



Teaching for Learning Policy

Policy Reference:	TL2 – F
Responsibility:	Curriculum and Standards Committee
Designation:	Non - Statutory
Reviewed by:	Alison Tong and Peter Lynch
This Review:	April 2025
Next Review Due:	April 2028
Cycle:	Three yearly
Ratified by Full Governing Body on:	19 th May 2025
Signed:	G Owens
Gerard Owens	Chair of Governors

At our school, with Jesus in our hearts, we have:

***The passion to learn;
The courage to fail; The strength to love.***

With Christ as our guide and example we celebrate the uniqueness of the individual.

***Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.***

The National Curriculum

“The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum. “

National Curriculum Aims 2014

Aims

Each school aims to provide a secure, stable and stimulating environment conducive to effective learning that reflects the Federation’s strong Catholic ethos, where every child is valued and their academic progress, physical development, spiritual welfare, creative awareness and pastoral care are promoted. We believe that all children have the ability to achieve their best and our curriculum and pedagogy enables all children to do this.

Intent

Our curriculum is designed to enable all our children to develop into confident, independent and successful young people. It recognises the need to adapt to the demands of the changing world where communication and the use of computing are a pre-requisite and good citizenship and care for the environment is essential.

With a commitment to a broad and balanced curriculum, we seek:

- To enable all our children to acquire the basic skills necessary to access further learning and provide the widest possible choices to improve their life-chances. This includes a rigorous focus on teaching early reading, phonics, writing and maths in EYFS and KS1.
- To recognise and encourage each child’s unique gifts and talents and to endeavour to stretch/challenge their intellectual, creative and physical capacity.
- To ensure all children have access to the curriculum and that the curriculum is adapted, where necessary, so that all can learn and progress.
- To appropriately support the curriculum with high quality, memorable learning opportunities that will motivate and engage children and influence further learning.
- To consolidate and embed knowledge and skills by linking learning across curriculum areas whilst recognising the distinct characteristics of each subject.
- To review and adapt our curriculum to reflect each school’s context and priorities as reflected in the school’s improvement planning.
- To provide learning and other opportunities:
 - That promote children’s understanding of the environment and their responsibility as stewards of God’s creation;
 - Where children learn how to keep themselves safe, especially when using the internet and know what to do if they find themselves in a dangerous or unsafe situation;
 - That promotes children’s health and well-being and ensures they know what to do if they are worried or need additional support.

Teachers use a range of pedagogical practices throughout the curriculum to ensure that our identified curriculum intent is implemented and has a positive impact on learning.

Implementation

- Teachers use professional judgement in how learning is best disseminated, including whole class, small or focused group teaching, or individual tasks.
- Skills and knowledge are taught sequentially, presented clearly and broken into manageable chunks so children's working memory is not over-whelmed and skills, along with concepts, are embedded in children's long-term memory.
- Teachers employ strategies such as modelling and explanation, deep questioning, and scaffolded learning opportunities to practice, consolidate and embed skills and knowledge. Giving children memorable experiences and over-learning ensure that key concepts and knowledge are transferred to children's long term memory.
- Each curriculum area is led by a subject leader who is responsible for designing, reviewing and implementing the subject's Scheme of Work, including sequencing learning so there is clear progression of knowledge, skills, concepts and opportunities for over-learning. Reading, vocabulary and maths skills are promoted in all subject areas.
- Subject leaders support high quality teaching in their subject through offering advice, coaching and training, monitoring books and pupils' learning and identifying future priorities which are shared with the Headteacher and Governors so that they can be reflected in whole school improvement planning.
- Units of work are planned as a clear and sequential learning journey. Teaching within the unit enables children to deepen their knowledge and skills and results in children being able to demonstrate their learning and understanding.
- In order to promote reading, high quality texts and text extracts are used as a basis for English units and feature in other curriculum areas where appropriate.
- Where appropriate, links between subjects are highlighted.
- The curriculum is effectively enhanced with a wide range of extra-curricular and enrichment activities that reflect the needs and interests of the children. These include trips, visitors, sports, arts and performances. The time dedicated to these opportunities are taken into account in deciding time allocated to teaching. (See Appendix 1 for Curriculum Time Allocations)
- Opportunities for children to develop, practice and reflect the Catholic tradition that identifies us as a Catholic school are threaded throughout the whole curriculum. This includes demonstrating Gospel values, along with an understanding of justice and peace and an appreciation of, and care for, the environment,

Impact

- The curriculum enables children to achieve well across the curriculum.
- Nearly all children leave the school with secure skills and are ready to meet the challenges of the next part of their educational journey. They do this with confidence, a positive attitude to learning and an enthusiasm to embrace new experiences and challenges.
- A robust assessment system enables us to check children's progress in relation to the curriculum and provide targeted interventions if needed.
- Senior leaders and the SENDCO ensure all children can access the curriculum. Subject leaders carry out termly planning and book scrutinies and are involved in lesson observations where appropriate, providing feedback and support to develop and embed high quality teaching.

The principles and practices of inclusion and equality are integrated into the teaching and learning in all curriculum areas.

Curriculum Time Allocations

The School Day

EYFS

4 hours per day of continuous provision plus specific phonics, reading, maths and RE provision (which must be 10% of taught curriculum time in both classrooms).

KS1

8.50-10.30am 1 hr 40 mins

10.45 - 12.00pm 1 hr 15 mins

1.00-3.20pm (flexibly timed 10 min break) 2hr 10 mins

Daily 5 hours 5 mins

Registration 20 minutes per day

Collective Worship 10 minutes per day

Teaching time 4 hours 35 mins

Teaching time per week 22 hours 55 mins

KS2

8.50-10.30am 1 hr 40 mins

10.45 - 12.15pm 1 hr 30 mins

1.05-3.20pm 2hr 15 mins

Daily 5 hours 25 mins

Registration 15 mins per day

Collective Worship 10 mins per day

Teaching time 5 hours per day

Teaching time per week 25 hours

The school values opportunities for enriching and enhancing the curriculum and therefore across the year dedicates a total of 20 days for these activities. (Practise for performances and performances; Visits and Visitors; Learning Adventure Theme weeks and days; Sports activities)

Learning Adventure Weeks and Theme days will be chosen each year. Examples of Learning Adventure Weeks and Theme days are: Anti-bullying week; World Book Day; Anniversary celebrations for national and international events such as Jubilee and Olympics; Enterprise week.

In the run up to Christmas, time can be given to Nativity and Carol Service practise but the expectation is that English and Maths is taught 4 times each week; RE continues; 1 afternoon can be given to Christmas craft.

Appendix 1: Curriculum time allocations– St Patrick's

Curriculum Area	Time	Percentage of teaching week	Notes and comments
Religious Education	Per week KS1: 2 hours KS2: 2hr 15mins	10%	Time doesn't include collective worship. Lessons can be divided into 2 lessons of the same or different lengths.
English	Per week 7.5-8.5 hrs	34%	See below for areas that need to be covered for each phase of the school
Maths	Per week KS1 – 5hr 40mins KS2 – 6hrs	KS1 - 22% KS2 – 26%	KS1 – 5 x 1 hr lessons + 4 x 10 mins fluency KS2 – 5 x 1hr lessons + 3x 20 mins fluency
PE	Per week 2 hours	10%	1 hour provided by CM Sports
PSHE including RSE	Per week 45 mins	2.5%	5-6 lessons per year should cover online safety.
Music	Per week 40 mins	2.5%	
MfL (KS2)	Per week 40 mins	2.5%	
Science	Per week 1 hour	4%	
History	Per year 17 hours	2%	Additional opportunities can be enhanced through theme days and use of rich texts in English (where appropriate)
Geography	Per year 17 hours	2%	Additional opportunities can be enhanced through theme days and use of rich texts in English (where appropriate)
Art & DT	Per year 34 hours	4%	
Computing	Per week 1 hour	2.5%	In addition, 5-6 lessons per year should cover online safety. Use of IT to present information is in addition to taught computing skills.

English

Area	KS1	KS2
Phonics and spellings	EYFS: 10-30 mins per day Year 1: 30-40 mins per day Year 2: 15 mins 3 x per week	20 mins 3 x per week
Reading	20 mins 3 x per week	KS2: 20 mins 3 x per week
Handwriting	15 mins per day	LSK2: 15 mins per day
English unit – including reading and writing	Year 1: 30-40 mins per day Year 2: 40-50 mins per day	KS2: 1 hr per day
Storytime	15 mins per day	20 mins 2 x per week