



Together with Jesus, we grow in love

Holy Family Catholic Primary School

Teaching & Learning Policy

Last Reviewed: Nov 21
Review date: Nov 22

Teaching and Learning Policy

Rationale

Developments in our understanding of how children learn, research into effective feedback, independent learning and mastery have helped us to develop a deeper understanding of effective teaching and learning in our classrooms which meets the expectations of the revised National Curriculum. Our shared values are based on knowledge and understanding gained through collaborative working, training and reflective practice.

At Holy Family, we believe as a learning community that our key responsibility is high quality teaching and learning in every classroom every day; embedded and sustained improvement is dependent on this. Our expectation therefore is that all pupils are provided with quality learning experiences that lead to consistently high levels of achievement and engagement in order to become confident, articulate, independent learners.

Aims

By promoting a consistent and coherent approach to teaching and learning across the school, we aim:

- ✓ to provide high standards of teaching and learning in every year group and every class;
- ✓ to enable teachers and support staff to teach and support learning as effectively as possible;
- ✓ to implement the National Curriculum's age related expectations for each year group;
- ✓ to understand each child's attainment, progress and gaps in learning;
- ✓ to enable children to learn efficiently and effectively;
- ✓ to improve pupils' attitudes to learning and achievement by raising aspirations and increasing their desire to achieve through a relevant and engaging curriculum which promotes success;
- ✓ to foster a love of learning;
- ✓ to give children the skills, knowledge and understanding they require to become motivated, independent, resilient learners;
- ✓ to encourage pupils to become articulate learners who are able to explain their thinking;
- ✓ to provide an inclusive education for all children;
- ✓ to appreciate British values;
- ✓ to respect different cultures and beliefs;
- ✓ to provide a safe and happy learning environment;
- ✓ to raise expectations for all pupils, to enable them to fulfil their full potential;
- ✓ to develop high levels of emotional intelligence to promote cooperation and collaboration in learning;
- ✓ to promote high standards of behaviour through clear expectations and by the example of the adults;
- ✓ to develop a clear sense of personal responsibility as a member of the school and faith community.

Values for learning

At Holy Family, our values for learning underpin our whole school approach to developing the child in mind, body and spirit. These values create the ‘climate’ for learning we want to see in every classroom and form an integral part of our ethos as a faith school. We believe every child should be given the opportunities they need to succeed and reach their full potential in a safe and supportive environment where they feel valued and loved. Our values for learning are intended to enable pupils to:

- Engage with learning and become excited by the future choices this offers – aspirations;
- Acquire the social and emotional skills necessary to achieve success in their learning and future life;
- Take risks, solve problems and overcome barriers to learning;
- Understand the consequences, positive and negative, of the choices they make.

It is the entitlement of every child in our school to become a successful learner who can demonstrate:

- **Respect** – we value ourselves and others
- **Aiming high** – we try our best and believe we can
- **Teamwork** – we are a team
- **Resilience** – we take risks and learn from mistakes
- **Creativity** – we come up with our own ideas
- **Enjoyment** – we love learning and celebrate each other’s success

Our values for learning should be displayed in all classrooms in the agreed format and referred to regularly to encourage children to recognise when they are demonstrating a particular learning value.



Teaching and learning needs to be adaptable and focused on the needs of each group of pupils in each lesson. This policy sets out a structure for learning based on best practice and research linked to how pupils learn effectively.

Structure for Learning

- Excellent teaching and learning is characterised by:
 - o Planning – Learning Environment – Collaboration – Making Excellence Visible – Clear Learning Intentions and Success Criteria – Feedback – Modelling Excellence – Modelling Skills and Strategies – Marking – Questioning – Challenge – Continuous Evaluation
- Deeper Learning and Mastery
- Assessment for Learning and gaps
- Feedback and Marking
- Success Criteria & Independence (used to develop deeper learning in all subjects)
- Learning Environment and Learning Walls

Deeper Learning and Mastery

Many of our children acquire high levels of fluency in key skills in the primary curriculum but find it more difficult to use and apply them in more complex and challenging settings. The revised National Curriculum emphasises the importance of gaining depth in learning as children move towards mastery.

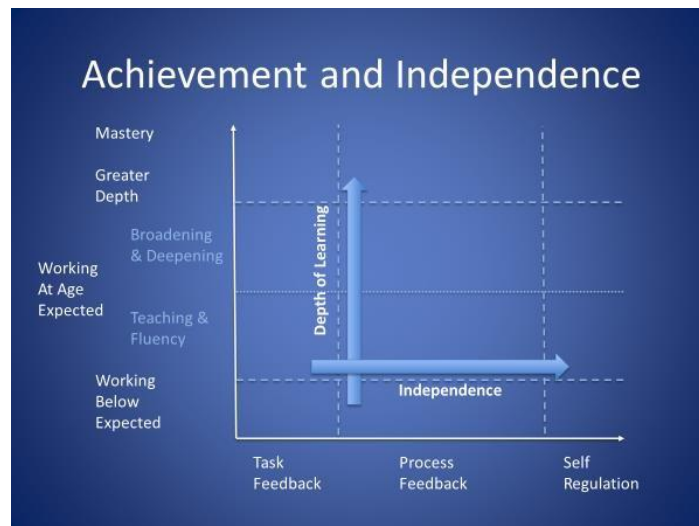
Most children working at age appropriate expectations will either need:

- a) **Acquisition** - structured teaching and modelling leading towards fluency in a new skill,
- b) **Fluency** - practising fluency to improve proficiency, gain confidence and independence to be able to tackle more challenging learning, or
- c) **Greater Depth** - being stretched to use and apply their learning in a variety of challenging contexts towards achieving mastery.

There will be some children who can't access the learning at the age appropriate expectation because they have key skills and understanding missing. It is crucial that we provide them with opportunities to acquire fluency and deeper learning in these areas to underpin secure future learning, rather than offering additional adult support to enable the child to just complete the expected work.

For children who have acquired mastery in a particular subject and can demonstrate depth and transferability in their understanding, we need to provide them with more challenging work which will develop their learning further.

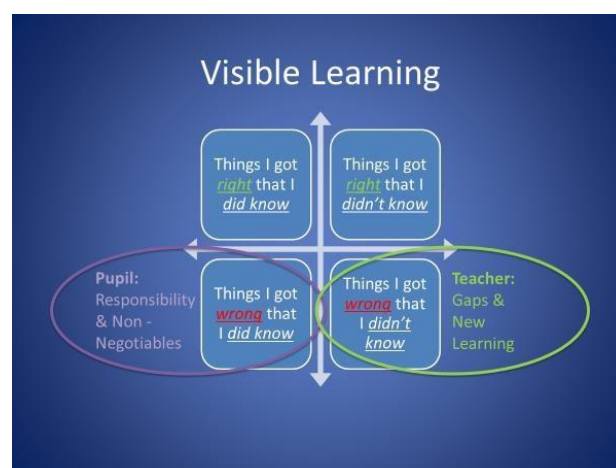
In every lesson, there will be an age appropriate key learning objective. Teachers must decide on an appropriate fluency task and a challenge at greater depth, moving children into the appropriate groupings to meet their needs in terms of structured teaching and scaffolding, practising fluency or tackling a challenge at greater depth.



Once direct teaching has been utilised to model new knowledge, it is essential that children are provided with opportunities to practise and embed their skills. By practising skills at least three times in a range of contexts, children are enabled to make connections between skills and knowledge and move this from working memory to long term memory. By ensuring secure understanding, children are then able to more readily utilise skills together and to move towards greater depth. Teaching approaches must be adaptable and flexible to move children on as soon as they are ready, or bring them back to structured teaching if they are not managing at a particular stage in the learning process, e.g. providing children with more opportunities to embed their skills at the fluency stage if they are unable to manage the work at greater depth. Learning should always encourage children to move towards greater depth of learning and independence.

Assessment for Learning and Gaps

The key principles of effective learning must be underpinned by rigorous Assessment for Learning (AfL). Teaching must be responsive to the needs of learners and use both formative and summative assessments to identify what children can and can't yet do, or use and apply in a variety of contexts, in order to plan the appropriate next steps in learning. Based on the principles of Hattie's Visible Learning, teachers must be clear for each group of children, what their gaps are and what their non-negotiables should be i.e. those things that the children should be able to sort out themselves because learning has already been embedded. This encourages greater resilience, independence and responsibility in learners.



Assessment includes Effective Questioning which challenges children to deepen their thinking, encouraging reflection and greater independence. It helps find out what children know, understand and can do in order to target teaching more effectively. Teachers should plan effective questions which go beyond simple recall to include:

- A range of answers for discussion
- Turning the question into a statement
- Finding opposites or patterns to describe a conclusion
- Giving the answer and asking how it was arrived at
- Asking the question from an opposing view

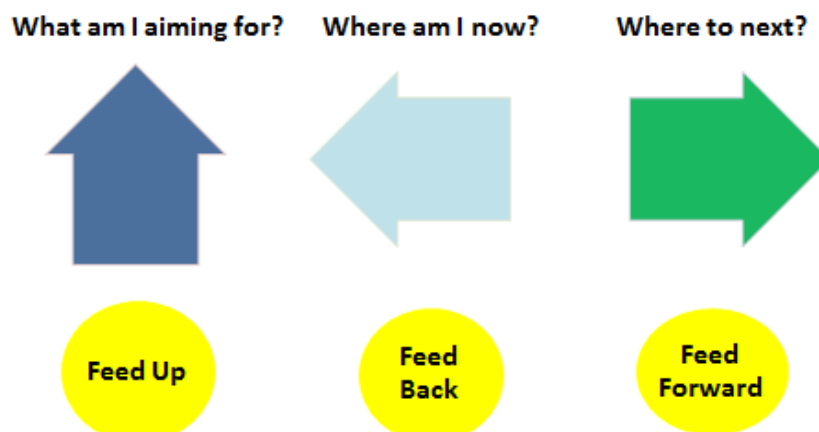
Balance Assessment

‘Balance’ is a formative assessment tool which enables teachers to identify what exactly children can do and what they need to do next in their learning. ‘Balance Wheels’ are displayed in each classroom and form part of ongoing verbal feedback with the children. The numbers and colours on the wheel correlate to the ‘marking boxes’, and children are expected to evaluate their own work and be able to discuss / decide upon their own next steps. Teachers are expected to use Balance to assess against the objective being taught, and in this way, teachers are able to see the progress that happens before the learning is secure. Balance recognises that learning isn’t a linear process; this helps us to support all children in their learning – to catch up, fill gaps, deepen understanding and overcome any barriers through a personalised approach.

Feedback and Marking (see Feedback and Marking Policy)

Effective Feedback and Marking is embedded in high quality everyday practice. It forms a key part of teacher assessment and enables children to understand their strengths and areas for improvement. Marking and verbal feedback explain what the next steps should be by building on previous learning and enhancing learners’ confidence as they become more independent.

Teachers should understand the differences between Task Feedback, Process Feedback and Self-Regulation based on Hattie’s model of Effective Feedback. This should be underpinned by an understanding that feedback is used at the beginning of a series of lessons (Feed Up – sharing learning intentions / success criteria / outcomes), during the learning (Feed Back – strengths and areas for improvement) and at the end to review and set next steps (Feed Forward – what do I need to do next?).



Types of feedback

Task Feedback – the most common type of feedback. It is information focused and indicates correct or incorrect responses at a surface level; builds more knowledge of the task and provides a basis for further learning. Feedback can be verbal or written:

E.g. Your learning goal was to structure your recount in such a way that the first thing you wrote was the first thing you did. Then, you needed to write about the other things you did in the same order they happened.

Your events are muddled. You need to go through what you've written, number the events in the order in which they happened, and rewrite them in that order.

Process Feedback – more effective for enhancing deeper learning than at the task level. It is aimed at improving the strategies and processes behind the learning, encouraging learners to recognise relationships between ideas and build self-efficacy. Feedback can be verbal or written:

E.g. You're stuck on this calculation and you've looked at me instead of trying to work it out yourself. Can you work out why you might have got it wrong – and can you then try a different way of working it out?

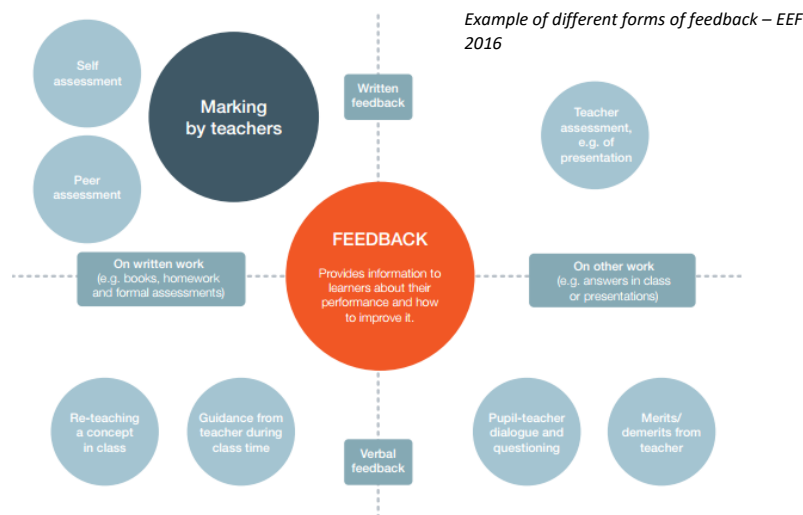
Your task is to compare these ideas so could you start by looking at the similarities and differences or how they relate together?

Self-regulation – focused on the pupil's monitoring of their own learning. Feedback at this level can enhance pupils' skills in self-evaluation, providing them with greater confidence to engage with the task. Feedback is usually in the form of probing questions which help learners identify their own areas for improvement.

E.g. You checked your answer with the resource book and found that you'd gone wrong somewhere. Have you got any ideas why you might have got it wrong? What strategy did you use? Can you think of another way of working it out? How could you check if you're right?

Giving feedback includes:

- Marking which should be simple, clear, and relate to the learning objective / success criteria. It should reinforce learning expectations and identify next steps to develop children's thinking further. Pupils must be given regular time to address issues raised in marking.
- Conferencing by making time to talk to children and teaching them to be reflective about the learning objective and about their work and responses.
- Self-assessment and peer-marking so that children can identify by themselves what they need to do to improve their work and discuss it with an adult or partner to develop greater independence.



Success Criteria & Independence

High quality teaching and learning supports and encourages children to develop both depth of understanding and independence in their learning. Teachers must be aware of the level of challenge and the degree of independence that is appropriate for each group of children in each lesson, and be willing to change or adapt the tasks and groupings as the learning progresses.

Effective success criteria link directly to the learning objective but provide learners with greater clarity about what the specific expectations are that will improve their work and enable them to be more independent.

Effective success criteria:

- Describe the key elements or features of a successful outcome
- Break down a learning objective
- Should be based on next steps learning & gaps
- Should be understood by children
- Should describe quality not just low level features
- Should be 2 or 3 things that make it quality for that child or group

Success Criteria are not “Steps to Success” which describe what to do. Steps to success are a key part of scaffolding and teacher modelling, particularly for less confident learners, however they undermine independence and adaptability when moving to greater depth and mastery in learning.

Success criteria are not generic lists describing all the features of a piece of work, they are the key things you want learners to use to improve their work. Clear success criteria can allow children to produce the same high quality work across the curriculum.

Children can also use success criteria to self-assess their work or to peer-assess their partner’s work and teachers should always refer to them in direct teaching, on learning walls and in feedback.

Learning Environment and Learning Walls

All classrooms should provide an organised and focused learning environment which is stimulating, age-appropriate and language-rich. Resources to support learning should be tidy, accessible and clearly labelled to promote independence.

Challenge makes learning engaging and interest is enhanced by ensuring learning is purposeful; the learning environment should provide a rich context for this. Interest and engagement can be enhanced through a variety of appropriate stimuli and support, such as help desks, challenge boxes, interesting objects or artefacts, washing lines, scenarios, drama, visits and visitors, IT, games and cross curricular themes. Relating tasks to real life or towards a particular audience can also augment this.

Effective Learning walls create a learning rich environment and support children by reminding them of recent learning, teaching points, methods and non-negotiables. When used well, teachers refer to previous learning and children use them independently as prompts to support their progress and independence.

Reading areas should be inviting and comfortable spaces which promote a love of reading through a carefully-chosen selection of good quality, age-appropriate texts. They should feature questions and prompts which encourage children to engage in reading for pleasure.

Excellent teaching and learning is characterised by:

Planning – Learning Environment – Collaboration – Making Excellence Visible – Clear Learning Intentions and Success Criteria – Feedback – Modelling Excellence – Modelling Skills and Strategies – Marking – Questioning – Challenge – Continuous Evaluation

Planning <p>Ensures assessment informs new learning skills and high quality outcomes. Planning weaves across curriculum areas, ensuring learning contexts are rich and linked to moral purpose.</p>	Making excellence visible <p>Connected planning ensures all adults and pupils understand and can see the ‘learning journey’ including ‘what am I learning?’, ‘how?’ and ‘why?’</p>	Modelling excellence <p>Teaching identifies examples of excellence and deconstructs ‘what a good one looks like’. Models of quality are provided visually and broken down and continuously referred to.</p>	Questioning <p>Promotes discussion, talk for learning, building emotional connections and interest: ‘What do you think?’ ‘What does this mean?’ ‘Why do you think that?’ ‘How does this link with?’</p>
Learning environment <p>Is the invisible teacher. It provides the reference for highest standards, promotes curiosity and charts the learning journey. Environments are always language-rich.</p>	Clear learning intentions and success criteria <p>These are specific, relevant to need and always shared. The SC make explicit how learners can be successful and never limit learning.</p>	Modelling skills and strategies <p>All lessons contain modelling and exemplify best practice and excellence for children. Modelling is visible.</p>	Challenge <p>Learning is challenging. Lessons provide opportunities to apply learnt skills to new contexts and reference the wider world. Challenge extends thinking beyond the classroom.</p>
Collaboration <p>Adults and pupils are equally responsible for learning. Learning is designed to be collaborative with peer and adult coaching supporting and enabling success.</p>	Feedback <p>Feedback is continuous and ever-present. Feedback is specific to next steps and provides clear pathways to success. Feedback is an actionable learning dialogue.</p>	Marking <p>Adults and pupils co-construct new learning through quality marking experiences. Marking is specific and provides next steps. Time is always made for marking responses.</p>	Continuous evaluation <p>Lessons contain multiple opportunities to evaluate and assess learning. Reflections on learning are language rich, collaborative and deepen metacognitive skills.</p>



Monitoring and Review

The curriculum is subject to regular review, responding to statutory requirements and relevant evidence-based advances in pedagogy, educational thinking and technology. The school's approach to teaching and learning is adapted to reflect these developments and the Teaching and Learning Policy updated accordingly. Regular curriculum updates are presented to the Governing Body and the Teaching and Learning Policy reviewed on an annual basis.

Appendix 1 – Core subject non-negotiables

To ensure a consistent approach across the school, it is vitally important that the Teaching and Learning Policy is fully implemented and adhered to by all members of staff. In collaboration with Local Authority SIOs, core subject leaders have agreed some non-negotiable aspects which should be used as a starting point for staff, and particularly newer members of the team, in the implementation of the revised Teaching and Learning Policy.

The non-negotiables form the minimum requirement expected of all members of staff, irrespective of their length of time served at the school. In all monitoring and evaluation activities, there will be a focus on ensuring these aspects of the Policy are being fulfilled.

Expectations in English

T4W Washing Line

The washing line should be accessible to all children. It should contain all the materials from the teaching sequence for that stage of the sequence and elements of any preceding stages e.g. story map, vocabulary, boxing up, writer's toolkit, grammar focus and shared writing.

An example of a washing line:



English Learning Display

In addition to the washing line, aspects of grammar, punctuation and spelling rules will be displayed which will remind children of rules they need to use e.g. contractions, apostrophes use, co-ordinating and subordinating conjunctions etc. These will need to be explored with the children and should be set, where possible, in the context of the current text being used.

Presentation

- Day of the week and date written in full and underlined with a ruler (Y1/Y2 to introduce when children are ready -stickers should be used as an alternative). Correct spelling of the days of the week and months is a core skill.
- ‘Can I’ to be written out and underlined with a ruler (Y1/Y2 see above).
- KS1 – writing in pencil and editing in coloured pencil.
- KS2 – writing in pencil until handwriting is cursive, then blue pen should be used. Black pen should be used for editing in all work.
- New paragraphs should begin after leaving a line.
- Spellings should be copied out neatly directly under the finished piece of work.
- Cold task / hot task at the beginning and end of a unit to be clearly identified in pupils’ books.

Expectations in Mathematics

Evidence of learning

- 3 pieces minimum per week for maths
- Active lessons evidenced through twitter and lesson plans
- Limit photos used as evidence in books – write date and ‘Can I’ instead and then a comment from the child about the learning. If there is no other way of evidencing the learning (SEND) then photos can become acceptable.
- No more than 6 questions for skill building / fluency (power of 6) and then move on to the next part of the teaching sequence.

Layout

- Short number date underlined and on left hand side
Y1 → label on left hand side every lesson with date and ‘Can I’ underlined
Y2 → From Autumn 2, write the short date and Spring onwards do both date and ‘Can I’
Y3 onwards → do all except those children with a particular weakness in writing
‘Can I’ underlined and on the left hand side
- If continuing a piece of work over a few days, then write short date each new day before continuing
- 1 square per digit
- Use a ruler for formal written methods, drawing lines, graphs etc.
- Children to always use pencil in maths books even to edit

Classroom Environment

- Mastery displays → write it, draw it, explain it and tell me a story
Y1 → Autumn term just write it and draw it
- Language of operations present in classrooms as domains are completed
- Numbers relevant to age group present in number and word form
- Place value chart in the form of a house
- Ensure apparatus is readily available and modelled/explained how to use and where to get it for developing independence
- Empty number lines (interactive for children to use and teachers to model with different domains)
- Place value charts
KS1 → 120 sq
KS2 → 100 sq

Expectations in Science

Planning

- Science is allocated 2 hours each week. This can be taught across an afternoon or in two one hour sessions and should not be reduced on a regular basis.
- When planning teachers must ensure they are not covering knowledge or skills from a higher year group.
- Every lesson should have a vocabulary focussed starter which involves discussion or active learning. This does not always need to be at the start of the lesson and can be recorded in books or twitter where appropriate.
- Lessons should demonstrate the science principles of our school: working scientifically and collaboration, using scientific vocabulary, applying skills from other subjects appropriately, asking questions and engaging practical science lessons.

Books

- At least one piece of work is expected to be evidenced in the books weekly.
- Date and 'Can I' statement for all lessons. Lower ability and younger children can have printed stickers.
- 'Can I' must link directly to the national curriculum knowledge or skill.
- Photos can be used in science books to evidence learning. Picture collages and group photos can be used with individual comments. These comments can be written by children or scribed by adults depending on age and stage.
- Twitter evidence can be used to evidence more practical activities but planning, recording or concluding will be completed in books.

- All diagrams in science to be drawn in pencil.
- Rulers must be used for drawing results tables and graphs.

Assessment

- Each topic will start with a knowledge page and circle map assessment.
- Each topic will end with a quiz.
- Teacher judgements will be recorded on balance for each topic and each half term for working scientifically skills.
- Each topic will show evidence of at least two different types of working scientifically.
- Marking comments should be about scientific learning or challenging scientific thinking.
- The incorrect spelling of scientific vocabulary will be corrected or highlighted in green.

Expectations in Religious Education

Books

- Early Years and Foundation Stage to evidence all learning within floor books, through photographs, work and quotes from direct teaching and continuous provision
- Explore Sheets at the start of each new topic:
 - o Y1 draw a picture and annotate (written or scribed),
 - o Y2-4 Circle Map
 - o Y5 and Y6 header with written comment underneath
- Y1-Y6 3 pieces of work minimum per topic within books, from written and more creative work
- Use of driver words in Can I, differentiated according to teacher assessment
- Respond evidenced within floor book, including Explore Sheet and photograph of display,
- Remember, Rejoice Collective Worship plan and Renew
- Date and Can I written into books, appropriate to age and stage eg. Not for Year 1
- Practical lessons evidenced on Twitter

Learning environment

- Prominent position within the classroom, updated for each new topic
- Topic Titles and themes clear
- Relevant key vocabulary displayed
- Range of children's work on display, written and more creative
- Key Scripture from the topic
- Use of Come and See resources
- Explore and Reveal evident