

# **Ss JOHN FISHER & THOMAS MORE CATHOLIC PRIMARY SCHOOL**

## **TEACHING AND LEARNING POLICY**

This teaching and learning policy outlines how we work to ensure that provision in our school meets the Ofsted criteria for good and outstanding.

### **Our teaching**

We know the characteristics of good and outstanding teaching. We work to ensure that our teaching is good and that we are each able to produce examples of outstanding teaching.

We expect all teachers to have high expectations of all pupils. We communicate these expectations clearly to pupils.

### **Pupil progress**

We are careful to ensure that pupils in our school are making good progress. We monitor and respond to the progress of all groups of pupils including those with SEN and EAL. The key priorities for improvement are outlined within the School's Raising Achievement Plan (RAP). This is reviewed on a termly basis. All teachers contribute to the RAP through individual action plans written following a termly Pupil Progress Meeting (PPM) with the Senior Leadership Team.

### **Six core elements of our provision**

#### **1. Subject knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme (linked to Performance Management) and our staffing structure ensures that all learning is led by staff with good subject knowledge. We encourage all staff to be reflective on their practice and where needs are identified, members of the Leadership Team will provide support to ensure that all teaching throughout the school is consistently good.

#### **2. Planning**

Our planning is based on a rigorous and accurate assessment of our pupils' prior learning. We plan a range of effective teaching strategies, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working. We avoid unnecessary repetition for children.

#### **3. Interventions**

We plan targeted interventions that will support pupils personally, socially, emotionally and academically so that they are able to move on in their learning. Teachers monitor the success of these interventions, judging their effectiveness by their impact on pupils' progress. These interventions are reviewed termly through PPM and SEN review meetings.

#### **4. Homework**

We regularly set homework, linked to our pupils' current learning. Homework makes a good contribution to our pupils' progress.

## **5. Assessment for Learning**

We listen, observe and question groups and individuals carefully. We reshape tasks and explanations in order to improve learning. Our responses are timely and relevant. An agreed format for lesson delivery is outlined below.

### **Lesson Format for AfL**

#### **1. Revision of previous lesson.**

Discuss findings of previous lesson  
Where appropriate, children read marking, discuss and respond.

#### **2. Introduction to lesson.**

Share learning objective: - *eg We are learning...*  
Share the success criteria: - *eg What I am looking for...*

#### **3. Main part of the lesson.**

Use of mini-plenaries to check the success criteria.  
Pupil observations  
Guided group work

#### **4. Plenary.**

Children self assess: - *eg boxes for marking / traffic light system*  
Have I achieved the success criteria?  
Explain what I have achieved, what I need to achieve next?  
Peer Assessment

#### **5. Teacher assessment of lesson.**

Mark books – use of annotation  
Daily evaluation – day to day assessment  
Annotate plans – for next lesson

## **6. Marking and feedback**

We assess progress regularly. We discuss assessments with pupils so that they know how well they have done and what they need to do to improve. (*see marking policy*)

### **Outcomes: basic skills, classroom climate, pupil attitudes**

#### **Basic skills**

We recognise the centrality to learning of the core basic skills.

We have clear teaching programmes for reading, writing, communication and maths which help pupils make good progress in these areas. In addition, we have designed opportunities in our wider curriculum that allow pupils to develop and apply a range of basic skills.

#### **Classroom climate**

Through careful planning, good teaching and good relationships, we ensure that our pupils are enthusiastic and are motivated to participate. We have a clear behaviour management policy based upon the school's "Golden Rules".

#### **Pupil attitudes**

We promote the aptitudes of resilience, confidence and independence through our planned activities and through our teaching.

DATE OF REVIEW: September 2013