St Mary of the Angels Catholic Primary School

Teaching and Learning Policy

Contents:

Statement of intent

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Mission Statement

Recognising and celebrating the presence of Christ in one another.

♦ *St. Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.*
♦ *The school is committed to the widest and fullest education of all pupils in a partnership between home, school, parish and the community.*
♦ *The school aims to create a happy, ordered environment where all members feel secure and valued.*

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AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body. A copy can be found on the school website and a hard copy is located in the Head Teacher's office for other members of staff.

At St Mary's we are committed to high quality teaching and learning to raise standards of achievement for all children. This Policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our assessment, SEND and Marking and Presentation policies in addition to our Subject specific Policies.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At St Mary of the Angels School, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community in keeping with our school mission statement and Catholic Ethos;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes which reflect and illustrate our British Values, Catholic Virtues and Mission statement.;
- encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;

- encourage children to become active and responsible citizens, contributing positively to the community and society.

Ethos

The ethos and atmosphere underpin our Mission Statement. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Signed by:

| | Headteacher | Date: | |
| | Chair of governors | Date: | |

Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- SEND Policy
- Assessment, Marking and Feedback Policy
- Behavioural Policy

2. Roles and responsibilities

2.1. The **governing body** is responsible for:

- Ensuring reports are provided by the **headteacher** and that action is taken where areas are identified as requiring improvement.
- Ensuring the **curriculum teams** meet regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
    - Viewing samples of pupils' work
    - take part in teacher led learning walks
    - Viewing records of achievement
    - Talking to pupils about their experiences
    - Talking to teachers about their experiences
    - Reporting their findings to the entire governing board

2.2. The **SLT** is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Working in classrooms, including teaching, regularly.
- Carrying out focussed classroom-based observations.
- Reviewing and commenting on planning.
- Discussing all relevant annual reports with staff.

- Completing a self-evaluation of the school's quality of teaching.

- Reporting on the quality of teaching and learning in the governors' report.

- Acting as role models for teaching staff.

2.3. **Curriculum leaders** are responsible for:

- Developing and reviewing curriculum policies and practice in collaboration with colleagues.

- Taking accountability for the progress of pupils in their given subject.

- Reporting on the effectiveness of the curriculum to the **SLT** and the **governing body**.

- Providing professional advice to link governors.

2.4. Teaching staff are responsible for:

- Monitoring and evaluating their teaching.

- Seeking professional dialogue and constructive criticism from senior colleagues

- Reviewing and evaluating their planning regularly.

- Setting appropriate and challenging targets for pupils based on ability.

- Collaborating with colleagues to moderate pupil achievement.

- Involving parents and other professionals in the monitoring process.

- Completing an annual review assessing the progress of their pupils.

2.5. Pupils are responsible for:

- Being on time for school.

- Being attentive and prepared to learn.

- Not eating or chewing during lessons.

- Listening to and following all reasonable instructions.

- Treating everyone with respect.

- Being part of their own learning journey

- Listening and responding to ways in which they can make their work even better

- Always trying their best

External monitoring

2.6. Mike Fox is our School **improvement officer**; he works on a termly cycle to monitor teaching performance.

2.7. The **school improvement officer** will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the **head teacher and SLT, as available. These will then be included as part of the Head teacher's report to Governors**

2.8. The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.

2.9. Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Self-evaluation

Discussion with senior leaders

3.1. Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?

- What is being done to monitor teaching?

- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?

- To what extent do teachers use assessment within the lesson to ensure that all pupils understand the lesson objectives?

- Are judgements based on the interpretation and evaluation of data and evidence?

- Are strengths and weaknesses in teaching and management identified?

- What strategies do TAs employ to support learning?

- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?

- What happens if pupils are absent meet barriers in their work? What support is in place to help them?

Discussion with pupils

3.2. The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know your next steps? How and what are they?

- What subjects do you have next steps for?

- How do you know when you have done well?

- Who helps you to know your next steps? What sort of things do they do?

- Do your parents know what you need to do to be even better in your learning? How do they know?

- What happens if you find your next steps difficult?

- How does having help support your learning?

- Tell me about this piece of work. What were you learning?

- Show me a piece of work that you are really proud of. Why?

- Do you know how to improve your work? Do you have the opportunity to improve your work? When do you improve your work?

- What do you think about your Maths/English/Wider Learning/ R.E homework? What do you think the school could do to make learning more enjoyable/interesting for you?

- Which aspect of Maths/English/R.E/Wider Learning do you find challenging/difficult?

4. **Learning environment**

Setting the tone

4.1. The classroom will be set each morning and afternoon for the following lessons. A register will be taken. If no formal register is taken, the teacher will call out the names of the pupils to catch their attention and to indicate that the session has begun.

Seating arrangements

4.2. The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently.

The classroom

4.3. The learning environment should enable and maximise children's opportunities to learn. Displays are changed on a **regular** basis to reflect the current teaching. These are geared towards aiding learning, and used to support if required. Desks should be free from clutter and arranged in a manner to match the needs of the class, providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during the day.

5. Our ethos

5.1. Through our teaching, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

5.2. To encourage all pupils to contribute to lessons, teachers:

- Ensure pupils raise their hands before speaking to allow all pupils the chance to contribute without being interrupted.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

5.3. We reward and recognise achievement in the following ways:

- Praise more than criticise, using formal and informal approaches.
- The school formally rewards pupil in the following ways:
  - Stickers
  - Class behaviour system including Congratulations Assembly
  - Saint stars and lining up points;
  - Inviting the pupil to see the headteacher
  - Achievement assemblies
  - Individual behaviour plans/reward charts as needed
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work
  - Writing positive comments in a pupil's planner
  - Extrinsic rewards E.g. stickers for children

5.4. The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning/shaking heads.

- Referring to the pupil by name before issuing an instruction.

- Quietly speaking to the pupil while the rest of the class is engaged.

- Giving the pupil a task to encourage responsibility.

- Reminding the pupil of the sanctions that follow a poor choice.

- In exceptional circumstances, calling for support from another member of staff.

- Ensuring the school's **Behavioural Policy** is adhered to at all times.

5.5. To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.

- Creatively plan and deliver lessons.

- Motivate pupils effectively.

- Enjoy and have a passion for teaching.

- Continue to learn and enhance children's skills.

- Hold high expectations for all pupils.

- Understand how thinking and questioning develop learning.

- Are professional.

- Engage pupils of all abilities.

- Seek out and accept constructive feedback from peers, pupils and parents.

- Are given opportunities to lead.

- Involve parents and carers in their teaching.

- Understand and implement effective behaviour management strategies.

6. Teaching strategies

The curriculum

6.1. Reception classes follow the EYFS Foundation Stage Curriculum. Years 1-6 follow the National Curriculum, supporting the needs, interests and experiences of our children at St Mary of the Angels.

6.2. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of appropriate resources.

6.3. While teaching the national curriculum, wider aspects of learning, such as the awareness of emotional well-being, implementing British values, encouraging social skills and developing self-esteem, also form a significant part of pupils' education.

Planning and preparation

6.4. Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for.

6.5. Lessons are planned appropriately to support progress in each lesson.

6.6. Planning clearly show how teaching assistants are used to enhance learning. Regular opportunities occur to ensure all staff are briefed on the weekly planning intentions.

6.7. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

6.8. Lessons are delivered in an engaging and lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning of the lesson

In-class support

6.9. TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

6.10. Pupils are provided with opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment- yes yellow), and that of their peers (peer-to-peer assessment- oh no orange, in line with the School's Assessment and Marking Policy). The learning focus, of each lesson, (as distinct from a written learning objective) is explained at the start and referred to throughout the lesson.

High expectations

6.11. The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

SEND

6.12. Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed at **weekly** staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a **SEND Policy** containing strategies and procedures for assisting our pupils with SEND.

7. Assessment

Baseline assessment

7.1. Pupils joining the school will receive a baseline assessment when they start.

7.2. Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first **two weeks** that they are enrolled.

7.3. Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative assessment (assessment for learning)

7.4. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

7.5. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

7.6. Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

7.7. Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

7.8. Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment
- Gap tasking

Summative assessment (assessment of learning)

7.9. Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.
- Pinpointing specific next steps in learning at a group, class or individual level

7.10. Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide evidence for end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.

- Are used to determine a pupil's attainment.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

7.11. Methods of summative assessment include:

- End of term assessments
- External examinations such as the national curriculum tests.

8. EYFS

Focussed observations

All children are observed with a focussed observation termly. This involves focussing on the child for approximately **10 minutes** and documenting what they do (this may involve written note taking or video recording). Other forms of formal observations include OWLET observations. If appropriate, the adult will support play when conducting this observation. Next steps are addressed there and then. The outcomes are recorded.

Short observations

8.1. These are short, spontaneous 'capture the moment' observations. Teachers and early years practitioners (EYPs) document onto sticky notes what the child has done. These are then annotated with the appropriate band and filed into the child's individual learning journey. Photographs are also taken to evidence attainment. All short observations are used to provide evidence to assess and complete the EYFS Profile, and **termly** judgements are made using this information.

Memory books

These are books that highlight key experiences that we want the children to recall. Photographs of key events in EYFS and planned opportunities are included in this book. Discussions and sharing of this book occurs frequently to support the children in recall and embed learning.

Focus activity

8.2. During focussed activities, teaching staff write comments on the child's work, , often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.

8.3. All of the information collated over the year provides the evidence base for the early learning goals at the end of Reception

9. KS1 and KS2

9.1. Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of pupils' work, against the intended learning for the lesson. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

9.2. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

9.3. **Termly** tests are used to identify progress and gaps in learning. School tracking systems identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.

9.4. **Termly** pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

9.5. Pupils receive **regular** verbal and written feedback on their progress.

Planning for assessment

9.6. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

9.7. Lessons contain a clear learning focus, supported by success criteria, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

9.8. Teachers use focussed marking to assess pupils' progress in relation to the planned learning focus, and where needed use gap tasks and editing skills to support pupils to continuously improve their learning journey from starting points. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

9.9. Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, and results of class tests/published tests), alongside on-going focussed marking/ conferencing and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

9.10. Results of published tests are used to contribute to overall teacher assessments.

Reporting

9.11. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

9.12. We provide opportunities for three-parent consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year progress report consultation to discuss the pupil's report .and an end-of-year

9.13. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

9.14. We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths
- Average 'scaled scores' in reading and maths
- Percentage of pupils who achieved the expected standard or above in reading, writing and maths
- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

9.15. We will provide a link to our performance tables on our school website on **link**.

9.16. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

KS1

9.17. Reports for pupils at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing and maths.

- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

- Comparative information about the attainment of pupils of the same age in the school.

- Comparative information about the attainment in the core subjects of pupils of the same age nationally.

KS2

9.18. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.

- The outcomes of statutory national curriculum teacher assessments in English reading, English writing and maths

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

- Comparative information about the attainment of pupils of the same age in the school.

- Comparative information about the attainment of pupils of the same age in the school.

Moderation

9.19. Regular moderation of levelling within school takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. Agreement trialling occurs throughout the year with local schools as part of the a cluster group to moderate judgements. During the Spring and Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

10. Individual learning Profiles

Individual Pupil profiles

10.1. Individual Pupil Profiles are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement.

10.2. Individual Pupil Profiles are reviewed **annually** to ensure that they are still effective.

EHC plans

10.3. Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought.

10.4. More information can be found in the school's **SEND Policy**.

11. Monitoring and reporting

11.1. This policy will be reviewed **annually** by the **SLT**.

11.2. The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

11.3. The next scheduled review date for this policy is **October 2020**.