

St Francis of Assisi Catholic Primary School 2019-2020

Teaching & Learning Policy

'You know a good school when teachers talk about teaching; teachers observe each other teach; teachers plan; organise and evaluate together; and teachers talk to each other'.

MARK

Marking and assessment have two purposes. One – pupils act on feedback to make progress over time. Two – it informs future planning and teaching.

PLAN

Planning is a process not a product. It has one purpose; to enable high quality delivery, which meet the needs of all pupils.

TEACH

Teaching is a lifetime's craft. *'Every teacher needs to improve, not because they're not good enough, but because they can be even better'*

- We are all teachers of English and Maths. The quality of both pupils' and teachers' language, such as in extremely clear instructions and sharp questioning, are significant determinants of progress. Make the impact explicit.
- All lessons should be appropriately paced for the intended learning.
- Teachers must be explicit about learning outcomes and key words.
- Go with the learning; the flow of great progress is more important than slavishly following a lesson plan.
- All pupils must be working harder than the teacher over time, and able to use the key learning strategies co-operatively and/or independently.
- Ensure understanding through regular checking that is incisive, systematic and effective.

MARKING Non-negotiable:

- Marking & Feedback must follow the school policy, and be timely, accurate and purposeful.

PLANNING Non-negotiables:

- LTP should follow a given format, is completed at the start of each year, updated in response to any change, and made available to HT, SLT and Subject Leaders via the school network.
- Be clear and precise about the knowledge/skills you want pupils to learn-not what you want them to do. Break them down into differentiated pieces of learning.

- Do the 'so why?' test. What are they doing/learning? Why are you doing it? All activities, must be designed to facilitate learning and promote progress, not just to keep children busy.
- There must be evidence of detailed medium-term planning, and short-term planning, in whatever form, is tailored to the specific progress made by the relevant pupils.
- Differentiation should be planned to ensure a quality first approach which meets the needs of all pupils and groups, and informs additional adults in the room.

TEACHING Non-negotiables:

- **Zone of Challenge** - There should be no wasted time. The school day should begin purposefully. Each child should be fully involved and engaged in a motivating, challenging and age-appropriate learning activity within the first 30 seconds of arriving in the classroom. The activity should be part of the "morning routine", while a silent register is being conducted and staff are ensuring, through feedback/coaching that all pupils are fully prepared for the morning's lessons.
- **New Learning** – All learning should be new, either in content, application or context. Effective learning takes place when children and staff are clear about the learning intention and expected outcome, whatever form that takes.
- **Active Learning** – Children should as physically and mentally active as possible during all lessons. In active learning, teachers are facilitators rather than one-way-providers of information. Pupils do not just listen and memorize; instead, they demonstrate a process, analyse an argument, or apply a concept to a real-world situation. Examples of active learning techniques include role-playing, case studies, group projects, think-pair-share, peer teaching, debates, and short demonstrations followed by class discussion.
- **Differentiation** – To have the highest possible expectations of individual learners, so they can demonstrate what they can do, understand and achieve, teachers must differentiate the curriculum according to individual needs by pace, content, task, relevance, resources, extension, style, and outcome, not just adult support. Certain teachers eg NQTs may be asked to show this in their STP.
- **Learning Environment** - All areas of the learning environment (incl. outside areas) must be planned for and organised to facilitate learning and the development of independence, and to celebrate and support stimulating and purposeful learning.
- **Displays and Learning Walls** – While classroom displays celebrate children's work, learning walls model and share children's thinking processes. Children use these as a prompt for their thinking/learning and teachers regularly add and refer to them during learning time. Learning walls can be interactive and should be used to record, visualise and assist learning.