



Sacred Heart Primary School

Teaching and Learning Policy

This policy was reviewed:	Spring 2024
This policy will be reviewed again:	Spring 2026
Governor Committee Responsibility:	QE Committee
Statutory policy	Yes
Source:	Governing Body



Sacred Heart Primary School

Teaching and Learning Policy

This policy statement reflects our philosophy in the teaching and learning of pupils, at Sacred Heart School, as outlined in the Mission Statement. We strive to ensure that pupils have positive learning experiences regardless of race, gender, class or disability.

Principles

The principles underpinning this Teaching and Learning policy are:

Good teaching

- is planned around what pupils need to learn and how they are going to learn it
- meets individual needs, by providing appropriately differentiated activities
- ensures careful assessment of pupils' needs and attainment is carried out regularly
- ensures consistency of approach throughout the school
- ensures high expectations of what pupils will achieve and how they will behave
- makes a significant difference to progress and attainment
- aims to ensure that pupils learn how to learn
- ensures pupils know what they are learning and why
- ensures pupils know how and whether they have been successful in their learning
- ensures that pupils know where they are and where they need to develop
- recognises that much learning takes place out of school
- relies on the support of parents

What makes a good lesson?

- use pupils' previous learning experiences
- ensures pupils are clear about their learning
- ensures pupils are clear how they will achieve their learning
- ensures pupils are clear how the learning links to previous and future learning
- ensures pupils are clear how it links to their lives
- ensures that pupils have clear model that exemplifies good learning outcomes and expectations
- ensures that pupils have success criteria that helps to scaffold their learning and can evaluate their own and/or others performance
- appropriate resources are provided and pupils are familiar with routines for accessing them
- reading is prioritised
- the environment is suitable and facilitates learning

EFFECTIVE TEACHING - An Effective model:

Is based on strong teacher subject knowledge with clarity of outcome to learning.

Links with previous work – as a matter of routine. Make this link come from the pupils, via focused questioning – this is in itself an assessment activity, assessing and establishing a starting point for today.

Share the learning objectives with the pupils – these need to be child friendly, expressed at their level.

Ensure the pupils know what they are learning and why – real life context

Input scaffold/modelled learning – directs and develops through open questioning and pupil participation that develops the learning

Activities need to be explicitly linked to the learning – needs to include some sort of “problem” or challenge to solve, a gap that needs bridging.

Modelling of expectations – either in writing or in solving a linked problem to direct and support pupils learning (deliberate mistakes made in this can identify pupils understanding and is a form of assessment)

Provides opportunities for pupils to read and apply their reading skills – this is supported, when needed, to ensure pupils can achieve the outcome of the lesson.

Success criteria shared – either led by teacher or pupils to ensure pupils know where they are going and how well they have achieved – allows or peer and self-assessment – ownership of learning and development. Pupil led success criteria also a form of assessment

Think about how the pupils are to achieve their goals – independently, supported, paired work or group working – what best supports their learning and their stage in development?

Allow opportunities for pupils to reflect on their learning against the success criteria. Allow them to edit, improve or review where possible

The plenary – needs to refer back to the learning objectives. The pupils demonstrate their achievements, what they have learnt in the session. Interaction centred on asking questions which force them to give explanations. Not just “what”, but “why”, “how”, “what if ...”? Targeted questioning linked to key outcomes. During this session, pupils could review a partner’s work giving constructive feedback on what went well and areas for improvement. Finally, link the plenary to what will come next.

The above model of teaching needs to be very explicit and visible throughout the school. It will:

1. Train minds
2. Assess learning
3. Ensure pupils take ownership of their learning

Effective teaching incorporates:

- the use of assessment for learning strategies within lessons
- observing, listening and watching
- examining the pupils’ products, artefacts, written work, plans, reports, drawings (see “Marking”, below)
- use of questioning, both open and closed
- self-assessment, encouraging pupils to be aware of their strengths and areas for development, leading to growth (can be scaffolded by Success Criteria)
- peer assessment encouraging pupils to support one another to develop (can be scaffolded through Success Criteria)
- teacher designed assessment tasks and tests
- diagnostic tests, tests associated with commercial schemes, SATs

Effective teaching promotes the following skills and behaviour:

- independence
- the ability to listen
- collaborative working
- evaluative approaches to learning
- ability to edit, review and improve
- discussion
- being able to explain outcomes and approaches
- ability to read and apply reading skills

THE LEARNING ENVIRONMENT

Classrooms should be equipped with adequate and appropriate resources to enable the best use of space. The organisation of the room should:

- make resources readily accessible to all; this will encourage independence
- encourage first-hand experiences (science area, interactive displays etc.) and study (quiet areas – reading/research/writing areas)

Climate of the Classroom

Pupils should:

- work within a clear and consistent framework of values
- experience supportive relationships between adult and pupil and pupil and pupil
- encounter a stimulating and well-ordered classroom climate which encourages high levels of interest and motivation

DEVELOPING LEARNING SKILLS

Learning skills can be categorised as:

- physical
- intellectual
- emotional
- social
- organisational

There are opportunities for developing key learning skills in every subject area. We must determine which teaching strategies are most effective in developing them. They should be “in-built” in assessment opportunities and procedures.

Information handling and problem-solving activities should be context embedded. The development of these skills can be identified by pupils’ ability to:

- locate and use appropriate resources
- make connections with previous learning
- work increasingly independently
- work collaboratively
- check their work
- retrieve information from a variety of sources

Pupils show evidence of their acquisition of the above skills by demonstrating the ability to:

- remain on task
- organise their work

- make connections with previous learning
- explain their learning
- apply learning to new situations
- evaluate the quality of their work

CURRICULUM PLANNING

We cover all current requirements of the Early Years Foundation Stage and the National Curriculum 2014 to ensure continuity and progression through Early Years, Key Stage 1 and Key Stage 2.

The requirements are delivered by

- systematic, sequential planned lessons
- discrete subject teaching and
- a thematic approach

Planning is prepared in the long, medium and short term.

It is important that pupils understand the intended outcomes of lessons and show this by verbalising/summarising what they have learnt. Teachers and pupils should be clear about where the learning starts, where it is going and what the next steps in learning are. This should be evident in teacher planning.

We believe teaching is improved significantly where there is effective short-term planning. This is based on and incorporates:

- good subject knowledge
- identified outcomes
- learning objectives linked to identified outcomes (knowledge, skills or understanding)
- assessment opportunities
- modelled expectations
- success criteria
- key questioning to develop thinking
- learning activities
- organisation
- differentiation – work that is demanding, while supporting the next step in learning
- opportunities for pupils to verbalise their ideas and learning
- resources
- timing

Differentiation can be provided in a variety of ways by:

- activities, including “stepped” activities
- pupil grouping
- adult support
- outcome
- time allocation
- pupil choice of task
- questioning by teacher
- resources

ASSESSMENT

(Refer to Assessment, Feedback and Marking and Monitoring and Evaluation policies, for additional information)

Assessment must relate directly to learning objectives. Therefore, it must be identified at the planning stage and must inform teachers of what needs to be taught next.

It is vital that the curriculum is matched to the individual needs of pupils and that individual groups can be targeted.

Relevant feedback should be given by all those concerned with the teaching of the child(ren).

Assessment must be consistent and must ensure that the knowledge and skills being taught across the curriculum are measurable to ensure that pupils next steps in education are identifiable.

STAFF STRUCTURE AND SUPPORT

1. Line management → HT → DHT → SLT → CLASS TEACHERS, SEND SUPPORT.

2. Co-ordinators support colleagues by:

- offering advice, formally and informally
- monitoring planning
- observing in classes and sampling work
- sharing knowledge from courses

Additional support is provided by the Achieving for Pupils, the School Improvement Adviser and Network/Best Practice meetings.

3. INSET needs are identified by:

- current educational initiatives/priorities
- S.D.P. priorities
- Questionnaires e.g. School self-evaluation

Funding for Inset is provided, where appropriate, from The Standards Fund, on the basis of school priorities and determined by the Headteacher and Deputy, the latter being INSET Co-ordinator.

4. Teachers' Knowledge and Skills

To enable teachers to develop their knowledge and skills we ensure there is:

- self-evaluation
- colleagues/subject leaders identifying their own and others strengths and weaknesses
- support from subject leaders and colleagues
- sharing of successful practice
- opportunities to visit other school to observe outstanding practice
- best practiced networks through SPARK
- subject leader networks through SPARK
- opportunities for moderation of work and practice
- active encouragement to develop additional skills/knowledge

5. Professional development

In the area of professional development, we ensure there is:

- self-evaluation

- accountability, with regard to responsibilities pertaining to the SDP

6. Self-appraisal

This provides an opportunity for staff to reflect upon and discuss professional development.

ETHOS

As members of God's family, each child is valued as a person in his/her own right, as well as a member of the community of the school.

In the context of teaching and learning there is mutual respect from all, to all, and to all members of the community.

This implies –

- striving for an environment in which pupils are happy, confident and motivated
- Knowing that mistakes are not failure; they are valued as a means to improvement
- Celebrating what pupils can do, by emphasising their successes and supporting their areas for development
- Developing sound relationships and promoting home / school links, so that home and school can work together to promote quality learning

Pastoral Role

In order to promote pupils' well-being and education, it is essential that teachers:

- know the backgrounds of pupils in their class
- have regular contact with parents
- monitor punctuality and attendance
- reward good behaviour and work

Please refer to the school's Behaviour for Learning Policy for additional information.

RESOURCES

For both teachers and pupils, resources need to be:

- accessible
- well organised
- sufficient
- appropriate

Pupils should be expected to use resources appropriately, carefully and with respect.

Human Resources

- Class teachers – with curriculum expertise, responsibility for the deployment of others to support learning
- Support teachers – individual / group work within / without the classroom
- Classroom assistants – provide in-class support, allow class teachers to target individuals / groups
- Volunteer help

Materials

- Appropriate resources which will support learning objectives

USE OF TIME

- Teachers' time should be carefully and effectively planned to instruct, question, explain, listen and assess.

- The pace of lessons should be appropriate to reinforce previous learning and extend all abilities. Short, timed tasks and short-term goals provide opportunities for all pupils to achieve and progress.
- Differentiation ensure pupils' time is used effectively.
- Good classroom management allows for the above to take place.

Teachers are aware of how pupils learn and can apply the appropriate strategies and techniques to allow every pupil to succeed. This will involve working:

- as a whole class
- in groups of varying size
- individually

or a combination of the above.

PARENTAL SUPPORT

Parental support is vital for continuity between home and school and full delivery of the curriculum.

Positive attitudes are fostered by:

- a home / school agreement
- support for the PTA
- classroom support
- support during educational visits

MONITORING AND EVALUATION

In line with current practice, monitoring and evaluation of teaching and learning takes place throughout the school.

Monitoring encompasses

- planning (where needed)
- classroom observations
- learning walks
- drop ins
- sampling pupils' work
- providing feedback for the above activities
- assessment

and involves all members of the teaching staff

- head
- deputy
- co-ordinators
- class teachers and
- School Improvement Adviser

Governors have a responsibility to monitor teaching and learning. They fulfil this responsibility by receiving reports from the Headteacher and School Improvement Adviser.

Evaluation provides opportunities to reflect, consolidate and improve.

Success Criteria

This Teaching and Learning Policy and its practices will be effective if there is evidence of:

- consistent high-quality teaching and learning
- teachers plan appropriate activities for all pupils
- knowledge and skills are built sequentially across the curriculum
- teachers assessing pupils' learning and using the outcomes to inform future planning
- pupils attaining appropriately
- work demonstrates that pupils have achieved and are ready for the next step in learning

Review

This policy, and its practices, will be reviewed as part of the school's on-going policy review programme and amended, as necessary.

Last review May 2024

Next review May 2026