



SSMJ POLICY FOR

TEACHING AND LEARNING

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Written by _Mrs Zoe Mabbott_____

Role _Headteacher_____

Date policy agreed _December 2019_____

Date to be reviewed _July 2020_____

St Michael and St John's Roman Catholic Primary School

"Following the example of Jesus we learn, love and respect one another to be the best we can be."

At St Michael and St John's RC Primary School, it is our intention that within an excellent nurturing ethos and caring community, driven by our mission statement and Catholic values, we demand the highest expectation from all and for all. Through an inspiring and relevant curriculum our children of today become equipped with the knowledge and skills to be successful and valued future citizens of tomorrow.

In return we expect each child to give his or her best..... learners of today, leaders of tomorrow.

Principles

- To develop a community of learners where learning is highly valued, enjoyed, supportive and lifelong
- To enable children to become confident, resilient, resourceful, enquiring and independent learners
- To ensure learning is sequential and connected thus embedding in long-term memory
- To develop children's self-respect and respect of the ideas, attitudes, values and feelings of others
- To encourage children to take pride in their learning and the learning of others

Learning Culture

To enable children to learn well, the school will develop a culture where children:

- Enjoy learning
- Feel safe
- Interact respectfully with adults and other children take risks
- Recognise mistakes and errors as learning opportunities
- Persevere
- Respond positively to high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'Growth Mindset' following the 4Rs

and where adults:

- Will ensure that all work is completed to the best of the child's ability, where nothing less will be acceptable
- Establish positive working relationships with all children in the class
- Have high expectations for all children's behaviour and learning
- Are consistent in dealing with children's behaviour and learning
- Model learning and expected behaviour for the children
- Treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

This learning culture will be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, **involving the children at every stage.**

Effective Teaching and Learning

When planning for learning, teachers must have:

- Thorough, accurate subject knowledge (**content knowledge**)
- A range of effective teaching strategies (**pedagogical knowledge**)
- An understanding of which teaching strategy would be most effective in teaching a particular subject or topic (**pedagogical content knowledge**)

Teaching will be organised to help pupils remember learning by:

- Sequencing learning so that there is progression over lessons, **units, the year and between years**
- Making links between elements of learning where these are present (Interleaving)
- Recapping learning regularly – short-term, medium-term and long-term (Spacing)
- Using strategies to recall information – quizzes, questioning... (Retrieval)
- Planning opportunities for purposeful talk and critical questioning to enable children to be able to discuss and explain learning with others (Elaboration)
- Representing learning visually and verbally (Dual-coding)
- Designing tasks to avoid overloading working memory (Cognitive Load Theory)

Teachers will draw from a range of strategies in order to engage children in the teaching and promote learning for all. These will include:

- Paired talk
- Investigation and problem solving
- Reasoning and explanation of learning
- Focused research
- Opportunities to communicate findings in a variety of ways
- Opportunities to practise and apply newly acquired skills and knowledge
 - Whole-class learning
 - Purposeful group learning (in groups selected for different reasons)
 - Purposeful paired learning
 - Individual learning
 - Independent learning, which is child directed
 - Collaborative skills are taught and developed
 - Selecting and using relevant resources to support learning
 - Asking and answering questions
 - Use of IT including visual images, film, interactive teaching resources etc
 - Fieldwork and visits to places of educational interest
 - Guest visitors and performances
 - Creative activities
 - Debates, discussions, oral presentations and other speaking and listening strategies
 - Drama techniques
 - Designing and making things
- Participation in athletic or physical activity
- Setting challenges for themselves
- Producing work for a variety of audiences

Children will be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Constantly adaptive teaching (Assessment for Learning) will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in knowledge and skills. Planning will be shared with TAs. Children will also be able to answer questions on what they are learning, not what they are doing.

- **Learning Objectives are:**
 - Clear and focused - based on learning rather than task
 - Displayed at the appropriate time in the lesson
 - Discussed and explained with the children
 - Based on prior attainment, knowledge and understanding
 - Written in the format: "to..."
 - Referred to throughout the lesson
- **Success Criteria will:**
 - Be identified by the teacher during the planning process
 - Break down the learning taking place
 - Include the steps or 'ingredients' the children need to be successful in their learning
 - Be short, and maybe visual
 - Usually be generated with the children during the lesson where appropriate
 - Be written up and referred to during the lesson when appropriate
 - Be gradually withdrawn as learning becomes embedded
- **Review of Learning/Plenary will:**
 - Allow teachers to be constantly adaptive in response to children's learning
 - Reflect on the learning which is taking/has taken place
 - Review progress towards the learning objective and success criteria
 - Allow adults and children to address misconceptions, make improvements and add further challenge
 - Allow time to reflect on the 'how' of learning in addition to 'what' has been learnt
- **Outcome will be:**
 - What is achieved by the children by the end of the lesson
 - The learning activity/evidence of learning
 - Given sufficient time to enable children to achieve meaningful learning
- **Challenge for all - Teaching will:**
 - Be appropriately pitched to the age-group
 - Support children to achieve the learning and extend children who grasp the concept quicker than others
 - Be adaptive throughout the lesson and will respond to learning needs as they arise
 - Address EHCPs/IEPs for children with SEND
- **Adult Input**
 - Provides overviews and reviews of objectives
 - Outlines content to be covered and signals transitions between different parts of the lesson
 - Calls attention to main ideas and addresses misconceptions
 - Reviews main ideas

It will also:

- Model learning
- Engage children in the learning
- Be active and interactive
- Make effective use of teaching strategies
- Have appropriate pace to ensure maximum learning takes place
- Respond to, and be adapted to, ongoing assessment during the lesson
- Generate verbal and visual success criteria
- Be flexible according to the learning taking place eg.
 - Input – activity – input – activity
 - Guided groups etc

Throughout the above, teachers will communicate clearly and directly with pupils

- **Questioning**
 - Questions will be asked to assess learning, challenge and deepen thinking and understanding
 - A range of different types of question will be used as appropriate: open/closed; higher and lower order (eg. Bloom's Taxonomy); product (single response) and process (explanation response)
 - Will be matched to the children's understanding and ability
 - Opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking**
 - Regular feedback will be given to the children in line with the school policy
 - It identifies success and areas for improvement/next steps in learning
 - Refers to learning objectives, success criteria, and age related expectations in spelling, punctuation and grammar where appropriate
 - Opportunities are planned for children to regularly respond to feedback and marking
 - Informs further planning, teaching and well timed interventions
- **Self & Peer Assessment**
 - Children are trained to self and peer assess
 - Guidelines are discussed, agreed and developed with the children
 - Is used regularly to enable children to address misconceptions and make improvements to their learning
- **Vocabulary**
 - All staff will model the use of standard English and children will be corrected if not speaking correctly
 - Pupils will be encouraged to use full sentences when appropriate
 - Opportunities will be taken to develop and extend children's working vocabulary
 - Subject specific and academic vocabulary will be taught progressively throughout the school
 - Displays will promote vocabulary

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

The learning environment will be organised to:

- Promote and maximise learning
- Provide a stimulating environment which sets the climate for learning.

- Be tidy and organised to focus and enhance learning and promote independent use of resources
- Be word and number rich.
- Help teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Displays should be used to:
 - Celebrate success - achievement, Star/Learner of the Day/Week
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, WAGOLLs, presentation examples, interactive & challenging,
 - Displays are changed regularly and reflect the current topic/themes/ learning
 - Vocabulary will be displayed to support learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school and planned for, by the teachers, to support learning as effectively as possible. Teaching Assistants work with a range of groups and individuals.

They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Curriculum Subject Leaders

- Have a clear understanding and overview of the intent, implementation and impact of their subject area within the curriculum
- Provide pedagogical content knowledge and support for teaching and learning in their curriculum area
- Refer to the Subject Leader Policy/Job Description

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

Holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed

Sending a termly report to parents explaining the progress made by their child and indicating areas for improvement;

Explaining to parents how they can support their children with homework;

Holding parent workshops to explain the learning covered and the strategies and methods taught to the pupils.
Communicating information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term;
Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was written by the Headteacher (Mrs Zoe Mabbott) and ratified by The Chair of Governors (Mr Mark Evans) on the 13th December 2019 and will be renewed in July 2020 and as necessary.

