

Our Lady of the Rosary
Teaching and Learning Policy

Our Journey
Love God
Others First
Respect All

Persevere to Succeed

Updated May 2021

Our Philosophy of Education

The child is at the centre of everything the school does. The curriculum is exciting and challenging, where teachers and pupils have high aspirations and expectations. Pupils are encouraged to have a voice in what they learn; they are encouraged to believe that anything and everything is possible. Learners are challenged and provided with opportunities to problem-solve and to take risks; they will be given experiences which involve failure and they will learn how to improve. Rich and stimulating opportunities for learning will be planned by teachers, which enthuse, engage and motivate pupils. The school continually looks for ways to improve learning experiences. All learners are encouraged to think and question. Our aim at Our Lady of the Rosary is that every individual's time spent at the school is a positive, memorable experience which fosters their curiosity and enthusiasm for learning, preparing them for the challenging world they live in and the world of work in the future.

Effective Teaching:

At Our Lady of the Rosary our key priority is to develop the basic skills of all our pupils as early as possible. As soon as individuals join the school, teaching is to the pupil's next steps in learning. Once our learners have key literacy and numeracy skills, we strive to make the curriculum as exciting as possible. Opportunities for participation, discussion, students learning independently as well as from one another, is provided in all subjects. Lessons are accessible to all, designed with high expectations and have element of challenge and scaffolding. Children are taught to be confident learners who strive to become agents in their own learning. Teachers plan lessons that enthuse and inspire a love of knowledge. Lessons have a good pace, where pupils are engaged and they can apply skills, working productively. Children are given opportunities to work independently and collaboratively. Very good questioning skills and a wide variety of teaching styles are used daily to ensure all learners are engaged.

Entry into School, Early Reading, Literacy and Numeracy Skills

On entry to school, our priority is to provide a safe, happy and purposeful, structured experience. We aim to build children's self-belief and teach individuals the things they really need to know and show them how to learn for themselves and with others. We give them many varied opportunities, responsibility and trust in stimulating environments. Teachers listen to their pupils, value their views and reflect and act on what they say. We build strong partnerships with parents, families and communities, working closely with a range of professionals. We ensure our pupils progress as fast as possible and achieve as much as possible, knowing more and remembering more. The child is at the centre of everything we do. High aspirations are applied consistently.

School Leadership on Improving Teaching and Learning

The Senior Management Team relentlessly focuses on improving teaching and learning. They are continually striving for lessons to be 'outstanding'. They are always looking for ways to develop further, through rich opportunities for learning, encouragement and support for each student. 'Everything is possible' is the learning culture running through the school in all areas of the curriculum.

Teaching is Planned to Support Learning for Understanding

Regular feedback is given to pupils during lessons that informs and challenges them. Teachers scaffold learning through mentoring, facilitation and dialogue. Collaborative approaches are used whenever appropriate. Kagan Structures feature in lessons, as well as shared problem solving, peer mentoring and coaching, in addition to paired support buddies. Students are able to relate new learning to prior knowledge and experience. Questioning is rich and open: 'Why?' and 'How?' Lesson planning focuses on student activity. Standards, outcomes and procedures are always made explicit to pupils and are consistent within the school. There are always opportunities for reflection, review and feedback. Teachers have a passionate belief in what pupils might become. They build confidence and emotional security. They help pupils know more and remember more.

Responsibility

The school encourages all pupils to have positions of responsibility. In Reception children may undertake jobs such as collecting the register, or orally taking messages to different classes. All Year 6 pupils are prefects and undertake a great deal of enterprise work, raising monies to improve the school, for trips and for their chosen charities. Pupils are always listened to and their ideas valued. They are encouraged to set up their own companies, contact the wider community and work in the office at lunchtimes. Pupils from Year 1 upwards are appointed as Class Sports Leaders and Wellbeing Ambassadors. A Buddy system is in place where Yr6 pupils buddy up with a Reception child and support them throughout the year. Year 5 pupils support Staff in the Nursery and help the youngest pupils settle into life at OLOR. Year 5 and 6 pupils work closely with Governors and the Senior Leadership Team on School Development Plan priorities. They have led Governor training at Salford Diocese.

Using Expertise

At Our Lady of the Rosary we strive to use teachers' expertise to develop pupils' knowledge, skills and understanding across a range of subjects and learning. Classes will often be taught by a range of teachers for different subjects including MFL, Art, Music, Science, Maths, ICT and P.E. More Able and Talented pupils across KS1 and KS2 have the opportunity to work on challenging extension tasks and projects led by our specialist teachers or to compete with pupils from other schools in competitions and specially organised workshops and tasks.

Support Intervention and Tracking

There are long established, well structured tracking systems in place at the school. Formative and summative assessments regularly take place. The information gathered is clearly recorded in the schools' adopted record systems. Class tracking

files, showing all individuals are updated each term. A range of gathered evidence helps teachers assess where pupils are working in term in relation to their age related expectations.

Progress meetings are undertaken each term with the Senior Leadership Team and each individual class teacher. The rate of progress of all individuals is discussed. From these meetings opportunities for More Able is discussed and the SEN register is updated. Parents of children on the SEN register have an IEP or IEB meeting approximately twice a year with the SEN coordinator or class teacher. Progress from the previous meeting is discussed and future targets set. Individuals requiring support are timetabled for personalised sessions. These could involve 1:1 sessions with peers, teaching assistants, parents, Elevate Youth, group intervention or booster classes. Additional homework could be set. All progress programmes are specifically designed by class teachers.

COVID - Catch Up Classes

To ensure pupils across the school bridge any gaps in their learning through school COVID closures in 2020 and 2021, we decided to extend the school day and organise Catch Up Classes to identified pupils. Class teachers have delivered these sessions (Monday -Reading/ Tuesday – Writing, Wednesday – Mathematics) since returning to school in September and carrying out initial baseline assessments. An additional Stay and Play Wellbeing session, is offered to all pupils from Reception to Year 6 on a Thursday afternoon. These have proved very successful, reflected in children's accelerated progress.

Elevate Youth

The school employs a motivational, life coach (Elevate Youth,) who visits school each week. Aaron Kent focuses on building resilience and growth mindset with individual identified pupils and small groups.

Learning Outside the Classroom

Learning sessions outside the classroom are valued and frequently organised. The school has extensive grounds with specially designed facilities. These include an outdoor stage, Prayer and Stations of the Cross Gardens, covered Amphitheatre as well as allotments, Liturgical Garden, bespoke EYFS play areas as well as 4 Forest Areas (Den Building, Explore and Play, Nature Zone and Double Zipwire). Outdoor plugs, class speakers, a PA system and perimeter lighting enable the curriculum to be extended to the grounds at any time during the year. Trim trail, gym equipment and climbing walls enable the pupils of all ages to continually be developing their strength and stamina, promoting healthy minds and bodies. Table tennis tables, draughts and chess as well as ramps are also in play areas. Children are encouraged to bring their bikes, scooters and roller skates to school each day to use them at playtimes in class designated play areas. Where possible, pupils will eat outside at lunchtimes. The school regularly welcomes other schools to view the outdoor provision, inspiring other leaders to develop their own grounds to a similar standard. Additionally, OLOR hosts Forest Training Sessions for the TTSA (Trafford Teaching School Alliance).

Whole School and class trips are timetabled each year, including a residential to Robinwood (an outdoor pursuits centre) and a visit to pen pals in Spain. Other

places visited which enhance the curriculum are Dunham Massey, Salford Victorian Street, The Museum of Science and Industry and Manchester City Centre. Secondary schools provide many additional opportunities and create close links. KS2 pupils visit Loreto to undertake lessons in the science laboratories, St. Antony's for ICT, PE and British Values and Enterprise activities.

Questioning Styles:

Teachers plan questions before delivering lessons. These include recall & knowledge, comprehension, application, analysis, synthesis and evaluation.

Questioning at the school is used to:

Develop pupils' thought processes and guide their investigations

Stimulate and sustain their curiosity and motivation.

Lead them to consider new ideas and take risks.

Help them to clarify their ideas, structure their work and learn about things that interest them.

Challenge their beliefs and prompt them to reconsider their current thinking.

Provoke them to share and debate their ideas.

Encourage them to ask their own questions and to welcome an ethos of enquiry, risk and challenge.

Teaching Principles

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs and disabilities (SEND) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Our Lady of the Rosary should be of the highest possible standard. We plan challenging activities for More Able pupils.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for effort and perseverance, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups or whole classes. Teaching Assistants are also fully involved in the delivery of support programmes. Our adult helpers also take Literacy and Numeracy Booster, 1:1, and intervention groups.

Inter-school Challenges

OLOR has close links with neighbouring schools and organises many annual competitions including Tables Challenge, Spelling Bee, Athletics Event and Maths/Writing Challenge Sessions.

More Able Pupils

As a school we aim to meet the needs of all our pupils, enabling every individual to 'be the best they can be'. Rigorous assessment procedures enable us to identify pupils who are very able or talented, either in one particular aspect of the curriculum or across the board. Class teachers plan for these pupils so that they experience learning which matches their ability. Questioning is used to challenge the more able thinker, and enrichment opportunities allow the pupil to explore a topic in added depth, or to apply their learning in more complex ways, encouraging their creativity and intellectual curiosity. Challenges are used across the curriculum from Nursery to Year 6. These can involve open ended challenges and application of skills at a higher, deeper level often thinking outside the box. Pupils may create challenges for their peers. Advice on provision for able pupils may be sought from subject specialist staff, local authority advisers and staff at the local feeder schools.

GIFT Chaplaincy Team

The school has a well established Chaplaincy Team led by 2 adult lay chaplains. They create a development plan each year and work both within school and the local community making a difference to pupils, families and the more vulnerable in society.

Pupil Leadership

Pupils are encouraged to take on leadership roles from an early age. Year 1 to Year 6 have Wellbeing Ambassadors and Games Prefects. They lead initiatives, special days and events within their classes and across the school. Older pupils mentor younger pupils, as well as their peers. They design, share and implement agreed expectations of behaviour. OLOR's Code of Conduct created by Year 6 is adopted across the school and referred to daily by pupils when playing team games, including football.

Environment

Each classroom reflects a variety of current or recent curriculum themes. All pupils will have work on display. Displays are working walls, interactive and used as learning tools where possible. Classrooms are orderly, tidy and positive working environments. Displays stimulate discussion and are often accompanied by children's questions and answers

Materials and resources are labelled and easily accessible to pupils. The classrooms enable pupils to select materials appropriate to the task in hand and to have increasing responsibility for the organisation and care of resources. Rooms are organised to support a variety of teaching strategies, first hand experience, individual group and whole class teaching. Communal display areas reflect work/activities undertaken by pupils from Reception to Yr6 across a range of curriculum areas. These areas are updated twice a year.

Target Setting:

Targets are set in Reading, Writing and Mathematics for individuals and groups of children from Nursery to Year 6. All targets are discussed with children so that they are fully aware of how they are trying to improve and the progress they are trying to make. Targets are shared with parents three times a year, in the October/ March Parent Evening, in the February Interim Report and in the July Record of Achievement.

Health and Safety

Whenever we take pupils out of school we accept and undertake to implement the guidance on Safe Working Practices issued by the LEA documents. When off school premises, pupils are expected to behave in a considerate, responsible manner, showing respect for other people and the environment. A risk assessment will be completed for every external visit.

The Governing Body of Our Lady of the Rosary Roman Catholic Primary school adopted this Teaching and Learning Policy in October 2016.

It was last reviewed and updated in May 2021

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Chair of Governors:.....

Headteacher:.....