English- Reading and Writing, Maths and Science.

We follow the National Curriculum Programmes of study. The learning is structured under an overarching theme for each subject each half term which incorporates the skills and knowledge which the children need to learn at each age phase across all subject areas. Knowledge and skills grids have been developed by Subject leaders alongside long term plans to ensure appropriate coverage and suitable progression across the school.

For further information and details about subjects, please find pages dedicated to each subject area on our website.

### P4C

At St Michael's we use P4C as a way to engage our children in open-ended philosophical debates and discussions relating to a wide range of topics. We believe that engaging our children in philosophical discussion, debates and reflection is an effective way to enhance their critical thinking skills and higher order thinking skills. Further information can be found on our P4C page on our website.

### What do our lessons look like?

For quality first teaching to take place, lessons may consist of a number of the elements listed below:

- A clear learning intention shared with the children.
- Success criteria shared or developed with the children. In English, this will be in the form of a 'Writers' Checklist'.
- A clear link to previous and future learning.
- A review of the learning both during and at the end of the lesson.
- A purposeful lesson with children being informed of the learning process (We're learning this so that we can do that...; this step will help us to do ...).
- Appropriate, differentiated challenge and support for all children including independent work.
- Teacher modelling, support and guidance leading to independent work.
- Support staff working directly with specific groups to question and challenge learners further.
- Questioning on different levels to ensure more in-depth thinking and analysis e.g. Do you agree? Why? How do you know?
- Use of a variety of questioning techniques e.g. lollipop sticks, talking partners, whole-class responses.
- Appropriate pace of lesson to ensure all children stay focussed and engaged.
- Involvement of all children.
- Learning tasks designed to match learning needs.
- Enthusiasm from both staff and children.

- Praise for the learner and their efforts as well as their achievements to help build positive attitudes.
- Opportunities to develop spirituality and think about global issues making links in all curriculum areas.
- Learning evidence is recorded in different ways.
- Opportunities to embed and develop children's understanding and experience of our school's Christian values.

Teaching staff and SLT have developed non-negotiables for our classroom environment to ensure the aspects of our teaching and learning policy can be adhered to effectively. Our non-negotiable classroom checklist can be found on our Teaching and Learning page on our website. We are a dyslexia friendly school and as such have a dyslexia friendly checklist for classrooms to ensure that we create an inclusive environment for all. This can be found under our SEND page on a website.

### **We feel that for effective learning to take place children must:**

- Be supported in a culture where risk taking is promoted.
- Have first-hand experiences to bring their learning alive and give it real-life value (e.g. hooks to learning, trips, visitors, investigations, learning outside).
- Have access to a variety of different learning styles.
- Be able to practise and transfer newly acquired skills (e.g. through cross-curricular work: the skills acquired through a report writing unit in English can then be transferred into Geography, History, Science).
- Be made aware that learning does not take place in isolation and should be explicitly taught so that skills can be transferred from one area of learning to another.
- Be able to increasingly evaluate their own learning and those of their peers.
- Be able to work within different groupings e.g. as individuals, in pairs, small groups, mixed ability pairings/groups and be taught through direct modelling.
- Have access to relevant tools, equipment and learning aids which they can access and use independently or with partners/groups to facilitate more independent learning e.g. well resourced and labelled maths manipulatives which children know they can use when they want to support their own independent learning.

### **We feel that effective learning results in:**

- Knowing you have succeeded and knowing what the next steps are.
- Feeling you can achieve your targets.
- Being able to explain what you have learnt.
- Applying learning to other situations (cross-curricular).
- Teaching your learning to someone else.
- Feeling positive about your learning/achievements.
- Confidence in making mistakes and acknowledging that these are steps in our learning.

### **Effective Teaching and Learning at St Michael's**

Effective learning comes from effective teaching. When teaching we focus on motivating the children and building upon skills, knowledge and understanding. We aim to convey the idea that learning is a 2-way process with the teachers not only being the facilitators but

also a partner in the learning process. Our teaching is guided by the National Curriculum, our long term plans, plus areas of interest for the children. We plan our lessons with clear learning intentions which are shared with the children in every lesson. Our lesson plans contain information about the tasks, the resources needed and the way we will assess the children during the lesson. We assess and evaluate the learning in the moment to ensure that we modify the teaching to meet the needs of every learner and ensure that all children have every opportunity to succeed.

### Evaluation of Teaching and Learning at St Michael's

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, coaching, book scrutiny and/or planning, and lesson studies. Subject leaders will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

### Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Conducting meet the teacher meetings at the start of every school year. Information is passed on to parents about the daily operations of the class and expectations regarding work and behaviour.
- Holding parent workshops to explain our school strategies for teaching specific subjects.
- Updating our class pages on the school website which inform parents of the overview of teaching for the term and updates throughout the term.
- Developing specific curriculum pages under our Teaching and Learning section on our website.
- Holding two parent evenings each academic year.
- Providing a mid-year report completed in January.
- Providing a full report written each summer.

The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

### Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Challenge leader and monitor the impact of teaching and learning in all areas of the curriculum.
- Monitor the effectiveness of the school's teaching and learning policy through the school self-review process. These include reports from subject leaders and the termly Headteacher's report to governors.

The policy is reviewed every 3 years.

This policy was adopted by the Governing body on:

Review date: 2025

Signed: \_\_\_\_\_(Headteacher)