St Michael's

Teaching and Learning Policy

Aims and Purposes

At St Michael's we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. We provide the children with meaningful real life experiences to make the learning experience fun and enjoyable and to develop their independent learning skills.

Quality of teaching is the foundation on which our school's success rests, and we must be uncompromising in every lesson about striving for the very best for all pupils: pupils of different ages, pupils at different stages of language acquisition, and pupils with different cognitive abilities. We firmly believe that all children, regardless of their starting point deserve the very best provision to enable them to flourish and develop as successful learners. To this aim we place a strong emphasis on 'getting it right' for our younger children and address any concerns in both the nursery and reception classes.

The development of basic skills are at the heart of everything we do as we recognise that without these basic skills and foundations children will struggle with their learning. Therefore, we have dedicated basic skills sessions at the beginning of each English and Maths lesson. We call these sessions Non Negotiable sessions and there is a clear list of non negotiables which the children must master during the academic year.

Objectives
We will:

• Promote high quality teaching and learning experiences that focus on the development of understanding

• Raise standards by ensuring high pitch, consistency and continuity of teaching and learning

• Ensure all children are included, motivated and engaged by their learning

• Value each child as an individual

• Nurture mutual respect

• Develop confidence and independence

• Provide a stimulating learning environment

We want children to:

1. Enjoy and achieve by developing: a love of learning; independence and self-motivation.

2. Develop higher level skills, concepts and knowledge which will equip pupils for success in later life.

3. Achieve their full potential by developing pupils' critical self evaluation and aspiration leading to justified high self-esteem.

4. Be valued for their race, gender, culture and belief, and for their individual abilities in different areas.

5. Make a positive contribution by developing moral standards and ethical values in order to respect others and live as part of a school and wider community.

6. Develop qualities of mind such as imagination, creativity and feeling.

A typical St Michael's classroom

	What?	What will it look like?	Why?
EYFS	Box Clever (EYFS)	A small group of children supported by a trained adult to develop language skills.	To assist in developing the children's speech and language skills.
	ACI (EYFS)	Constant commentary on what the children are doing.	To assist in developing the children's speech and language skills and developing their vocabulary.
ENGLISH	Non negotiable session – phonics or grammar focus	A dedicated 15 minute session.	To develop the children's basic phonic and grammar skills.
	Word Aware focus	Displaying Goldilocks and anchor words. Word aware pot of words in Key stage 1.	To develop and extend the children's vocabulary.
	Handwriting	A dedicated handwriting session in ks1 and teaching to enhance handwriting in ks2	To develop the children's ability to join their writing.
	Colourful Semantics display	Key symbols around the classroom and on lanyards for our SEN children.	To assist in their reading and writing skills and their ability to structure sentences.
	Reciprocal reading	Key questions to support teachers around the room during guided reading sessions.	To develop the children inference skills.
	Debating	Debating games and strategies are used in each class.	To develop the children's skills of articulation.
	Talk for writing	In Key stage 1 children will learn stories by formulating story maps.	To develop their independent writing skills and the structure of their writing.
MATHS	Non negotiable session focusing on basic skills.	Tests and activities	To develop the children's basic number and arithmetic skills.
	Maths No Problem	Practical, collaborative learning to teaching foundations of mathematics	To deliver a curriculum to support the children's acquisition of maths skills.
	White Rose Maths Hub	Problem solving and reasoning activities	To develop the children's problem solving skills
SCIENCE		Practical, problem solving approach to science	To develop the children's scientific vocabulary and their investigative skills.
RE	Come and See	A comprehensive scheme of work to support the children's development of their faith.	To deepen the children's knowledge about their faith.
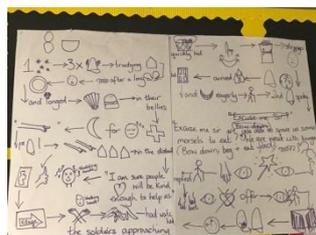
Key elements and principles of teaching and learning – a practical guide!

All lessons taking place in St. Michael's should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice.

All lessons have…Clear Learning Intentions

- Learning intentions are shared orally and displayed
- All learning intentions are written up and shared orally in child friendly language
- Learning intentions are not confused with the context of the lesson
- When marking children's work, the main focus is on meeting the learning intention.

All lessons have… Well planned success criteria

- All pupils are clear about how they will achieve the learning intention, sometimes generating this themselves with the support of the class teacher
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success
- Weekly planning includes success criteria for each learning intention
- Children use the success criteria to self assess their own or their partner's work
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action.

All lessons are… Clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately
- Planning shows clear differentiation
- Learning intentions are the same for all children. We want all our children to access the same learning and it is through the use of materials/apparatus that may differ from child to child.

All pupils are... Actively engaged in learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods
- Opportunities to Think/Pair/Share and discussion with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner
- Pupil whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson
- Visuals, artefacts, auditory input are all used creatively to enhance learning
- Often there is a 'hook' to ensure that learning is meaningful and fun.

All pupils receive regular and clear... feedback which enhances learning

- Effective marking is embedded in everyday practice and is used to inform teaching and learning, pupils are challenged through the teachers marking
- All pupils are clear about how they need to improve
- Marking is linked to the learning intention and identifies next step prompts
- Pupils are given regular time to address issues raised in marking and are expected to respond daily to their feedback comments.

Learning is enhanced through... The use of ICT

- ICT is used to enhance learning wherever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning. **The use of ICT is highly visible and effective in all teaching and learning contexts across the school and teachers are continually searching for ways to use technology as a learning tool.**

Learning is enhanced through the Effective use of additional adults

- Additional adults are clearly directed to support learning

- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson time. **They are not photocopying work, sharpening pencils or sticking work into books during learning time!**
- They are clear about who they are supporting and why
- Planning is shared in advance with teaching assistants
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning
- They are involved in assessing pupil's understanding, recording observations and feeding assessments to the teacher.

What is a good lesson?

At St Michael's we believe that a good lesson should comprise of the following elements;

1. Planning – Before the lesson

2. Introduction to the lesson

3. Main teaching

4. Group teaching and independent activities

5. End of the lesson; plenaries and/or mini plenaries within the lesson

6. Use of assessment and evaluation – before, during and after the lesson.

1) Planning – Before the lesson teachers will:

- ✓ Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- ✓ Establish a clear learning goal 'Learning intention' in 'child friendly' language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- ✓ Establish an initial 'hook' that will motivate and engage the children;
- ✓ Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links.
- ✓ Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including

the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

2) Introduction to the lesson – A good introduction to a lesson will include:

✓ Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson and make any necessary corrections
✓ Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'Learning intention'' is developed later in the lesson e.g. arising from an investigative activity.)
✓ Sharing the learning goal and lesson's steps to success with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
✓ Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
✓ Putting the learning into context; explaining to the children why they are learning what they are learning;
✓ Using appropriate resources, including ICT and other adults, in order to support children's learning;
✓ Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
✓ A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
✓ Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

3) Main teaching – The main teaching part of the lesson will include:

✓ Informing the children of the learning, steps to success and specific language to be used;
✓ Teacher modelling the process and task which is expected of the children;
✓ Using resources which stimulate, sustain and support children's learning;
✓ Appropriately differentiated questioning;

- ✓ Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacey enough that children remain engaged;
- ✓ Secure subject knowledge demonstrated by the class teacher;
- ✓ All children actively involved and engaged in their learning;
- ✓ High expectations of children both in terms of their work and their learning and social behaviours;
- ✓ Praise for the children when they do the right thing, achieve well and make progress;
- ✓ A wide range of assessment strategies which are used by both the children and the teacher;
- ✓ Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

4) Group teaching and independent activities – This part of the lesson will include:

- ✓ Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- ✓ Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- ✓ The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- ✓ Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward;
- ✓ Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- ✓ Children receiving positive and diagnostic feedback about their effort and their learning;
- ✓ Time reminders to indicate to the children how long they have left to complete activities;
- ✓ A purposeful learning atmosphere dependent on the task the children are completing.

5) End of the lesson – A good plenary or series of mini plenaries will include:

- ✓ Reference to the learning that has taken place and steps to success;
- ✓ Teachers and increasingly children making assessments which will inform future learning;

- ✓ The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- ✓ Children receiving positive and diagnostic feedback about their effort and work;
- ✓ Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

6) Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- ✓ Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- ✓ Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- ✓ Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- ✓ Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking codes);
- ✓ Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and wellbeing. The better the school, the more it inspires the people inside it – a well- cared for classroom and school, can make pupils feel that what they achieve and how they themselves are perceived is important. We will, therefore, ensure that all classrooms, group learning rooms and whole school areas are spaces that everyone can use to learn and be proud of.

In our school we believe that classrooms should be bright, stimulating and well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. Different teachers have different

likes/dislikes about how to organise their classrooms; however, to ensure a sense of security and consistency across the school, the points below need to be adhered to in all classes.

- Class rules/code of conduct is on display in all classes. The Behaviour system needs to be clearly visible and each class has a time out space.

- Welcome Walls that have a class learning theme and all members of the class displayed.

- All classes should have a teacher/teaching assistant nameplate and a picture of the class' nominated saint next to the door of the room.

- All classes should have a teachers display board with weekly planning, the current timetable and any groupings.

- Classrooms are tidy with resources labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.

- Pupils are taught to respect equipment and resources.

- Basic equipment (pen/pencils/rulers…) is out on tables at all times – pupils should not waste time getting rulers/pencils from trays etc.

- All trays are clearly labelled – word processed, not hand written

- Exercise books are labelled appropriately – word processed not handwritten

- Displays are a learning resource – they are not just a reflection of previous learning. All displays are labelled and changed at least once a term.

Marking and Feedback

In our school we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal and may be given on a group basis as well as an individual one. The marking process should influence and encourage children, giving them confidence to take another learning step.

Feedback is used to support children's learning; questions may be asked by the teacher and they should be responded to by the child. For marking to be

effective it must be carried out daily before the next lesson. Our Marking and Feedback Policy provides more details.

Children's Self and Peer Assessment

All assessment should be used to inform future groupings, planning and activities. Children should be taught how to self and peer assess before being given opportunities to undertake these assessments in lessons.

Peer Assessment – Teachers and teaching assistants should model the process of peer assessing, e.g. show how to give constructive feedback (detailed comments, objective focus etc.) both verbally and through marking. Providing a list of questions pupils might ask when evaluating pupils' work. Pupils should be supported in the different types of feedback that can be given and how each type can help others to improve their work. This should be done on speech bubble shaped post it notes to enable the comment to be removed if necessary.

Peer Assessment rules – Teachers should make the rules for giving feedback explicit and ensure that pupils understand and follow these rules when working in groups or with response partners.

- ✓ Respect the work of others
- ✓ Identify successful features
- ✓ Think about the learning objectives and the success criteria when suggesting improvements
- ✓ Word suggestions positively

Self Assessment – pupils will find it easier to identify weaknesses in their own work and see how they can make improvements when they have assessed the work of others. We will always encourage our pupils to reflect on their own development and progress, comparing their current work with that produced previously and with their own personal targets. Sufficient time and opportunity will be given for pupils to make improvements to their work.

Our classroom ethos will be one where errors are valued as learning opportunities and admitting to not understanding something is acceptable. Teachers will take time to cultivate the attitude that our classrooms are places where pupils are supported and challenged to facilitate their future success.

St Michael's Catholic Primary School
Teaching and Learning Bookmarks

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;

- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;

- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;

- Addressing issues of entitlement to ensure equality of opportunity for all children;

- Rewarding children for all the good things they do both in School and in the wider community;

- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;

- Providing the skills which encourage children to become confident, independent learners.

St Michael's Catholic Primary School
Teaching and Learning Bookmarks

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;

- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;

- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;

- Persevering with their learning and knowing that when they find it difficult they can ask for help;

- Taking pride in their work, always trying their best and aiming to get better all the time.

St Michael's Catholic Primary School Teaching and Learning Bookmarks

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;

- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;

- To attend and contribute to Teacher Consultation Meetings;

- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);

- To praise their children for the good things that they do in school;

- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

St Michael's Catholic Primary School
Teaching and Learning Bookmarks

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;

To appoint a designated link governor who will:

- meet with the Head Teacher and Deputy Head Teacher at least once a year to find out about;

- the school's systems for planning work, supporting staff and monitoring progress;

- the allocation, use and appropriateness of resources;

- how the standards of achievement are changing over time;

- Visit School and talk to children about their learning experiences;

- Promote and support the positive involvement of parents within the school;

- Attend training and other related events;

- Report to the governing body with recommendations, if appropriate, annually;

- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.