



**“Guided by Jesus Christ, our teacher, we journey together,
learning to dream, believe and achieve”**

**St Clare’s RC Primary School
Policy for Teaching and Learning**

Purpose

The purpose of this policy is to express the collective view of all associated with St Clare’s on the central area of teaching and learning and to provide an expression of the principles underpinning classroom practice and our approaches to working with the children entrusted to us.

1. Values, beliefs and principles

Pupils learn best when:

- Expectations are high
- They are motivated and understand the purpose of their learning
- They receive encouraging and detailed feedback
- They are encouraged to think
- The teacher understands and plans for their next stage of progress
- Pupils understand the next stage in their development
- Their work is valued through engaging display
- They are well supported in achieving their goals
- Homework supports school-based learning
- Pupils have highly-developed strategies to support themselves
- They have opportunities to talk about their learning
- They collaborate with other pupils
- Different learning styles are accommodated
- They are happy and secure in their classroom
- The classroom is well organised
- Routines are clear
- They are challenged to talk with each other during productive collaborative tasks and to reflect upon their learning through talk

2. Repertoire and range of teaching techniques, skills and strategies

Effective teaching involves:

- Effective assessment
- Questioning to assess and extend thinking
- Discussion
- Problem solving
- Practical activities and investigations
- Talk is a central element of learning
- A blend of individual, group and whole-class teaching
- Explanation
- Modelling

- Cultivating relationships
- Promoting confidence
- Providing detailed and encouraging feedback that shows pupils how to improve
- Effective planning
- Accommodating different learning styles
- Sensitivity to pupils' emotional needs
- Designing activities that motivate and challenge pupils
- Scaffolding pupils' learning towards challenging but attainable targets
- Promoting pupils' independence and sense of ownership for their learning

3. Learning styles

Provision for pupils should take note of:

- Visual learners
- Auditory learners
- Kinaesthetic learners
- Interpersonal learners
- Intrapersonal learners
- Verbal/linguistic learners
- Logical/mathematical learners
- Differentiation
- Independent learning

4. The use of learning resources

For effective teaching and learning pupils should have regular access to:

- High-quality reading resources
- Computers
- The internet
- A well-resourced library
- Classroom reference materials
- Listening resources
- Educational television
- Educational visits and visitors
- Engaging fiction and poetry
- Practical equipment
- Video equipment
- Film

5. The effectiveness of planning

Planning for progression is clearly shown in long, medium and short-term planning.

Teachers interpret medium-term plans and draw these up into effective weekly plans to meet the contrasting needs of their pupils.

Short-term planning is linked to continuous assessment.

Weekly planning contains:

- Clear objectives and success criteria
- Lessons that build on each other
- Activities that relate to objectives
- Assessment opportunities
- Support and challenge strategies
- Differentiation
- Key questions
- A clear structure to each lesson

- A defined role for the teacher in independent activities
- Key vocabulary
- Expected outcomes for pupils

6. The use of assessment

Assessment strategies are crucial to effective teaching and learning and involve:

- Questioning during lessons
- Listening to pupils working with each other
- Recording pupils
- Marking
- Formative assessment tasks
- End-of-year tests
- Benchmarking pupils before planning a unit of work

7. The conditions for effective teaching and learning

- Teaching uses a range of approaches that ensure all children take part. There is a culture of collaborative learning.
- Children know where they are in their learning and what they need to do to improve.
- Learning/teaching resources promote children's involvement and shared learning.
- Display reflects the learning process as well as the content and the product of children's learning.
- Opportunities for reflection at different points throughout the lesson, and throughout the day, support children in peer and self-assessment
- Children talking with adults and other children is a key feature of the learning process, and teaching approaches promote and guide this.
- Children get feedback on their learning in a range of ways. They know what 'good' looks like and are motivated to be 'the best that I can be'.
- Curricular targets for each year group are monitored to evaluate children's progress and attainment.
- Teachers/practitioners set differentiated targets for identified groups.
- Success criteria are focused on learning and shared with children.
- Success criteria are evident in planning.
- Planning is adapted/annotated as necessary in the light of ongoing assessment.
- Opportunities for reviewing progress and providing feedback to children are integrated into short-term planning.
- Teachers define and make explicit to children the success criteria for meeting the learning objective.

- Teachers provide written and oral feedback against the success criteria to engage children in their learning.
- Children are encouraged to evaluate and improve their own work during a learning activity/the lesson, making effective use of success criteria
- Parents are provided with regular and accessible information on progression in learning.
- Teachers in each year group analyse summative assessments to identify areas of strength and areas for development. This is to ensure that the needs of all groups of children (including SEN/EAL/gifted and talented children) are met and that they are making appropriate progress.

8. The Development of teaching and learning

The development of teaching and learning is best established when:

- The Headteacher and leadership team have a good insight into the quality of teaching and learning through regular monitoring and evaluation
- All staff are included in establishing priorities
- Professional development is regular and relevant to the school's needs
- Curriculum leaders have up-to-date knowledge on developments in their subject
- Regular monitoring identifies strengths and areas for development
- Improvements in teaching and learning are central to the evaluation cycle
- Leadership is evident at a range of levels and the change process is inclusive
- The leadership team is proactive in establishing effective training and resources
- Performance management identifies good practice and links staff to this
- Newly-qualified teachers have good induction and training
- There is a good balance at meetings between time allocated for management and teaching and learning issues
- Subject leaders have a good insight into progress in their subjects

Judging Provision

Appendices 1-3 show the judgements and expectations for provision. These were developed with teachers in April 2010 as a means of providing clarity of expectation during the self evaluation of provision at St Clare's. With the rest of this document, the appendices support teachers' reflections and evaluation of their continuing provision for pupils.

Appendix One

Features of outstanding provision

1. High expectation in all areas, including presentation
2. High progress and attainment
3. High pace
4. Challenging but attainable goals
5. Engaging and challenging activities
6. High support and challenge – for all pupils
7. Effective differentiation in planning and lessons
8. Strong links between the objective/s and success criteria
 - a. Pupils are clearly aware of goals
 - b. They may be involved in setting these
 - c. They provide a reference point for reflection within the lesson
 - d. The targets inherent within them form part of the feedback from the teacher
9. Highly-effective questioning
 - a. Checking on understanding
 - b. Providing clarity
 - c. Developing thinking
 - d. Developing extended explanations
 - e. Analytical
 - f. Consolidating
 - g. Supporting assessment
10. Assessment links to planning and provision
11. Assessment features as part of the lesson
12. Talk has a central role in developing pupils' thinking, not just in the introduction of the lesson, but throughout
13. Productive collaboration with opportunities for pupils to learn from each other
14. Development of independence and 'learning to learn'. Extension tasks provide additional relevant challenges for all pupils
15. Imaginative use of resources and display to support learning
16. ICT is integral to the lessons
17. High levels of pupil motivation
18. High levels of teacher responsiveness
19. High impact of adults supporting pupils. The TA or other adult may provide detailed feedback to the teacher, contributing to formative assessment
20. Positive and industrious classroom culture
21. Marking and feedback provided details for pupils on how to improve
22. Planning provides a detailed focus on the needs of each group
23. Learning is often practical, hands on, and is seen by pupils as fun
24. Behaviour is well managed in an unobtrusive way
25. Positive pupil attitudes, showing care over both content and the presentation of their work
26. Teacher modelling has a direct impact on progress and attainment
27. Subject knowledge is of a high standard and has a clear impact on outcomes for all pupils

Appendix Two

Features of good provision

1. Expectations are generally high, including presentation
2. Progress and attainment are good
3. Pace is generally good
4. Goals are challenging but attainable
5. Activities engage pupils
6. Good support strategies are evident – for most pupils
7. Effective differentiation in planning and lessons, building on prior learning
8. Strong links between the objective/s and success criteria
 - a. Pupils are clearly aware of goals
 - b. They provide a reference point for reflection within the lesson
 - c. The targets inherent within them form part of the feedback from the teacher
9. Good questioning in most parts of the lesson
 - a. Checking on understanding
 - b. Providing clarity
 - c. Developing thinking
 - d. Analytical
 - e. Consolidating
 - f. Supporting assessment
10. Assessment links to planning and provision builds on prior learning
11. Assessment features as part of the lesson, for example through peer assessment
12. Talk has a central role in developing pupils' thinking in various parts of the lesson
13. Collaboration is productive and engaging
14. Development of independence and 'learning to learn' for some pupils. Extension task provide relevant additional challenge for most pupils
15. Imaginative use of resources and display to support learning
16. Effective use of ICT for teaching and/or learning
17. High levels of pupil motivation
18. High levels of teacher responsiveness
 - a. Mini plenaries
 - b. Addressing misconceptions
 - c. Productively amending tasks
19. Adult supporting pupils is well informed and makes a good impact on pupils outcomes
20. Positive and industrious classroom culture
21. Marking and feedback provide details for pupils on how to improve
22. Planning provides a detailed focus on the needs of each group
23. Learning is often practical, hands on, and engages most pupils
24. Behaviour is generally good and well managed
25. Positive attitudes from most pupils, showing care over both content and the presentation of their work
26. Teacher modelling is effective and a good source of support for pupils
27. Subject knowledge is good and impacts directly on progress and attainment

Appendix Three

Features of satisfactory provision

1. Expectations are clear but may require additional challenge
2. Progress and attainment are adequate
3. Pace is in some need of development
4. Goals for some pupils may lack sufficient challenge
5. Activities engage most pupils
6. Some effective support strategies are evident
7. Some effective differentiation is evident in planning and lessons, building on prior learning
8. Objectives are clear
 - a. These may not be fully explained or explored together with the success criteria
 - b. These are not fully revisited or explored at the end of the lesson
9. Questions are generally lower order and closed
 - c. Checking on understanding
 - d. Providing clarity
 - e. Greater proportion of teacher talk and direction
10. Assessment links to planning
11. Assessment may not feature as part of the lesson
12. Talk is evident in some parts of the lesson but does not add significantly to learning
13. Pupils work co-operatively with each other
14. Most tasks are teacher directed and closed in nature. Extension tasks do not provide sufficient challenge.
15. Time and resources are used effectively
16. The use of ICT is evident but does not impact significantly on teaching and learning
17. Pupils are generally on task and focused
18. Some teaching and learning opportunities may be missed
19. Adults do not make a significant impact on learning and may be unclear about their role
20. Pupils are praised for their work
21. Marking and feedback do not provide sufficient details on how to improve
22. Planning does not focus sufficiently on individual needs
23. Learning is less practical, hands on, and is more sedentary but activities reflect the key goals for the lesson
24. Behaviour does not disrupt learning and is generally well managed
25. Positive attitudes from most pupils and a general sense of wanting to achieve and to present their work well
26. Teacher modelling does not fully impact on pupils' outcomes
27. Subject knowledge is secure

Approved by the Governing Body on:

Headteacher
Mr. V. Jones

V. Jones

Date 15th June 2015

Chair of Governors
Mr. W. Ryan

W. Ryan.

Date 15th June 2015

Review Date: June 2016