



St William of York Catholic Primary School 2025-2026 Teaching and Learning Policy

Mission Statement

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts, challenging and transforming our world.

Our mission statement reflects the way we at St. William's wish to live as a community.

Our approach to learning and teaching is radically distinctive, for at the heart of Catholic education lays the Christian view of the human person. We recognise and acknowledge the hugely important role that adults in school play in the learning process and we also recognise our role to support parents in the education of their child.

Aims

In order to achieve our mission successfully we aim to:

- have a shared understanding of how children learn
- create the right conditions for learning so that all children may succeed
- enable children to become independent thinkers and learners
- use formative and summative assessment effectively to secure the highest standards of personalised learning
- provide quality teaching
- identify strengths in teaching and learning and celebrate them
- identify areas for development in teaching and learning and act upon them
- have high expectations of standards and achievement
- develop, monitor and evaluate a range of policies that underpin effective teaching and learning
- share best practice and engage in on-going professional development and dialogue that promotes excellence in teaching and learning.

Roles and Responsibilities

Governors:

- Monitor and review the effectiveness of the policy as evidenced by pupil progress in relation to their starting points and in comparison with similar schools
- Support the Head teacher in the implementation of the policy
- Approve the budget in line with areas of development identified within the School Improvement Plan

Headteacher and Senior Leadership Team:

- Implement the policy fairly and equitably and lead by example
- Deploy resources effectively in order to facilitate the implementation of the policy
- Carefully consider CPD needs and plan opportunities accordingly, ensuring value for money

- Monitor and evaluate teaching and learning and ensure areas for development are included in the School Improvement Plan

School Staff will:

- Uphold and implement the policy
- Take part in policy review and engage in consultation

Our Shared Understanding of How Children Learn

- The learner needs to be emotionally ready and motivated in terms of attitude to learning.
- Once underway, the learner needs to be resourceful with a toolkit of strategies for different situations. (Levelling up, wow work, table top resources, sound knowledge of tables etc.)
- When the learning is done, learners need to take stock, reflect and adapt their behaviours accordingly. (Work is evaluated and next steps identified by child *and* teacher.)

Conditions for Learning. We believe children learn best when:

- They are happy safe and secure
- They are stimulated, motivated, challenged and engaged in their learning
- They achieve success which is recognised and celebrated
- Tasks match their potential
- Activities are clearly understood and match the learning objective
- They understand the boundaries of acceptable behaviour
- They are in a learning environment where mistakes are used as opportunities for growth They receive support and encouragement from home
- All adults involved in the learning process recognise the significance of their role in this Catholic school.

Effective and Independent learning

We will teach pupils to become effective and independent learners, to get on with other people and to be responsible citizens through promoting a range of opportunities to develop key learning skills and social and emotional aspects of learning: Problem solving, Communication, Thinking Skills, Social skills, Managing feelings , Empathy , Motivation, Self-awareness, Resourcefulness, Resilience, Reflection.

An example of this might be where problem solving, communication and thinking skills are developed through group work in a mathematics lesson to work out the solution to a question.

Assessment

Teachers carry out summative and formative assessments. Formative assessment is on-going and informs planning. A teacher's planning must be flexible enough to respond to initial and emerging ideas and skills and will:

- include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work and to help them assess their own progress effectively (*Learning intentions, learning outcomes, success criteria*)
- consider how learners will receive feedback (*marking, conferencing, peer assessment*)
- consider how learners will take part in assessing their own learning (*self-assessment*)
- Consider how learners will be helped to make further progress (*next steps*)
- Targets are set with pupils for the next steps in their learning so pupils know what to do to improve.

Summative assessment takes place during and at the end of programmes of study for example: mental maths tests, spelling tests, SATs and Optional SATs, Integrated tasks in ICT. Judgements on attainment and progress are made from these and the teachers in depth knowledge of the child over time.

Quality Teaching

All pupils are entitled to high quality teaching. Teaching is monitored regularly in line with the school's monitoring policy and performance management policy. Teachers are given feedback on strengths and areas for improvement against recognised criteria for high quality teaching and learning. Teachers are expected to evaluate and improve their own performance through engaging in a range of CPD activities such as staff meetings, team meetings, INSET, external training, professional meetings and sharing best practice.

Pupil Progress Meetings

The purpose of Pupil Progress Meetings (PPMs) is to monitor the progress of individual pupils and groups of pupils. At the end of each half term, class teachers collate their final teacher assessments in each strand of the core subjects and overall levels in each of the foundation subjects. They meet with the Head teacher and SLT to share their assessments. Progress and attainment of every pupil is scrutinised in terms of national expectations and the child's own personal target. In July, this data is shared at a handover meeting with the receiving teacher. A clear understanding and expectation of an individual's progress and attainment over time is achieved. Teacher accountability of pupil progress is also made clear during the annual and interim teacher appraisal meetings.

Moderation

Opportunities to moderate assessments are always sought to ensure continual improvement in accuracy of assessments. These are planned throughout the year on the SDP calendar. They include: intra-school moderation organised by the Local Authority, inter-school and cross phase moderation such as shared work scrutiny, paired test-assessment moderation and coaching in assessment of less experienced teachers by senior teachers.

Target Setting

Each year, school sets challenging targets for KS1 and KS2 pupils. Targets are set based on pupils making at least good progress in KS1 and KS2. This translates, to term targets for individual pupils. Children come to our school from very low starting points. Progress towards these aspirational targets is monitored by the Head teacher and Senior Leadership Team and intervention planned accordingly. The school rigorously assesses its own performance (See assessment policy.) Progress and attainment of our children is scrutinised and evaluated, benchmarked with similar schools, local authority and nationally.

R.Adams – September 2025

Approved by Governors Autumn 2025

Signed by Chair of Curriculum, Pupil Safety & Inclusion Committee *T. Mc Govern*

Review Date Autumn 2026