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St Gregory's School, Marnhull
Teaching and Learning Policy

In this school community, each person is valued and respected in the belief that all people are created and loved by God.

1. School Ethos Statement

1. Aims

We believe that children learn best in different ways, we therefore aim to provide a rich and varied learning environment, which allows children to develop their knowledge, skills and abilities to meet their full potential.

Through our teaching we aim to:

- Embed an agreed range of good practice across the school
- Provide a unified focus for monitoring learning and classroom practice
- Ensure that the needs of children are met
Establish targets for improvement
- Ensure that children are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum
- Enhance the professional development of staff
- Ensure that teaching is appropriately differentiated for all children
- Enable children to become confident and resourceful, enquiring and independent learners
- Foster children's self-esteem and help them to build positive relationships with each other and other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and in doing so promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent and positive citizens

2. Teaching and Learning Standards

Through our teaching philosophy, children 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.

To encourage all children to contribute to lessons, teachers:

- Use different ways to ask for children input including, lolly sticks etc, ensuring all children are expected to contribute.
- Allow sufficient thinking time between questions to allow children to consider their responses.
- Plan time in their lessons for children to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers praise learning using formal and informal approaches

The school formally rewards children in the following ways:

- House points for living out the school values and good behaviour and manners
- Calling the parents and praising the child
- Class Dojo points for effort in lessons
- Head teacher's awards, pupil of the week awards, Christian Value awards presented in Praise assembly
- Hot Chocolate with the Headteacher
- Compliments for living out the school values in school and at home

The school informally rewards children in the following ways:

- Congratulating children privately or in class
- Praising the whole class
- Writing positive feedback on written work
- Writing positive comments on Class Dojo
- Stickers and class lucky dip prizes

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the child by name.
- Quietly speaking to the child whilst the rest of the class is engaged.
- Giving the child a task/job to encourage responsibility.
- Reminding the child of the sanctions that follow a poor choice (lost learning)
- In exceptional circumstances, calling for support from another member of staff. (The Behaviour Policy will be followed at all times)

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

- Understand what excellent teaching is through regular CPD
- Creatively plan and deliver lessons
- Understand previous learning
- Motivate children effectively
- Enjoy and have a passion for teaching
- Continue to learn and enhance their skills through lesson study and regular ongoing CDP
- Hold high expectations for all children
- Understand how thinking and questioning develop learning.
- Are reflective practitioners wanting to improve their knowledge and skills at all times
- Engage children of all abilities
- Seek out and accept constructive feedback from peers, children and parents

- Are given opportunities to lead
- Involve parents and carers in their teaching
- Understand and implement effective behaviour management strategies

3. Effective Learning

We realise that children learn in many different ways and when planning lessons, we consider these different forms ensuring, wherever possible, that there is a visual, auditory and kinaesthetic element to the lesson.

We feel that for effective learning to take place children must:

- Have first hand experiences to bring their learning alive and give it real-life value (through our Curious City Curriculum engage hooks to learning, trips, visitors, investigations, first hand observations, field studies, learning outside)
- Have access to a variety of different learning styles
- Be able to practice and transfer newly acquired skills (e.g. through cross-curricular work: the skills acquired through a report writing unit in literacy can then be transferred into other subjects)
- Be made aware that learning does not take place in isolation and should be explicitly taught so that skills can be transferred from one area of learning to another, rather than expecting them to just realise this themselves.
- Be able to increasingly evaluate their own learning
- Be able to work within different groupings e.g. as individuals, in pairs, small groups, mixed ability pairings/groups and be taught through direct modelling the usefulness of this e.g. Talking/Thinking partners, mixed ability groups to feed-back findings
- Have access to relevant tools, equipment and learning aids which they can access and use independently or with partners/groups to facilitate more independent learning e.g. well-resourced and labelled mathematical equipment which children know they can use when they want to support their own independent learning

We feel that effective learning results in:

- Knowing you have succeeded and knowing what the next steps are
- Feeling you can achieve your targets
- Being able to explain what you have learnt
- Applying learning to other situations
- Teaching your learning to someone else
- Feeling positive about your learning/achievements
- Confidence in making mistakes and acknowledging that these are steps in our learning
- Developing a Growth Mind-set and a love of learning for life



How we act when we learn?

Our children are encouraged to develop a growth mind set approach from the earliest opportunities in school, so that they are resilient learners, who recognise that their effort is key to their success. They understand that they can improve through hard work, the use of effective strategies, and help from others when needed. They are not afraid to make mistakes and learn from them.

Our children understand the importance of wellbeing and good mental health and its impact on their learning. They know who to speak to if they need support and that looking after their mental health is as important as looking after their physical health.

Who we are when we learn?

We empower our children to be engaged and creative lifelong learners who can contribute to the wider society. Our children are encouraged to live out our school motto and values both in school and at home and understand that these values are what make you a good person. Our school ethos statement, is at the heart of our school and the work we do.

4. Effective Teaching

Effective learning only comes with effective teaching. When teaching we focus on motivating the children and building upon skills, knowledge and understanding. We aim to convey the idea that learning is a 2-way process with the teachers not only being the facilitators but also a partner in the learning process. Our teaching is guided by the National Curriculum, our Curious City Curriculum, plus areas of interest for the children. We plan our lessons with clear learning intentions which are shared with the children.

We reflect on and evaluate our lessons so that we can modify and improve our teaching in the future. We hope to be flexible in our curriculum and consider children's own interests and ideas, thus providing a more diverse curriculum.

Through our teaching we aim to:

- Promote active learning, which provides opportunities for children to pose their own questions and find answers, investigate and take responsibility for their learning.
- To see learning as an active process rather than a passive one.
- To encourage discussion between children and teachers and children and children regarding their learning, expectations, targets and decisions.

- To ensure that there is continuity of learning and progression within a class, between classes and during transition to other schools.
- To provide a variety of learning experiences using various teaching styles and techniques.
- To use on-going (formative) and summative assessments and share the findings of these with the children in child-friendly terms.
- To provide a variety of working contexts e.g. individual, pairs, mixed ability, groups, whole class to ensure a range of opportunities.
- Ensure that learning has stuck, through checking that is incisive and systematic.
- We are all teachers of English. The quality of both children's and teacher's language, such as in instructions and questioning, are significant determinants of progress.
- Teachers must be explicit about learning outcomes and key words.
- Demonstrate the values of the school.
- Reinforce children's aspiration for success by the challenge we offer.
- Enable them to show resilience by taking a risk and working through barriers.
- Each class is a learning community in its own right. Their success depends on each other.

At St. Gregory's we believe **great teaching** comes from teachers:

1. Content knowledge
2. Quality of instruction
3. Classroom Climate
4. Classroom management
5. Teacher beliefs in the school ethos and vision
6. Teachers ability to reflect and improve

We believe the following are characteristics of **excellent teachers**:

1. A passionate commitment to doing the very best for their children
2. A love of children enacted in warm, caring relationships
3. Excellent pedagogical content knowledge - the ability to identify, present and explain key concepts
4. An ability to use a variety of models of teaching and learning
5. Collaborative working style with other teachers to plan, observe and discuss one another's work
6. Constant questioning of, reflecting on and modifying their own practice

5. Lesson Structure

Whilst we acknowledge that it is impossible to contain all of these elements in every lesson, we aim to ensure that they contain a number of these listed below:

- A clear learning intention shared with the children both visually and auditory from as early as Reception
- Success criteria shared or developed with the children (written on the board and/or in books to show the difference for the two groups of learners)
- A clear link to previous and future learning
- A review of the learning both during and at the end of the lesson
- A purposeful lesson with children being informed of the learning process (We're doing this so that we can do that...; this step will help us to do that...)

- Appropriate, differentiated challenge and support for all children including independent work and what this entails
- Teacher modelling, support and guidance leading to independent work
- Teaching assistants working directly with specific groups to question and challenge learners further
- Questioning on different levels to ensure more in-depth thinking and analysis e.g. Do you agree? Why? Does anybody disagree? Why? Can you explain...? etc
- Interaction between teacher and teacher (to demonstrate a skill); teacher and child; child(s) and child(s)
- Good pace of lesson to ensure all children stay focused and engaged
- Involvement of all children
- Learning tasks designed to match learning needs
- Enthusiasm from both staff and children
- Praise for the learner and their efforts as well as their achievements to help build positive attitudes.
- Fun- elements of fun- awe and wonder to engage and excite learners
- Opportunities to develop spirituality and think about global issues making links in all curriculum areas
- Learning evidenced in different ways in books
- Use of a variety of questioning techniques e.g. lolly sticks, talking partners, whole-class responses

5. The Learning Environment

What does it look like?

- It facilitates independent learning through access to a variety of relevant resources (e.g. easy access to clearly labelled maths equipment)
- It ensures that the resources are of a good quality and clearly labelled to enable more independent and, where possible, child-led learning.
- A warm, light, clean and tidy workspace which complies with health and safety regulations.
- It provides a stimulating work environment through active and regularly updated Working Walls and displays, across the curriculum.
- The learner has a clear understanding of what they are going to learn and the steps that they will go through to achieve this
- The learner has a good understanding of school expectations
- It ensures and promotes the school ethos and values
- The learner and their achievements are valued
- It promotes good working relationships between adults and children and children and children.
- Individual, paired, group and whole class work.
- Independent supported and guided work.
- Access to computers/laptops.
- A clear Curious City Enquiry working wall display which has the mini questions, states of beings, arrows, main enquiry question, vocabulary (colour coded), the engage and challenge, examples of the children's work
- Teaching Assistants and other adults are deployed effectively working with individual children and small groups to promote enhanced learning.
- Noisy, active environments, when and where appropriate; peaceful and calm when necessary.

6. Monitoring Teaching and Learning

Teaching and learning is monitored every term by the SLT (Senior Leadership Team) who carry out a range of actions to ensure the following;

- The school ethos is at the heart of the school
- All areas of the curriculum are taught weekly and the timetable reflects the entitlement
- Any aspect of the school that needs development / improvement is identified and actions put into place ensure this happens
- Teaching and learning empowers children to want to learn and develop and they are fully engaged in learning
- Children are provided with the tools to enable them to realise their full potential

The termly cycle of monitoring & evaluation is as follows;

Class teacher

- Follows the Feedback, marking and editing policy to ensure high standards are in place, next steps and questions allow children to learn further and opportunities for work to be improved is given
- Encourages high presentation levels across all subject areas in line with the Handwriting and Presentation Policy
- Uses formative assessments to inform planning and adapt teaching to ensure all children make good progress
- Identify children who may need additional support and deploy staff to lead interventions
- Set targets for SEND children/vulnerable children
- Capture evidence of learning in children's books to show progress overtime
- Add photos to the curriculum Padlet to show the learning journey of the class
- Complete summative assessments in line with Pickwick Academy Trusts Assessment schedule
- Come prepared for Pupil Progress Review meetings each term to discuss children's progress and attainment with the head teacher and SENDCO and identify next steps
- Carry out learning walks as a staff team to share good practice and value the commitment to the learning environment
- Appraisal targets set in line with cohort needs, School Development Plan objectives, personal development and personal well being
- Carry out book scrutinises together to share good practice and identify areas where improvement is needed- focus on feedback, marking and editing procedures and handwriting procedures
- Appraisal targets reviewed in line with observations

Teaching assistants

- Performance management targets set in line with cohort needs, School Development Plan objectives, personal development and personal well being
- Teaching assistant learning walks with verbal and written feedback given in line with job description focussing on impact on learning
- Planning and reviewing of interventions

Subject leader

Development actions in line with School Development Plan objectives

Review attainment and progress- termly for core subjects and annually for foundation subjects

- Review the subject and class long term planning grids
- Informally observe lessons and look through books to get an understanding of the teaching of your subjects to enable you to audit resources and identify training needs- give verbal feedback
- Carry out child interviews to get an understanding of how the children feel about certain subjects and provide feedback for staff
- Attend termly PAT subject leader PLC meetings

SLT and Headteacher

- Whole school data analysis using SAT's data, school data and cohort analysis at the end of the Summer term
- Identify target children (just at expectations) and potential greater depth children monitoring in lesson observations, learning walks, book scrutinies and progress meetings
- Half termly attendance review- under 95% attendees monitored and meetings with parents held
- Carry out learning walks each term with a focus on next steps identified in Pupil Progress Review meetings- verbal and written feedback given
- Carry out Classroom Environment Walks each term- and feedback given
- Lead Pupil Progress Review meetings each term with a focus on each child making good or better progress, attainment of individuals and whole class, predictions for children on track to meet or exceeded expectations at the end of the year and identify specific needs/interventions which need to be put in place to support specific children

7. Reporting to Parents/Carers

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. We provide opportunities for two parent consultation evenings so that parents can discuss how well their children are progressing across the curriculum as well as sharing their current attainment. At the meeting an effort and progress card is given to the parents/carers which identifies how their child is working and learning as well as sharing a 'wow' moment and any areas for improvement.

End of year reports are written so that they have a positive effect on children's attitudes, motivation and self-esteem. The report also includes the results of statutory tests and assessments, and gives information relating to progress and attainment. We give parents the opportunity to discuss their child's progress, by appointment if they would like to.

8. Assessment

We base our teaching on our knowledge of the children's level of attainment which is guided by our formative assessments (carried out in each lesson) and summative assessments (measured against the end of year expectations). Our aim is to further develop the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with additional needs, we use information and targets contained on the children's individual provision maps.

Formative Assessments:

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Formative assessment is a powerful way of raising children's achievement. It is based on the principle that children 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.

Formative assessments are used to:

- Identify children's 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 child'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.

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

Methods of formative assessment include the following:

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

Summative Assessment

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments are used to:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Provide information about cohort areas of strength and weakness for teachers to build from in the future teaching
- Age Related Expectation (ARE) are used to determine a child's final assessment for their year group measured against national curriculum objectives
- ARE used to judge a teacher's performance.
- ARE used to monitor the progress of individuals and groups of children.

Methods of summative assessment include:

- Maths termly white rose assessment- arithmetic and reasoning papers
- Reading comprehension termly
- SPAG termly assessment
- 6 weekly phonics assessment
- Statutory assessments of baseline in reception, phonics in year 1, multiplication check in year 4 and SATs in Year 6
- Termly teacher assessments on Insight for core subjects
- Annual teacher assessment on Insight for foundation subjects

Evidence for assessment is collected in a variety of ways in children's books and teachers planning

Observations

Discussions

Questioning

Written outcomes

Post-it notes

Annotated photographs on the Padlet

Videos

9. Special Educational Needs and Disabilities

When planning for teaching and learning we consider the wide range of abilities of our children. Where necessary children are identified as having additional needs and placed on the school SEND register. These children are then assessed individually and Passports are created. Extra support is given and the curriculum differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. (See SEND Policy for further information)

10. The Role of Parents and Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding Parents' evenings for all Year groups, twice a year.
- Holding an Information Evening for new parents to explain our school strategies and ethos.
- Holding parental workshops on a range of subject areas
- Sending home end-of-year reports in which we explain the progress made by each child and indicates how their child can further improve.
- Providing homework which enables parents/carers to support their child's learning through a range of medium and at a time which suits their family needs

We believe that parents have the responsibility to support their children and the school in implementing policies and working alongside the school to support their child's learning by:

- Ensuring that their child has the best attendance and punctuality record possible
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing school if there are any matters outside of school that are likely to affect a child's performance or behaviour at school
- Reading with their child at home at least three times a week
- Promoting a positive attitude towards school and learning in general

- Contributing to the cost of school trips and visitors into school when/if needed

11. The Role of the Local Governing Committee

Our local governing committee support, monitor (Via the HT) and review the school policies on Teaching and Learning.

They:

- Monitor how effective Teaching and Learning strategies are in terms of raising children attainment (Via HT)
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's Teaching and Learning through the school self-review process.
- Monitor the effectiveness of the school's Teaching and Learning through analysing assessment data