St. Jude's Catholic Primary School

Teaching and Learning Policy

We live, love and learn together joyfully in Jesus' name.

Contents:

Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff and governors of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum and addressing the contextual needs of our cohort.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement and strategies to enable them to happen.
- Enhance the professional development of staff.

Signed by:

	Headteacher	Date:	
	Chair of governors	Date:	

1. 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 and statements:

- SEND Policy
- Marking and Feedback Policy (This gives more information about how pupils are given mechanisms to improve their work and make further progress.)
- Positive Behaviour Policy
- Curriculum Statement

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.
- Ensuring the core and non-core curriculum lead governors meet regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
  - Observing lessons
  - Viewing recordings of lessons as appropriate

- Viewing samples of pupils' work
- Viewing records of achievement
- Talking to pupils about their experiences
- Talking to teachers about their experiences
- Reporting their findings to the entire governing board and planning the next steps.

2.2. The Senior Leadership Team is responsible for:

- Securing a general overview of the learning environment in the school on a day-to-day basis by visiting classes and talking to staff and pupils.

- Ensuring that robust safeguarding procedures are in place and reviewed regularly with a training schedule in place for staff.

- Ensuring that the Catholic ethos of the school is embedded in its daily life, with Christ at the centre.

- Liaising and communicating effectively 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 ensuring that changes made are for a meaningful purpose that benefit the teaching and learning experience of the children.

- Recognising the needs of the staff so that they have a fair opportunity to have a work life balance.

- Discussing all 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 staff.

- Providing effective CPD opportunities which allow staff on all levels to enhance and deliver an effective curriculum.

- Ensuring that decisions made, particularly in the area of Pupil Premium, are supported by research especially that of the Education Endowment Fund.

2.3. Curriculum coordinators are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.

- Ensuring that their curriculum area is suitably sequenced with key areas of knowledge identified and subject related skills identified.

- Developing assessment procedures in their subject ensuring that pupils know more and remember more through the provision of effective questioning techniques (including 'killer questions') and a variety of retrieval technique opportunities.

- Engaging with memberships of professional bodies related to their leadership area and reading 'around' their subject area to ensure best and up-to-date practice from staff.

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

- Reporting on the effectiveness, informed by robust monitoring, of the curriculum to the SLT and the governing board.

- Providing and impact report at least once a year to the governing board.

- Especially when TLR and UPS payments are in place, developing opportunities for the cultural capital of the pupils outside the curriculum.

- Contributing to the Catholic Life of the school.

2.4. Teaching staff are responsible for:

- Monitoring and evaluating their teaching.

- Ensuring that they deliver a full curriculum using the strategies and techniques agreed upon.

- Writing and using medium term plans, supplemented by Knowledge Organisers, which encourage pupils to develop a rich and varied vocabulary.

- Seeking professional dialogue and constructive criticism from their 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.

- Ensuring that pupils know how well they achieved in their work and what they can do to improve further.

- Contributing to the Catholic Life of the school.

2.5. Pupils are responsible for:

- Being on time for school.

- Coming to school every day.

- Being prepared to learn.

- Placing coats and bags in the appropriate area.

- Storing personal belongings in the area provided.

- Engaging in the tasks set for them.

- Being attentive.

- Completing homework.

- Reading regularly.

- Treating property respectfully.

- Listening to and following all reasonable instructions.

- Treating everyone with respect.

- Contributing to the Catholic Life of the school.

External monitoring

2.6. The School Improvement Partner will work on an ongoing basis to monitor teaching performance and improve standards

2.7. The School Improvement Partner, in collaboration with school leaders, will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it; this will then be reported to the governing board.

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. Engagement with Birmingham Diocesan Education Service will ensure that they have a rounded understanding of life at the school, including its Catholic life, and the impact of strategies on the quality of teaching, learning and the cultural capital of pupils.

2.10. 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?

- How are subject leaders, teachers and pupils understand and articulate the sequencing of the curriculum

- How are children demonstrating that they know more and remember more?

- Are the pupils demonstrating that they are learning a wide vocabulary which they can use in context?

- 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 or fall behind with their work? What support is in place to help them?

- Are there quality CPD opportunities in place to ensure that staff are able to carry out expectations of them purposefully?

Discussion with pupils

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

- How do you know if you have done well?

- What reading you do at home and at school?

- Does your teacher read to you?

- What subjects do you enjoy the most? Why?

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

- What have you learnt in other lessons that have helped you to build on what you're learning now?

- 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?

- What do you think about homework?

- What do you think the school could do to make maths (for example) more enjoyable/interesting for you?

- Which aspect of maths/English do you find challenging/difficult?

- Is there disruption to your learning? If so, is it dealt with? By whom? How?

- Are you proud to be a pupil at St. Jude's? Why?

4. Learning environment

Setting the tone

The teacher will set the tone for the morning and afternoon sessions by leading prayers, taking a register. And calmly beginning learning sessions.

Seating arrangements

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

4.1. It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a regular basis and geared towards aiding learning, not providing distraction; ambitious vocabulary must be promoted. Desks (including teacher desks) should be free from clutter and arranged in a manner providing suitable space for all. All areas of a classroom should be clutter free and tidy. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons (except in science lessons where water could create a risk).

5. Our expectations

5.1. Through our teaching philosophy, 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 will:

- Ensure pupils raise their hands before speaking to allow all pupils the chance to contribute without being interrupted.
- Deploy strategies which require pupils to be 'picked' to respond rather than adults waiting for volunteers.
- Provide retrieval practice opportunities and recap of pervious learning in lessons.
- 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
  - Informing the pupil's parents praising the pupil
  - Dojos and house points
  - Inviting the pupil to see the headteacher
  - Achievement assemblies
  - Head teacher awards

- 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

5.4. The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- 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 Positive Behaviour Policy is adhered to at all times.
- Recording ongoing concerns on My Concern to establish patterns and potential trigger points.

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

- Understand the requirements of an effective teacher as set out in the Teaching Standards.
- Understand what excellent teaching is and they have appropriate CPD in place to facilitate this.
- Creatively plan and deliver lessons using the agreed teaching sequence of the school.
- Are aware of the needs of particular pupils, including those with SEND and those in receipt of pupil premium funding.
- Motivate pupils effectively and positively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.

- Hold high expectations for all pupils.

- Understand how thinking and questioning develop learning.

- Are professional in their working role.

- Engage pupils of all abilities.

- Seek out and accept constructive feedback from appropriate stakeholders.

- 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. EYFS classes follow the EYFS statutory framework. Years 1-6 follow the national curriculum.

6.2. The curriculum is balanced, with suitable proportions of time spent on core and non-core 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 some differentiation, especially for SEND pupils, and the provision of the necessary resources.

6.3. We plan our curriculum to ensure that no child is left behind. All pupils access all areas of the curriculum.

6.4. The curriculum is reviewed regularly so that it is relevant to our pupils and so that it is sequenced carefully with key knowledge identified.

6.5. Subjects are taught as discrete disciplines rather than through a topic based approach.

6.6. While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and preparation

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

6.8. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next and between year groups.

6.9. Plans show how teaching assistants are used to enhance learning. Plans refer to how assessment will be used to ensure that children know more and remember more.

6.10. For every unit of work, there will be a medium term plan which identifies the key knowledge that is to be learnt. There will also be Knowledge Organisers which lay out the essential knowledge and key vocabulary that we want pupils to know by the end of a unit of work.

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

Delivery

6.12. Lessons are delivered in a confident, 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

6.13. Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers in order to facilitate good practice.

In-class support

6.14. 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

6.15. Pupils are provided opportunities to follow-up teachers' feedback with questions for example. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High expectations

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

SEND

6.17. Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed at weekly SLT 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. We encourage SEND pupils to develop skills intended to make them more independent in their learning.

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:

- Liaison with their previous education setting if appropriate.

- Assessing pupil progress over the first six weeks that they are enrolled. This particularly applies to those pupils joining EYFS at the start of an academic year.

- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

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 next steps. It is not used to judge a teacher's performance.

7.8. Methods of formative assessment include the following:

- Question and answer sessions

- Retrieval practice activities

- Hot seating

- Quizzes

- Self-assessment

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.

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 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 final grade.

- Are used to monitor the progress of individuals and groups of pupils.

7.11. Methods of summative assessment include:

- End of term tests.

- External examinations such as the national curriculum tests.

8. EYFS

Assessment does play a role in EYFS. We do have a deliberate move away from the traditional model which requires a practitioner not engaging with a child because they are observing a small group of children. All EYFS staff contribute to the assessment of pupils

9. KS1 and KS2

9.1. Teachers use assessment for learning to provide on-going assessment, through the use of some focussed marking, especially in writing, and/or observations of pupils' work, against learning objectives and success criteria. 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 may be used to identify progress and gaps in learning. Question Level Analysis is used to inform staff about what these gaps are.

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

Planning for assessment

9.5. 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.

9.6. Lessons contain clear learning objectives, 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.

9.7. Teachers use some focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

9.8. 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 and observations/experiences with pupils, to inform their assessment of progress for individual pupils and groups.

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

9.10. Assessment outcomes are recorded using the Otrack assessment analysis tool.

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 two-parent consultation appointment sessions 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 a final end-of-year report.

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 where relevant.

9.14. We give parents the opportunity to discuss their child's progress, by appointment.

9.15. 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.

9.16. 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 reading, 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, maths and science.

- 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 standards in reading, writing and maths 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. Throughout the year, teachers also collaborate with teachers from other schools to ensure the accuracy of their judgements.

10. Individual learning

Individual education plans (IEPs)

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

10.2. IEPs are reviewed termly 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.

11.2. The Headteacher's termly report to governors will contain updates and analysis regarding teaching and learning at the school.

11.3. The next scheduled review date for this policy is March 2023.