St Mary's Catholic Primary School

Achieving Ambitions

TEACHING AND LEARNING POLICY

We guide our pupils on to the path to achieving their ambitions.

On their journey, they **Love** *one another,* **Learn** *to achieve excellence,* **Laugh** *through enriching experiences and* **Live** *life to the full.*

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Approved by Governors	T&L Committee
Reviewed	Autumn 2023
Next Reviewed	Autumn 2024

Intent

We know that pupils have one chance for their education and we believe it is our duty to provide the best for them. Our vision is to guide our pupils on a path that leads to them achieving their ambitions. We will ensure that our teaching and learning enables children to achieve in an environment that is friendly, welcoming, well organised and caring. Our aim is to ensure that all children are able to maximise their learning potential in a varied curriculum full of enriching opportunities. We want our children to leave us having acquired academic, social and life skills, which enable them to live life to the full and achieve excellence.

Purpose

The purpose for this policy is to:

- Explain our school values
- Translate the school's aims into practice
- Develop a shared language and understanding of teaching and learning
- Encourage consistency and coherence
- Reflect our current thinking, following research and refining practice

How will we do this?

We will do this through:

1. Our curriculum structure and drivers
2. Collaborative and coaching led observations
3. Teaching and learning principles and Six Steps
4. Formative and summative assessments

1. Curriculum structure and drivers

Each subject is mapped out, showing the essential skills and knowledge that build up over time. These are mapped out by the subject leader with the help of the curriculum lead or through a specific scheme if appropriate. These are based on the 2014 National Curriculum.

We have identified four key drivers (see below) that are fundamental to the success of our curriculum and underpin everything we do.

 **Life Skills –** This broadens pupils' possibilities and opportunities. High quality books and stories will be the main driver for the topics and curriculum. They will acquire rich vocabulary through a love of books that will enable them to express themselves confidently. The basic skills of ***reading, writing and mathematics*** entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.	 **Diversity and spirituality –** This helps pupils to be tolerant, respectful and value the differences in others. This will help them understand their role, rights and responsibilities as a citizen in the local and global community.	 **Aspirations –** This encourages pupils to have dreams and aspirations for the future inspired by inspiring role models and enriching opportunities.	 **Growth and well-being –** This helps pupils develop confidence, motivation, self- belief and a strong sense of self-worth. They develop socially and emotionally and are being equipped to become independent thinkers and lead by example.

2. Collaborative and coaching led observations

We use coaching as a tool to develop staff practice and provide opportunities for open dialogue that is not judgmental. Coaching raises staff self-awareness and allows opportunities for deep reflection. We use coaching as a way of staff finding solutions for themselves through a process of effective questioning and listening with an open mind.

3. Teaching and learning principles and Six Steps

Underpinned by strong routines and clear systems, the teachers know their children well and form positive relationships with them. At the heart of good teaching and learning are the behaviour systems and structures that allow children to learn and they know that their teachers believe that they can succeed – achieving their ambitions.

High expectations are held by all staff. These enable us to challenge, support and inspire our children. We are ambitious for all children. We believe that our children can succeed and we let them know that.

Adaptive Teaching – Teachers ensure that all learners have the opportunity to meet high expectations through careful planning, as well as adjustments made to teaching throughout lessons. This includes 'scaffolding'– providing pupils with temporary support that is gradually removed or 'faded out' as they become increasingly confident. Adaptive teaching promotes a 'growth mindset' and independence for all learners.

Subject knowledge Teachers have solid knowledge of the subjects they teach. Where necessary, gaps in knowledge are supported, through CPD, coaching and/or planning with other teachers. Staff have regular whole-school as well as individual CPD to support continual improvements in subject knowledge.

Modelling - I do, we do, you do – Teachers model in every lesson. the teacher will demonstrate a new concept or approach to learning. This is through clear explanations and precise vocabulary. We use the 'I do, we do, you do approach,' to ensure learning is scaffolded appropriately and children are given the opportunity to practise their acquired skills.

Teaching of vocabulary – Children are exposed to rich vocabulary that will help them to increase their knowledge of words. In addition, the direct teaching of vocabulary is an essential part of every lesson. Important vocabulary is shared with the children in the 'recap' step of the lesson and new vocabulary is explicitly taught in the 'new learning' step. New words and definitions are displayed on classroom working walls to help children to remember word meanings. In addition, each unit of work in children's books is accompanied by an overview sheet that includes important words and their definitions. These words are grouped into 'Tier 2' words (high frequency in written texts) and 'Tier 3' words (subject specific language). Children are taught to use these overview sheets to support their learning by helping them to remember the meaning of important words.

Questioning and challenge – Questions are asked in a range of ways in lessons; targeted, use of lolly pop sticks, think pair share and hands up. Questions can be used to formatively assess specific children's knowledge as well as to probe deeper and challenge children to develop their thinking by using open-ended questions. It is important that all children believe they may be asked to give their response to a question so that all children are expected to think hard. Teachers plan for ALL children to work just outside of their comfort zone because we know this is when they are likely to learn most. When children give their responses to questions, it is important to dig deeper and ask them to explain their thinking in full sentences. Phrases such as 'tell me more' or can you add more are great for this.

Learning Skills – We seek children to develop a Growth Mindset which values perseverance, rather than a Fixed Mindset which concentrates on ability. We have seven Learning Skills that help us to develop this Growth Mindset these are: Bravery, Cooperation, Curiosity, Imagination, Logic, Memory and Stamina. Teachers refer to these throughout lessons.

Practice – we ensure children have adequate time to practise skills and develop fluency both within lessons and in longer term planning. We have planned sequences of lessons to give children time to practise and develop fluency. Spaced practised and revisiting key knowledge throughout the year enables children to move knowledge to their long-term memory.

Feedback – We use a range of strategies to ensure that children are aware of where they are in the learning process. Firstly, we use live feedback during lessons in all subjects. This can be in the form of oral feedback (conversations with individual children or even the class as a whole) and also as written feedback in books. For written feedback, we use 'Tickled Pink', 'Green for Growth' and 'Purple Polishing'. End of unit pieces of writing are deep marked. In addition to our formative assessments, summative assessments take place at the end of each term. This data is recorded on Insight and the data is used to inform pupil progress meetings.

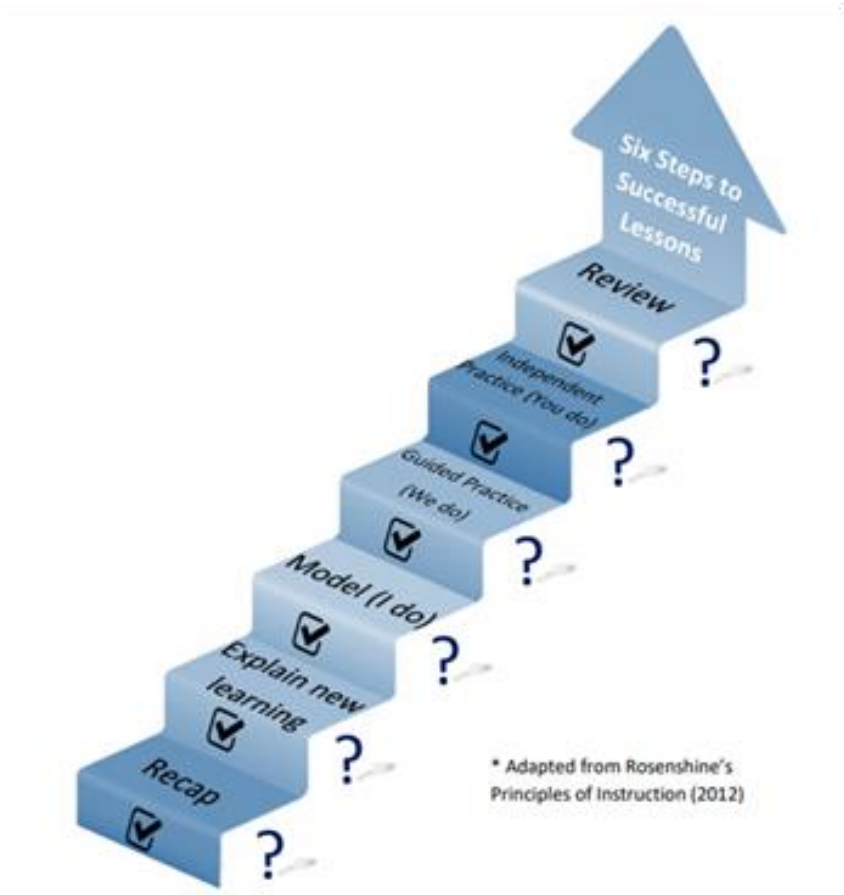
Every lesson follows the same structure (Six Steps):

- Recap prior learning – teachers make links with prior learning from last lesson, last week, last term, last year

- Explain new learning – teachers present and explain new material in small steps and will only continue once initial steps are mastered
- Model 'I do' - Teachers provide high quality models which allow pupils to be guided through a process step by step
- Guided Practice 'We Do' – Children have additional time to rephrase, elaborate and summarise new material in order to store it in their long term memory
- Independent practice 'You Do' – Children practise applying their new learning. Activities are adapted through scaffolding to meet the learning needs of all children.
- Review – Using live marking, whole class or individual feedback, teachers assess children's understanding. This helps to inform future planning.

At each of these steps, teachers use careful questioning to check on the understanding of all pupils. A variety of strategies are used within these steps including drama, quizzes, completing stem sentences, providing models, creating knowledge maps and the use of whiteboards.

This lesson structure supports all learners, especially children with SEND, as the familiar structure ensures that they can access learning and take part in lessons.



4. Summative and formative assessments

Assessments support us to plan better, find gaps in children's knowledge and then close gaps to accelerate progress for all. Assessment takes place at the start, during and at the end of lessons and at the end of units of work. Assessment can be described in terms of **formative (forming an on-going view of learning)** and **summative (summarising learning at an end point)** assessments. "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." Assessment for learning strategies help teachers to shape the lesson they are teaching and future lessons so they best meet children's needs and curriculum expectations.

Summative assessments
The school's **assessment criteria** for reading, writing and maths have been developed by the staff using the NAHT Key Performance Indicators and the National Curriculum. Before data is entered into our *Insight Tracking* system, we use tests combined with teacher assessment to make judgements against the assessment criteria. Please see our Assessment Policy for more detailed information on assessment.

EYFS
The school uses the Development Matters to support our assessment system. Teachers use Seesaw to record observations which link to the seven areas of learning. Children are assessed 1:1 termly in Maths and after each unit in phonics. Half termly independent pieces of writing are used to inform teacher judgments. All summative assessments are recorded on Insight.

KS1
Phonics: Phonics screening and end of unit rocket phonics assessments
Reading: Book band levels and STAR Reading tests in Year 2
Writing: At least one independent extended piece of writing every half term
Maths: Inspire arithmetic and reasoning test every term
Year 2 sit the end of Key Stage 1 SAT tests (these are now non-statutory)

KS2
Teachers will assess children's learning at the end of a unit of work in a range of ways. This includes at least one independent extended piece of writing every half term writing, review sections in Inspire maths books, Accelerated Reader tests and practice national curriculum tests in reading and maths. Year 6 sit the End of Key Stage 2 SATs test.

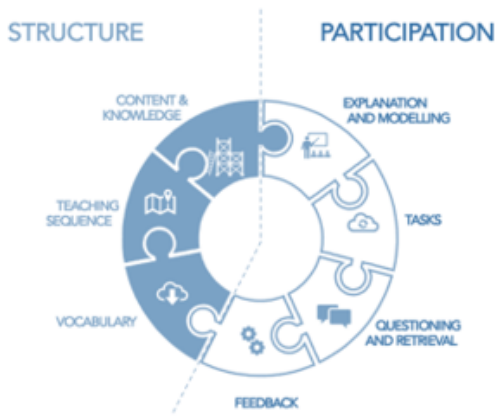
Each foundation subject has their own approach to assessment and this is outlined in the assessment expectations document.

Formative assessments are completed before, during and after lessons so we build up a picture of children's knowledge and understanding. This includes, but is not limited to

- Using challenging questions and scaffold questions
- Effectively using peer and self- assessment
- Show me on the whiteboard
- Focused marking and feedback for child response
- Low stakes quizzes

Ensuring good progress
The results of formative and summative assessments form the basis of discussions at pupil progress meetings with the class teacher and Senior Leadership Team. Gaps in learning are highlighted and interventions are planned both in and outside class to address gaps, misconceptions and to speed up progress. For pupil premium children, our emphasis is not only on catch-up but on keep-up. The Assessment Lead collects and analyses termly data and looks at whole school trends and findings. These are used to inform future and immediate practice to close the gaps.

Monitoring of teaching and learning
The monitoring of teaching and learning takes place through various methods. These include lesson drop-ins, learning walks, work scrutiny, pupil voice, individual CPD plans and peer reviews. Lesson drop-ins and learning walks will sometimes be completed by a member of staff and an outside person, e.g. School Partnership Advisor, executive Head, Head of School or a member of staff from another school. This quality assures our judgements as a school. All our monitoring enables us to identify our strengths and areas for development.



We use Alex Bedford's curriculum wheel to monitor the impact of what we teach.

We focus on one or two aspects for review.

We adopted this in November 2021.
Pupil Book Study

THE SENCO is expected to contribute to improving the quality of teaching and learning by:

- supporting the identification of, and disseminating, the most effective teaching approaches for vulnerable pupils and pupils with SEND
- collecting and interpreting specialist assessment data gathered on pupils and using it to inform practice
- ensuring with colleagues that realistic expectations of behaviour and achievement are set for pupils with SEND, pupils with EAL, pupils from ethnic minority and other vulnerable groups
- monitoring the effective use of resources, appropriate teaching and learning
- activities and target setting to meet the needs of pupils
- implementing systems for monitoring and recording the progress made by pupils with SEN towards achieving their targets
- responding to class teachers' concerns regarding pupil progress
- working in partnership with parents and outside agencies to ensure high quality provision is achieved to meet the needs of all pupils