



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Teaching & Learning Policy

### Lesson Planning:

When planning, our teachers always ask themselves three questions:

- What do I want them to learn?
- What if they can already do it?
- What if they can't do it?

## Maths

### Lesson Structure

At SS John Fisher and Thomas More, we take a mastery approach to teaching mathematics. This has been inspired by the performance of children in Singapore and other Southeast Asian nations and uses high quality, well researched textbooks. The lessons take the following structure:

- |   |   |                                |
|---|---|--------------------------------|
| 1. Exploration of a problem (In Focus)                | } | 40 mins                        |
| 2. Structured discussion                              |   |                                |
| 3. Journaling   |   |                                |
| 4. A period of reflection (Let's Learn)               | } | 25 mins                        |
| 5. Practice - guided and then independent (Workbooks) |   |                                |
| 6. Arithmetic focus                                   | } | 20 mins (KS2)<br>10 mins (KS1) |

**NB:** The timings around each of these areas may vary depending on each lesson and the learning taking place within that session. Also, **a lesson may begin with a short period of 'Fix It' time** where children are given up to 3 minutes to respond to a written comment or prepare their book for the lesson ahead. This may differ in year 1 & 2 where the children need a higher level of scaffolding.

In classrooms lessons should have high levels of engagement and involvement. Lessons usually begin with an interesting and engaging problem to solve – this is called the *In Focus* task. It is the teacher's role to make it accessible to all children. Concrete materials (usually in the form of visual representations or manipulatives) are used in every lesson to support children's thinking as they work through the problem. Pupil talk is seen as a vital part of how children verbalise their thinking and deepen their understanding. Teachers watch and listen to children and assess their needs during the lesson. Teachers will ask probing questions to help move children forward in their thinking. Teachers take the ideas of the children and scaffold them to support their ability to solve the problem. A range of methods for the problem are encouraged so that children show a deep understanding. It is also common for children to write down their thinking in words. Towards the end of



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each lesson, the children practise what they have learned usually through examples guided by the teacher and then independently in workbooks.

## Differentiation

Generally pupils will be grouped in mixed ability pairs/groups  
Differentiation will come through "Outcome" and "Process" (scaffolding).

**Higher attainers** will be challenged through a range of prompts such as prove it! / problem posing/ pattern seeking/what if...?

**Struggling learners** will be supported through the use of concrete materials, providing further context to the questions, communication (discussion, sharing ideas, pupil talk).

Occasionally pupils may be given different tasks to do if they cannot access the learning within the Maths No Problem! Text book.

## Journals and Workbooks

Journals are used to develop our children's communication skills and record their thought processes, therefore developing conceptual understanding. Teachers' expectations of journals should be high. Over the course of children's time experiencing the lessons, they should become more independent and confident in their jottings.

At this time, teachers are expected to ensure the In Focus task is stuck in books prior to lessons. Children should write the date in short form and LO in their books.

Workbooks are used at the end of each lesson for the pupils' independent work. This is an opportunity for teachers to assess pupils' learning. As the workbook pages provide an appropriate level of challenge, it is not an expectation that all pupils will complete every question or answer them all correctly.

## Lesson Planning

Lesson 'planning' is different from lesson design. The textbooks have been designed by expert mathematicians, psychologists and researchers. The teachers' role when planning is to study the lessons in order to bring them to life for the children in their class. They should consider the direction of the lesson and have a strong understanding of the key mathematical concept running through it. Through this, they are able to ask appropriate probing questions and challenge learners.

Lesson slides are annotated and stored on teachers' iPads which will be monitored by the SLT.



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## Assessment

Feedback in lessons is usually oral and 'in the moment'. Teachers will annotate and write brief comments or questions as the children are completing their journals. Teachers assess by listening to children's discussions and considering the methods they decide to use when tackling problems.

Marking after lessons is in line with the NCETM guidance - if the journal is clear and shows clear thinking and methods, acknowledgement will suffice (eg a tick or short comment). Teachers may decide to write a question that challenges children's thinking in their books. Children will respond to this in green pen at an appropriate time. It is expectation that there will be a written challenge that is responded to at least twice a week in each child's book.

## Arithmetic

Everyday teachers will spend 20 minutes on a specific area of arithmetic. On a Wednesday, teachers may use this time to give feedback on homework.

## Reading

All reading lessons are taught around a 'shared text'. Every session starts with an extended 'partner' or independent read. The focus has been set by the teacher (this will include pace and fluency). The teacher then models how to answer a range of comprehension questions and children then complete some themselves.

## English

RWI Phonics: taught daily to all children in Nursery - Y2.

Any children who are assessed as needing extra phonics will continue to be taught RWI phonics in Y2-4. If a child in year 5 or 6 needs extra support then they will be on the Fresh Start programme which aims to accelerate progress to ensure pupils catch up with their peers.

All other pupils are taught the National Curriculum programme of study through the Literacy & Language scheme of work.

English is taught daily for one hour & there should be at least 15 minutes of writing in every lesson.

2 L&L final pieces of writing should be 'published' in the golden book at the end of



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each half term (one fiction and one non-fiction).

## **Spelling**

Every day there is a 15 minute spelling session which is taught from the Ruth Miskin Spelling Scheme. All children have their own workbook.

## **Creative Learning Journey**

We teach Science for first three weeks of every half term.  
The second three weeks of every half term is either History or Geography. There should be at least 1 extended write every three weeks in the foundation subjects and children should complete at least 10 minutes of writing in the other lessons.

Every Friday is art or DT.

Music, ICT & PE are taught weekly.

French is taught in assembly every week.

## **Homework**

Weekly:	Reading every day (tracked on whole class sheets) Schofield & Sims Grammar Schofield & Sims Maths NC Spellings
Dates:	Out on a Friday Due in on Wednesday

Policy Written:	Policy Review Due:
July 2018	July 2019