St Edmund's Catholic Primary School

&

St Joseph's Catholic Primary School

TEACHING AND LEARNING POLICY

Policy Adopted: Autumn 2015
Reviewed: Spring 2022
Review Date: Spring 2025

<p style="text-align:center"><u>**School Mission Statement**</u></p>

The partnership is one in which each member is valued and respected for who they are. We aim to encourage and support the personal growth of each individual through learning together in God's Love.

Introduction

Staff are expected to be aware of the information contained within the policy and use its guidance when undertaking their core duty of teaching.

Rationale

The core purpose of a school is to provide high quality teaching and learning to ensure all pupils make progress in acquiring knowledge and understanding of the school's curriculum. This policy underpins the organisation, management and execution of this core purpose by providing a common understanding of the most effective methods for teaching and learning. The policy is based on research into teaching and learning and draws on recent findings from cognitive science and educational psychology (Daniel Willingham, Paul Kirschner, Dylan Wiliam and Van Merrienboer), in particular the Principles of Instruction (Barak Rosenshine), A Whole Brain Learning Approach for Students (MARGE Model) and Direct Instruction (Siegfried Engelmann).

At the partnership schools we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone. This policy provides the foundation for all our work within the school and through the resulting consistency and cohesion will enable all staff to work towards raising standards of achievement. This policy will form the basis for self review and enable the sharing of good practise and support for the professional development of all staff. It will also enable the governors and parents to have a better understanding of the workings of the school and enable them to play their part in school improvement effectively.

Guidance

There are many interconnected aspects which influence the teaching and learning within a school. Where appropriate details have been given within this policy but at times it may be necessary to read aspects of it in conjunction with other policy documents or seek more detailed guidance from another policy. The following guidance details the common approach which will lead to effective teaching and learning.

Aims

Through high quality teaching and learning we aim to:

- increase the children's knowledge and understanding of the concepts, skills and information outlined in the school's curriculum which is based on the national curriculum and statutory programmes of study
- enable children to become confident, resourceful, enquiring and independent learners;
- develop children's self-respect and ability to manage their own emotions and mental health
- show respect for all cultures and, in so doing, promote positive attitudes & respect towards other people;
- enable children to understand and contribute to their community and help them feel valued as a part of it;
- help children grow into reliable, independent and positive citizens who exemplify British values.
- enable children to understand themselves as learners
- develop the ten characteristics which underpin successful learning.

Planning (TS4)

All medium and short term plans will

- Show clear learning objectives, success criteria and outcomes for the unit of work
- Provide appropriate levels of challenge for all pupils and promote risk taking in learning.
- Have success criteria to assess against which are shared and if appropriate developed with pupils.
- Make use of cold tasks and pre-tests (e.g Rising stars) to inform planning and take account of prior learning
- Indicate where there are opportunities for quizzes and retrieval to aid memorisation of knowledge including use of Knowledge Organisers
- Make use of strategies to reduce cognitive load (scaffolding, modelling, chunking, apprenticeship model of practice) and improve memory and retrieval
- Include specific topic/concept related vocabulary to be taught, practiced and memorised using 'Star Approach' (Word Aware)
- List resources needed
- Have links to assessment focus – summative and formative.
- Short term plans will be detailed from medium term plans
- Homework activities must be identified in short term plans.
- Use standardised format for medium term including published schemes (e.g. Collins History & Geography, Music Express, CUSP Science) and weekly plans as attached format (Plans to be kept on SharePoint)
- Short term plans will show clearly the role of theteacher and TAs
- Short term plans will show clear evidence of ongoing assessment strategies including quizzing, daily recall, spaced retrieval and use of Rising stars materials

Subject leaders will (TS3)

- Monitor medium/ short term plans including KOs and provide individual feedback and support (see checklist for criteria)
- Provide evidence of monitoring and evaluation feedback to staff, head teacher and governing body at least twice per year through records kept in subject file on SharePoint
- English and Maths Leaders will feedback to individual staff as necessary & at least once per term to whole staff
- All subject leaders will scrutinise and evaluate short term planning alongside pupils' books at least twice per academic year (Pupil Book Study)

Leadership team and Governors will

- Review the curriculum regularly to reflect the needs of the pupils, the local and national context
- Monitor and evaluate the curriculum implementation and impact
- Monitor planning and pupils' outcomes including books as part of the routine evaluation schedule to inform performance management and professional development

Classroom Organisation & Management (TS1,2,4)

- Classroom organisation should be calm and purposeful to reflect the needs of the pupils and activity
- Easy access to a main focal point within the classroom
- Pupil groupings to be flexible and mixed dependant on task and support
- Children need opportunities to work independently, in pairs, trios and within small groups.

In forming groupings issues to consider:
Friendships
Gender
Social needs
Physical needs
Subject specific needs

- English and Maths area/display to be made explicit in all classrooms (see respective policy for detail)
- Teach explicitly expectations for talk/learning partners
- Learning walls to be used showing current learning for English, Maths and RE/PSE, and other subjects as relevant to current blocked subject
- All resources, trays to be clearly labelled, used effectively, tidy & well maintained allowing independent access to resources (see appendix for list of essential classroom equipment)
- All classes will display:
     a current weekly timetable
     a monitor rota for duties like register
     class charters/ above & beyond
- All classroom displays must be changed at least once per term, and all subjects must be covered by a display at least once in a year. All displays must be literacy rich including Anchor, Goldilocks and Step on Vocabulary (Word Aware), stimulating and interactive. (see display policy for detailed guidance.)
- Daily routines must be clearly communicated and rehearsed with pupils. During early morning/registration a purposeful task must be given for example purple pencil/polishing pen, maths problem; spelling practice; memory games; Mathletics; Accelerated Reading, quizzing using KOs, independent reading.
- Classrooms must be tidy with a teacher who models organisation in their own practice and respect for resources by the way they are stored, displayed and prepared. Children must be encouraged to respect and care for school, classroom and resources.

Effective Lessons (TS5)

Guidance on the criteria for effective teaching and learning.

- High expectations that all pupils will achieve
- Knowledgeable, well-prepared teacher who spends the majority of lesson engaged in direct teaching
- Effective use of a range of teaching methods whole class, group, individual, instruction, discussion, explanation, demonstration, modelling, scaffolding, questioning (see Principles of Instruction and Direct Instruction)
- Effective balance between teacher and pupil input with opportunities for pupils to engage in sustained discussion and explanation about their learning
- Objectives and success criteria which are used throughout the session to check learning and provide challenge in terms of quality and quantity of work produced
- Reviews of the conceptual understanding which is used to build on learning and develop knowledge (schema).
- Range of questioning techniques used to challenge children e.g targeted, open, follow up, random (lolly sticks/cold calling), recall of facts,
- Range of resources, visual models and prompts suited to individual needs, prepared and readily available
- Examples of excellent models of expected outcomes shared (what a good one looks like WAGOLL) and displayed so children know what high standards of success looks like
- Variety of methods of producing outcomes used including software to support (CLICKER) e.g. written, photographic, recording, pictorial, digital
- Regular feedback through verbal or written methods with dedicated improvement time for pupils to respond using purple pen
- Pupils will also use self assessment to decide if they feel they have achieved the objective (see assessment policy)
- Homework should be used to extend or reinforce learning objectives and differentiated as appropriate. Where SATs books are used these must be modelled and reviewed with the class regularly to ensure they are effective
- Appropriate quantity of high quality work completed
- Good subject knowledge through team planning, access to appropriate resources, clear, sound scheme of work, supportive co-ordinators

♦ Use of Calculation policy, English policy, Curriculum policy and subject specific policies to inform planning and teaching
♦ Ensure the characteristics of effective learners are continually developed and specifically referenced throughout the lesson by staff and children

Positive Behaviour Management (see also behaviour & relationships policy) (TS7)

♦ PSHE/Circle time regularly used to discuss class issues
♦ Positive praise used effectively to encourage good behaviour and hard work.
♦ Praise and encouragement through the award of house points
♦ Co-operative, caring behaviour modelled by the teacher and other adults at all times
♦ The emotional and cognitive development of children are supported through our adoption of the THRIVE approach and our understanding of the importance of positive relationships
♦ Children will participate actively in an environment where they can take risks in security
♦ Children's responses will be used constructively to inform planning, to assess learning and treated with respect
♦ Provision of a 'worry/question box' or similar for children to express themselves discreetly

Assessment (see policy) (TS6)

♦ Teacher marking and comments will reflect the learning and success criteria and provides feedback to move learning on and next steps for future work (PQS).
♦ Use of pink and green highlighting to feedback success and areas for development respectively
♦ and children in KS 2 will make a note of the verbal feedback in the margin
♦ Children will be encouraged to undertake self assessment through a variety of strategies (see assessment policy)
♦ All books to show evidence of purposeful feedback (can be oral) or marking regularly dependant on task completed
♦ All assessments including formal use of PM Benchmark reading assessments, Single word spelling tests, Accelerated Reader Star Assessment, Rising stars Maths, Star Maths, GPS and Reading comprehension and teacher assessment to be carried out in line with school assessment timetable and policy

Target Setting

♦ Targets will be shared with parents at learning conversations or review meetings for SEND pupils
♦ Targets for all pupils will be reviewed through learning conversations and at least once per term
♦ Class teachers will discuss pupil progress and expected outcomes twice per year with leadership team and governors

Effective use of TAs

♦ Time-tabled planning and review meeting each week for teacher and TA e.g. during assembly/PPA
♦ Completion, monitoring and evaluation of communication/planning
♦ Effective deployment of TAs to support learning & classroom organisation detailed in planning and provided to TA in advance via uploading to SharePoint
♦ TAs to take an active role throughout lessons to progress children's learning e.g during introduction noting pupil responses and providing verbal/written feedback.
♦ Regular meetings with SENDco to discuss interventions and provision for SEND, vulnerable and EAL pupils

Monitoring and Evaluation

The monitoring and evaluation of the quality of teaching and learning is a collective responsibility and all staff are expected to reflect honestly upon their own practice to identify areas of strength and areas of development. The Performance Management Scheme and professional development programme will aid such self-evaluation.

The quality of teaching and learning on a whole school level is the responsibility of the governors, head teacher and leadership team. The governors will use information provided by the head teacher, statistical data and OFSTED to make judgements about the quality of teaching and learning. In order for the head to provide such information lesson observations, scrutiny of planning and assessment, children's work, pupil interviews, parental questionnaires and professional dialogues with individual staff will be necessary. These formal monitoring activities will take place according to the monitoring and evaluation policy and timetable. Informal monitoring takes place continuously through the normal routine of the school and general interactions between colleagues, pupils, parents, governors and visitors.

Subject leaders are responsible for monitoring and evaluating the quality of teaching and learning in their subject areas and will be given the opportunity to undertake lesson observations and pupil interviews during dedicated leadership time. They will also be expected to use scrutiny of planning and pupil's work to monitor and evaluate teaching and learning. This will inform the subject evaluation and action plan each year as well as performance management reviews and objective setting.

The monitoring and evaluation of teaching and learning by the head teacher, leadership team or subject leaders will identify individual and whole school issues which will be addressed through the school improvement plan and continuing professional development.