

St Thomas More Catholic Primary School

Teaching and Learning Policy

Introduction

At St Thomas More Catholic Primary School, the Curriculum reflects our strong belief that all children have an entitlement to broad and varied education and experiences, which allows them to achieve their full potential within the context of stimulating and exciting learning experiences that is rich in faith. Our aim is to promote in our children a love of learning which will last a lifetime.

Our curriculum is based on the existing National Curriculum Framework and reflects our key values and faith at St Thomas More Catholic Primary. It maximises cross-curricular opportunities and an approach to learning which provides all children with creative and wide-ranging learning experiences and is set within the beliefs and values of the Catholic Church. The Religious Education at St Thomas More Catholic Primary is the core of all learning and the curriculum and we use 'Life to the Full Plus' resource which includes PSHE and RHE. Catholic teaching not only directs the children's educational experiences but acts as a thread that enlightens and informs learning.

We strive to provide a fun, inclusive and nurturing environment for children to learn through challenging lessons with an emphasis on progress and achievement.

Aims

The St Thomas More Catholic Primary Curriculum enables all children to become:

- Enthusiastic and successful learners who make effective progress and achieve their full potential
- Confident individuals who know how to live safe, healthy and fulfilling lives
- Responsible citizens who are able to make a positive contribution to society
- Individuals who understand the value of learning and who continue that process throughout their lives
- Raise standards of achievement by enabling all our children' despite background and ability, to have access to the curriculum through the use of high-quality adaptive teaching
- Ensure that all children make progress from their individual starting points

Values

The St Thomas More Catholic Primary Curriculum is developed around our key school values which:

- Promote personal development
- Support equality of opportunity
- Develop spiritual, moral, social, intellectual and physical growth in relation to the Catholic faith
- Celebrate the contributions of a diverse range of people, cultures and heritages
- Develop an understanding of our relationship with the environment

Purpose

The curriculum at St Thomas More Catholic Primary will:

- Promote high standards, particularly in Religious Education, English, Mathematics, Science and Computing
- Provide a broad and varied learning experience in every Key Stage
- Promote a positive engagement with, and commitment to, learning

- Enable children to develop effective skills of co-operation and collaboration
- Develop an understanding of the relevance of learning to each individual's life and prepare them for life as a member of the wider community
- Prepare children for the next stage in their education
- Create a sense of wellbeing centred around a sense of fulfilment and achievement
- Develop a wide range of skills and broaden children's life experiences

Adaptive Teaching

We strongly believe that the key purpose of differentiation is to challenge and raise standards in learning by ensuring that an appropriate curriculum is accessible to all our children. We believe that adaptive teaching is a process of integration and not exclusion. At the heart of personalisation and adaptive teaching is an expectation of participation, fulfilment and success for all pupils, regardless of background and abilities.

Adaptive teaching is the process by which curriculum objectives, teaching and learning activities and assessment methods are planned to cater for the learning needs of the individual child. To provide for this basic entitlement, children in the same group must have learning opportunities matched to their needs and teaching must consider the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. All abilities will be catered for when planning a lesson.

Types of adaptive teaching could include task modification, different resources and learning aids, adult support, peer support and use of appropriate technology. Adaptive teaching requires careful planning and central to this planning is the need to identify clearly out objectives for individuals and groups within our classes. Teachers will plan challenging lessons with appropriate scaffolding and modelling of tasks.

Teachers will use a combined approach of whole class teaching, group work and individual attention. Within this structure, several methods of adaptive teaching are employed, often simultaneously. These may be divided into 4 main categories:

- By task – includes level of difficulty of the task set
- By outcome – the same task but different anticipated results
- By adapted access to resources' concrete and sensory, including a quiet space/workstation
- By adapted access to in-class support from adults

We believe that no one strategy is correct for any child for the whole time. The appropriateness of any grouping depends upon the task set; the child's learning needs' the adults available and the space available. Accordingly, we will plan to employ a range of different groups at different times to include; whole class teaching, small group work, paired/shared work, pupil/teacher partnerships, resource-led learning and individual work.

Roles & Responsibilities

The class teacher will:

- Take direct responsibility for the levels of adaptive teaching that are used in the classroom
- Develop classroom management, layout and organisation to help foster effective learning

- Use the learning environment to support children in their access and progression towards independence
- Seek feedback from learning Support Assistants and other adults who work with children to identify next steps and inform their planning
- Use whole class teaching, paired work, group work, 1:1 as appropriate to the task
- Support progression towards independence by enabling them to use a range of resources with the emphasis on learning how to learn and mastery-aligned teaching strategies
- Ensure that children, including those with special education needs or those identified as higher prior attainers, have access to a curriculum pitched at their level of attainment
- Provide feedback and marking as identified in our Marking and Feedback Policy

See appendix 1

Curriculum Map

The curriculum map shows the learning units undertaken each term from EYFS through to Year 6. All pupils have full access to EYFS, Key Stages 1 and 2 of the New National Curriculum 2014. Cross curricular links are made wherever possible under a broad and balanced theme or based around a key text, artefact, subject related visitor or educational visits. This ensures that each term the learning is creative, exciting and has a clear context. The units are specifically designed to ensure there is a clear progression in knowledge, content and skills learning across the school, based on the existing new National Curriculum.

[St Thomas More Primary School \(st-thomasmore.medway.sch.uk\)](http://st-thomasmore.medway.sch.uk)

Whole School Projects

Whole school projects at St Thomas More Catholic Primary provide a further inspirational context for learning and opportunities to show progression in learning across the school. These are planned yearly and include projects based on visits include places of worship, historical venues in the local area and various other places of interest relating to the school curriculum. These are planned yearly and each year group will develop a scheme of work to enthuse the learning in the way most relevant and stimulating for their children and deeply rooted in faith.

Topic based learning in Art, DT, History, Geography, Music, Computing and PE are built on the National Curriculum attainment targets, with learning also based on skills grids, which have been produced for each subject area to ensure progression for each individual across the school. Wherever possible, the units selected each term fit within the overall learning context. Modern Foreign Language (MFL) is currently French and has been planned across the school by the MFL Subject Leader with the support from the Kapow scheme, Primary Language Network along with links to a secondary school leader.

Units of Learning

Our curriculum map reflects our belief in the importance of cross curricular learning which makes clear links between different subject areas within a meaningful overall context. The context provided is sometimes a theme and sometimes a key text or artefact, which is then used by year groups as the basis for planning with a focus on enquiry-based learning. Children become immersed in the context and learning becomes purposeful and meaningful to them. Children are actively involved in asking questions, investigating, hypothesising and driving their learning forward.

Key learning intentions for English and Mathematics are included on the curriculum map and some suggested texts used as a focus for English are indicated. Separate medium-term plans based on the National Curriculum attainment targets are provided for each year group, although it is an expectation that maths and literacy skills will also be developed through other subject areas whenever possible.

Science units are based on the new National Curriculum, as well as a science skills grid ensuring progression in skills across the school. Additional detail is provided in in order to promote children's exploration that endorses their critical thinking.

Involving Parents

Weekly learning/homework lessons inform parents of the themes for the week and suggest what can be done at home to echo and complement the learning that is taking place in school.

'Bring your parent to...' sessions are subject based and offer an insight to the learning in in varied environments, these shared sessions have given parents the opportunity to share and enjoy some vital experiences with their child.

Year group 'Celebration of the Word' sessions provide opportunities for families to come together to worship God. It will have Christ at its heart, and while respecting diversity of belief and commitment, will be Catholic in character, reflecting the liturgical tradition of the Church.

Principles of successful learning

At St Thomas More Catholic Primary School, successful learning does not happen in isolation but is a continuous process consisting of many influences and experiences in and beyond school. We believe that it is the quality, variety and effectiveness of these experiences that maximise a child's learning potential.

We believe that children will learn successfully when they have a positive image of themselves, feel secure and involved in their learning, have high expectation of what they can achieve, are listened to, respected and given equal opportunities to achieve their full potential within the context of stimulating and exciting learning experiences that is rich in faith.

See appendix 2

Review Date: June 2024

Next Review Date: June 2026

KCSP Teaching and Learning Checklist for Primary Schools

1. Why have consistent guidelines for teaching and learning/pedagogy?

- Ensure **consistency** of high-quality teaching across all schools.
- Provide **clarity** for staff, pupils, and parents about expectations.
- Create a **foundation for professional development** and accountability.
- Support **equity**, so every child receives the same entitlement to excellent teach

The following should be considered when discussing and agreeing the **essentials of sound teaching and learning** while leaving space for each school's individuality.

A. Learning Environment

- Classrooms are calm, orderly, inclusive and safe, with clear routines.
- Learning walls and displays are purposeful, supporting independence and celebrating achievement.
- Resources are accessible and well-organised to promote independence.

B. Curriculum & Planning

- Lessons are planned to build knowledge and skills progressively and coherently in line with the school's curriculum as published on the website
- All pupils are entitled to a broad, balanced and ambitious curriculum (not narrowed).
- Daily reading, writing and maths are taught explicitly, with reading prioritised.
- A focus on oracy and building pupils' knowledge and understanding of subject specific vocabulary to be a focus in planning and in all lessons.

C. Teaching & Pedagogy

- Teachers use clear explanations, modelling and appropriate scaffolding in every lesson.
- High expectations for all pupils, with challenge for the most able and support for those who need it.
- Lessons include regular opportunities for practice, retrieval and application.
- Staff use evidence-informed strategies (e.g., Rosenshine's principles).

D. Assessment & Feedback

- Formative assessment is used daily to check understanding, adapt teaching in the moment, and inform next steps.
- Feedback (verbal or written) is timely, specific and actionable.
- Summative assessment is used proportionately. Findings are used to inform what pupils can do, where they need support and planning next steps in time efficient ways.

E. Inclusion & Safeguarding

- Every lesson is designed so all pupils can access learning (quality first teaching as the first step in SEND support).
- Safeguarding, pupils' attendance and wellbeing are everyone's responsibility and consistently prioritised.

F. Professional Conduct & Collaboration

- Staff engage in continuous professional development aligned with the Trust's priorities. Subject leaders must attend the subject network hub meetings. EYFS leaders must attend the EYFS training days and SLTs to engage with EYFS team in the termly online EYFS leader briefing webinars.
- Regular, planned time for subject leaders to carry out their roles effectively
- Teachers work collaboratively sharing resources and best practice across the Trust and with local collaborations.
- Professionalism is maintained in all interactions with pupils, families and colleagues.

3. Framing the guidelines

- Keep them **clear, short and memorable** (e.g., 6–10 bullet points maximum in a “charter” style).
- Link them explicitly to KCSP’s **vision and values**.
- Present them as **entitlements for pupils** (“Every child in our Trust will experience...”) rather than restrictions for staff.
- Use them as the foundation for **monitoring, coaching and CPD**, not just compliance.



Teaching & Learning Charter

The Foundation for Practice across our KCSP Primary Schools

*Knowledge-rich, skills led learning for all,
Christ at our heart,
Serving everyone in our community,
Partnership of love, ambition, joy and peace.*

This charter sets the entitlement for every child and the expectations for every adult across our schools.

1. Learning Environment

- Classrooms are **calm, safe and nurturing**, reflecting Christ's love and our commitment to every child.
- Displays and learning walls **celebrate achievement, support independence and reflect joy in learning.**
- Routines and expectations are consistent, promoting **peace, respect and inclusion.**

2. Curriculum & Planning

- The curriculum is **knowledge-rich and skills-led**, sequenced so that children build deep understanding and confidence.
- All pupils access a **broad and ambitious curriculum**, never narrowed, enabling them to flourish in life and faith.
- Reading is prioritised daily, unlocking access to the whole curriculum and **serving every child in our community.**
- **Oracy** and building pupils' knowledge and understanding of **subject specific vocabulary** is a focus for planning in all lessons.

3. Teaching & Pedagogy

- Teachers provide **clear explanations, modelling and scaffolding**, enabling all pupils to succeed.
- Every lesson includes opportunities for **practice, retrieval and application** to secure long-term learning.
- **High expectations** are set for every learner, rooted in ambition and belief in their God-given potential.

4. Assessment & Feedback

- **Formative assessment** is used in every lesson to guide teaching and ensure no child is left behind.
- Feedback is **timely, specific and actionable**, given in a spirit of encouragement and growth.
- Summative assessment is **proportionate, fair and purposeful**, never at the expense of joy in learning.

5. Inclusion & Safeguarding

- **Every child is loved, valued and included**, with barriers to learning addressed through quality first teaching.
- Safeguarding and wellbeing are at the **heart of every decision**; every adult is responsible for ensuring pupils feel safe and known.
- Our schools reflect a **partnership of love and peace**, serving all in our community without exception.

6. Professional Conduct & Collaboration

- Staff engage in **continuous professional development**, modelling ambition and a love of learning.
- Colleagues work in **partnership across the Trust**, sharing best practice and supporting one another.
- Professionalism, kindness and respect are shown in all interactions with pupils, families, colleagues and the wider community.

Every child in our KCSP schools is entitled to these foundations of teaching and learning.

This charter is not a ceiling, but a baseline — ensuring consistency while allowing creativity, individuality and the joy of teaching and learning.