

TEACHING AND LEARNING POLICY

Our Lady of the Visitation Catholic Primary School



Approved by: Maureen Gordon

Date: March 2016

Last reviewed on: March 2018

Next review due by: March 2020

KEY PRINCIPLES

Teaching at Our Lady of the Visitation is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Our lady of the Visitation we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective exposition and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

- work is planned, both termly and weekly (four plans: Religious education, topic, literacy and mathematics), and electronic plans are filed each week for shared reference (on the system and a paper copy in the planning folder)
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Map
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- where a learning intention is planned over the course of two or more days, eg, writing a story, the short date will be written in the margin of each consecutive day to ensure the writing flows
- **recorded outcomes are planned for every taught lesson in maths and English** as evidence of teaching and learning. Where a practical activity has been taught a reflection should be dated and recorded, eg
Today I used numicon to investigate number bonds to 10. I found out that $3+7=10$ and $7+3=10$.
Today I role played the story of the three little pigs. I know the sequence of the story.
(This may be a printed sticker for KS1 and SEN children with outcomes to be added by child).
This may also take the form of a photo, annotated by pupils or adult.
- physical Education is taught through the REAL PE Scheme of work. This should be included in the integrated plan and include the L.I, warm up, main activity and cool

down/plenary.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is a Curriculum Map in place that is broad and balanced
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- subject specific curriculum policies are in place
- there is a wide range of evidence to show pupil learning and outcomes
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks

Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

- well judged and effective teaching strategies successfully engage pupils in their learning – a *hook*, *clear progression* and *high quality outcome* will be in evidence in each unit of learning they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website
- whole school themes provide points of shared discussion and motivate learners across the school

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – *eg. redrafting writing in collaboration with the teacher*
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular (See Marking, Feedback and Presentation Policy) providing pupils with very clear guidance on how learning-outcomes can be improved
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (Reading Records, Phonic Tracker Sheets and test mark sheets) and submit data regularly and frequently onto 'classroom monitor' to enable Pupil Data Tracking (reading, writing, mathematics)
- other subjects are assessed and tracked termly

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe. (See also Display and learning environment policy)

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes

- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self esteem will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safeguarding procedures are in place and are adhered to

Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER'S WILL MAKE SURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- parents are welcomed to help around the school but not in their child's class
- they set appropriate home-learning activities to develop children's understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a key member of staff (Deputy Headteacher) who will nurture parental engagement and encourage life-long learning for parents

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for The Friends of the Visitation (parent, teacher association)

LESSON GRADINGS: MEASURING IMPACT ON PUPILS' PROGRESS

Outstanding lessons

- Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment
- The work is pitched at a level that is achievable if individual pupils work hard and try their very best
- Pupils with specific learning needs receive support at the time and level it is required to optimise their learning
- The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills such as research and co-operative working
- The tasks themselves enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- The pace of learning is optimised throughout the lesson by the teacher being able to use the time to the best effect in supporting pupils at the time they need such support
- The teacher demonstrates a high degree of subject knowledge when framing and answering questions
- Questions tease out pupils' understanding so that teachers are exceptionally aware of the degree to which pupils are secure
- The work for each individual is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved
- The teacher ensures that corrections are carried out and any missing work is completed
- Home Learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson itself

Good lessons

- Information from assessments is used to set tasks that are well matched to groups of pupils' prior attainment
- The work is pitched at a level that is achievable for most within the group if they work hard and try their best
- Pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson
- The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT
- Pupils find the tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher

- The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input
- The teacher demonstrates a good degree of subject knowledge when framing and answering questions
- Questions tease out most pupils' understanding so that teachers are aware of the degree to which most pupils are secure
- Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with guidance on how work can be improved
- The teacher ensures that corrections are carried out and most missing work is completed.
- Home Learning is used to extend the learning

Requires improvement

- Information from assessments is used to set tasks that are matched to the needs of the class
- The work is pitched at a level that is achievable for all within the class with extension activities provided for the most able and support mechanisms in place for those who find learning more difficult
- Pupils with specific learning needs receive support that allows them to make satisfactory progress
- The work includes some opportunities to develop pupils' skills of reading, writing, mathematics and ICT, but these are inconsistent in the longer term
- Pupils find the tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher
- Pupils make steady progress throughout the lesson because the work is reasonably challenging. In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole. Pupils may have to wait with their hands up for support
- The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly
- Questions give a broad overview of pupils understanding
- Misconceptions brought to light through questioning are acknowledged but not addressed within the lesson
- Marking is encouraging and provides the pupil with some guidance on how work can be improved
- There is some evidence in pupils books of corrections being carried out and missed work being completed
- Home Learning is used to extend the learning although this may be irregular

Inadequate lessons

- Information from assessments is not used in planning.
- Tasks are not suitably matched to pupils' prior attainment, so they find the work too easy or too hard
- Pupils with specific learning needs are not provided with appropriate support and guidance to allow them to make progress
- The promotion of basic skills is ignored.

- Pupils are bored by the tasks, and may become disruptive
- The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class
- Subject knowledge is poor, so that incorrect information is imparted or the teacher is unable to answer questions that are of a level to be expected in the lesson.
- Questions are closed and are not used to assess pupils' understanding
- The teacher is unable to adapt the task in the light of such assessment
- Marking is infrequent and/or irregular and/or fails to provide the pupil with guidance on how work can be improved
- There is no insistence that corrections are carried out and any missing work is completed
- Home Learning is not set or is seen as a 'bolt on' with little relevance to the lesson

DISSEMINATION OF THE POLICY

The policy is given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior leadership team and curriculum lead teachers will monitor the policy.