

# St John of Beverley RC Primary School

## Teaching and Learning Policy

Everyone at St John of Beverley RC Primary School knows we are part of God's family. We share, play and learn together and try to be the best we can be.

### **Rationale**

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all pupils.

### **Aims:**

The fundamental aim of the policy is to underpin the principles and strategies for teaching and learning within our school community.

### **School Expectations for Teaching:**

Staff to plan appropriately for all groups of children- to ensure all lessons provide all children with the opportunity to succeed through scaffolding or appropriate support.

That all lessons demonstrate the key elements of good AFL with interwoven questioning to promote deeper understanding and mastery within subjects.

That all lessons allow all children the opportunity to understand the purpose and objectives of the learning to allow children to be able to assess their own learning

That every lesson taught ensures that there is no cap on pupil learning and that pupils are encouraged to become responsible for their own learning and setting their own next steps in the learning journey. Teachers will give guidance when necessary.

That planned activities are varied to ensure children have the opportunity to explore, develop and practice new skills/ concepts.

That all staff are able to use a range of teaching methods to meet the range of learning styles which best meet the children within their class. Activities will have an appropriate level of challenge and matched to individual need.

That staff have high expectations of presentation, quality and quantity of work (Appendix 1).

All lessons provide opportunities to develop speaking and listening.

### **School Expectations for Learning:**

Pupils are motivated to develop their Reading, Writing and Maths basic skills in order to equip them to achieve in all curriculum subjects.

Pupils aspire to do well in all that they do, they respond well to all tasks set including challenges and in turn show a willingness to concentrate on them, and make good progress. (Appendix 1&2)

Pupils are able to ask questions about their own learning and strive to preserve.

Within all lessons pupils are willing and feel safe enough to take risks by having a go and trying new learning challenges within all curriculum subjects.

In FS, KS1 and KS2 teaching ensures that learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include: investigation and problem solving; research and finding out; group work; paired work; independent work; whole-class work; asking and answering questions; visits to places of educational interest; visitors into our school; creative activities; debates, role-plays and oral presentations; computing and the use of ICT.

### **Curriculum:**

Our curriculum is broad and balanced and promotes the expectations of Curriculum 2014. The school strives to enable all learners to gain a greater depth of learning and mastery of content. This means that teachers spend longer on a subject/topic to gain that greater depth and master before moving on to the next topic. We use a range of resources to support our curriculum;

- The National Curriculum 2014
  - The Early Years Foundation Stage Framework
  - 'Come and See' RE scheme of work
  - Phonics - Read Write Inc, Ruth Miskin
  - Spelling - Read Write Inc, Ruth Miskin
  - Big Maths
  - iMoves (PE)
  - Charanga (Music)
- (To see how this fits into the curriculum see Appendix 3)

### **Long Term Planning:**

Leaders of the school outline topics to be taught each half term with an overarching theme/ topic name. The plan is set out in phases FS2 (this plan responds to the needs and interests of the children) KS1, Lower Key Stage 2 and Upper Key Stage 2. All teachers have a copy of this in their Curriculum File. This document ensures that the curriculum is balanced and progressive across year groups.

### **Medium Term Planning:**

Medium Term Planning documents provide teachers with the specific areas to be covered within a term/ half term/topic. It is the responsibility of the class teachers to ensure that all areas are covered to a greater depth and curriculum leaders will oversee this and make changes when necessary.

### **Short Term Planning**

Teachers plan for all lessons using short term planning or planning is incorporated into Powerpoints or a similar programme for ICT. Episodes of learning are planned for rather than a rigid timetable of timed sections for the input, main and plenary. Mini-plenaries are encouraged to address misconceptions and further learning/thinking but not interrupt learning (Appendix 2).

### **Assessment**

The purpose of assessment is to monitor progress as a means of planning delivery of the curriculum and identifying short, medium and long term interventions to support raising of standards of achievement and attainment for all pupils. See Assessment Marking and Feedback Policy

## Monitoring

Monitoring of teaching and learning is common practice at St John of Beverley and as part of our vision we have adopted an open/sharing Teaching and Learning culture where good pedagogy is promoted.

Monitoring is used to inform performance management of the school and its staff. Monitoring data is collated and shared with staff and the Governing Body to formulate priorities for and investment in school improvement.

The school does not expect any teacher to be observed for more than three hours a year; however these observations will take place either for between 20 and 30 minutes over a number of sessions, or as 'drop ins'. This is to allow subject coordinators to observe the teaching of the subject in which they coordinate. Some lessons may be jointly observed by members of the SLT. Written and verbal feedback is given to the member of staff outlining strengths and ways forwards. Scrutinies take place regularly by members of the SLT and middle leaders, this is in relation to school improvement not simply performance management. Written feedback is always provided. The school aims to give teachers a weeks notice of when these will take place however this is not always possible, therefore staff should always be prepared as this contributes to overall vision of school improvement.

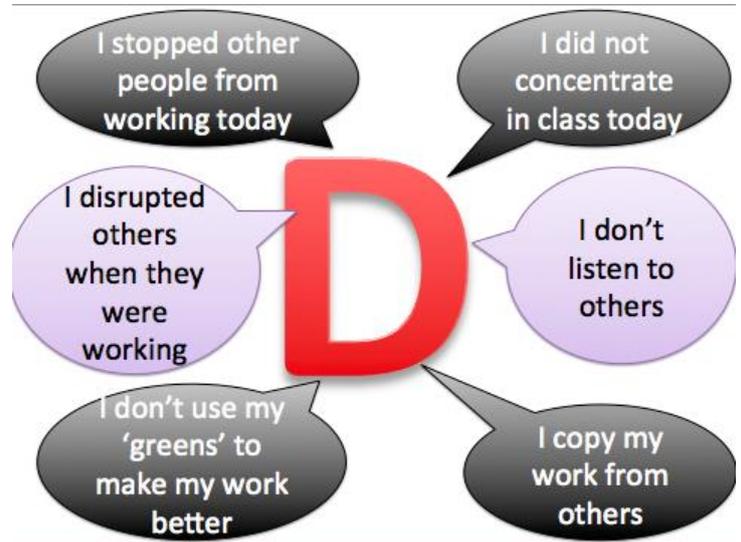
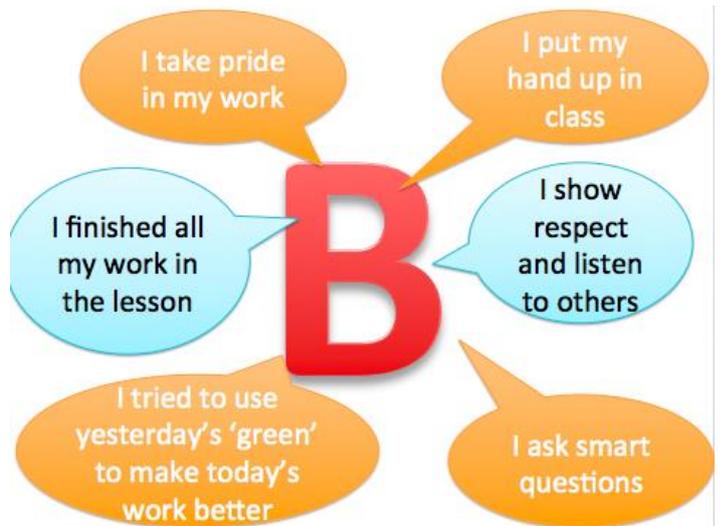
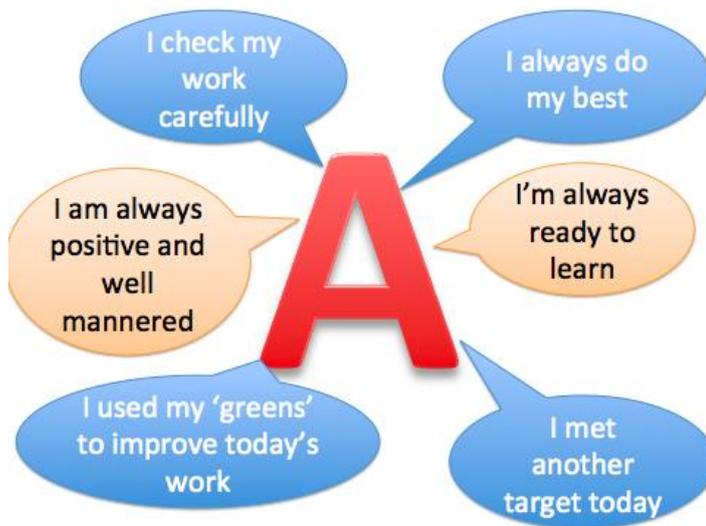
Policy Drafted by	Angela Nicholl
Adopted by the Governing Body	Autumn 2018
Date for Review	Autumn 2020

Appendix 1: Effort Grades Grids Shared with parents of Key Stage 1 and Key Stage 2 Sept 2016

Grades for Effort KS2				
	Outstanding (A)	Good (B)	Needs improvement (C)	Poor (D)
<b>My Work</b>	<ul style="list-style-type: none"> <li>a) I love the challenge of learning</li> <li>b) I always do my best</li> <li>c) I make thoughtful and helpful contributions in big and small groups</li> <li>d) I take responsibility for my own learning and ask for the next challenge</li> <li>e) I finish my work to a high standard and check it carefully</li> <li>f) I know my targets and strive to meet them</li> <li>g) I always complete my 'greens' after feedback from the teacher and remember these in my next piece of work</li> <li>h) I remember to use the 5 Bs when I am stuck</li> </ul>	<ul style="list-style-type: none"> <li>a) I always try to do my best in lessons</li> <li>b) I use my mistakes to help me in the future</li> <li>c) I like to contribute or put my hand up in lessons</li> <li>d) I am helpful to others' learning and work well in a team for group learning activities</li> <li>e) I ask relevant questions and I am keen to find out more</li> <li>f) I take pride in my work and books</li> <li>g) I take opportunities to achieve my targets</li> <li>h) I complete my 'greens' and usually remember these in my future work</li> </ul>	<ul style="list-style-type: none"> <li>a) I know I could do better.</li> <li>b) I worry about getting things wrong and this stops me from trying</li> <li>c) I don't contribute or put my hand up in lessons</li> <li>d) I wait for the teacher to help before I try myself</li> <li>e) I lose concentration too easily in lessons</li> <li>f) I don't complete work to the best of my ability</li> <li>g) I do not take every opportunity to meet my targets</li> <li>h) I complete my 'greens', but these do not improve my next piece of work</li> </ul>	<ul style="list-style-type: none"> <li>a) I am not engaged in my learning</li> <li>b) I attempt to disrupt others' learning in lessons</li> <li>c) My effort is often a cause for concern</li> <li>d) I lack concentration</li> <li>e) I do the minimum possible in lessons and do not take pride in my work</li> <li>f) If I have to do work I try to copy from others</li> <li>g) During group work I switch off and let others do the work</li> <li>h) I don't act on feedback from my teacher</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>a) I always hand my homework in on time</li> <li>b) I always complete my homework to the best of my ability</li> <li>c) I am interested and curious and I enjoy finding out new things for myself</li> <li>d) I read very regularly and bring my books to school</li> </ul>	<ul style="list-style-type: none"> <li>a) I complete homework and always make a good effort</li> <li>b) I like to research current / topical issues that relate to my learning</li> <li>c) My homework is given in on time</li> <li>d) I read often and usually remember my books</li> </ul>	<ul style="list-style-type: none"> <li>a) I complete homework, but it is not as good as it could be</li> <li>b) My homework is not handed in on time</li> <li>c) I read less than 3 times per week and I don't always bring my books into school</li> </ul>	<ul style="list-style-type: none"> <li>a) I regularly miss pieces of homework</li> <li>b) I don't really care about doing homework</li> <li>c) If I do my homework I do the minimum possible</li> <li>d) I regularly forget my reading book and record</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>a) I am always positive and well-mannered</li> <li>b) I show respect and listen to others' ideas at all times</li> <li>c) I am always ready to learn and on task</li> <li>d) I like to discuss and debate issues</li> </ul>	<ul style="list-style-type: none"> <li>a) I show respect and listen to others' ideas and views</li> <li>b) I learn from my mistakes and act on reminders from others</li> <li>c) I always have the correct equipment and I am punctual</li> <li>d) I like to finish my work during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>a) I am sometimes off task and can disrupt the learning of others</li> <li>b) I am easily distracted by others</li> <li>c) I am not always kind, honest and polite</li> <li>d) I do not always have the correct equipment for lessons.</li> <li>e) My attendance and punctuality affects my learning.</li> </ul>	<ul style="list-style-type: none"> <li>a) I regularly shout out or get into trouble in lessons</li> <li>b) I don't listen to others when they are talking</li> <li>c) I disrupt the learning of others in lessons</li> <li>d) I am regularly late to school and do not have the correct equipment</li> </ul>

Grades for Effort KS1				
	Outstanding (A)	Good (B)	Needs improvement (C)	Poor (D)
<b>My Work</b>	<ul style="list-style-type: none"> <li>a) I love the challenge of learning</li> <li>b) I always do my best</li> <li>c) I make thoughtful and helpful contributions in big and small groups</li> <li>d) I take responsibility for my own learning and ask for the next challenge</li> <li>e) I finish my work to a high standard and check it carefully</li> <li>f) I know my targets and strive to meet them</li> <li>g) I always complete my 'greens' after feedback from the teacher and remember these in my next piece of work</li> <li>h) I remember to use the 5 Bs when I am stuck</li> </ul>	<ul style="list-style-type: none"> <li>a) I always try to do my best in lessons</li> <li>b) I use my mistakes to help me in the future</li> <li>c) I like to contribute or put my hand up in lessons</li> <li>d) I am helpful to others' learning and work well in a team for group learning activities</li> <li>e) I ask relevant questions and I am keen to find out more</li> <li>f) I take pride in my work and books</li> <li>g) I take opportunities to achieve my targets</li> <li>h) I complete my 'greens' and usually remember these in my future work</li> </ul>	<ul style="list-style-type: none"> <li>a) I know I could do better.</li> <li>b) I worry about getting things wrong and this stops me from trying</li> <li>c) I don't contribute or put my hand up in lessons</li> <li>d) I wait for the teacher to help before I try myself</li> <li>e) I lose concentration too easily in lessons</li> <li>f) I don't complete work to the best of my ability</li> <li>g) I do not take every opportunity to meet my targets</li> <li>h) I complete my 'greens', but these do not improve my next piece of work</li> </ul>	<ul style="list-style-type: none"> <li>a) I am not engaged in my learning</li> <li>b) I attempt to disrupt others' learning in lessons</li> <li>c) My effort is often a cause for concern</li> <li>d) I lack concentration</li> <li>e) I do the minimum possible in lessons and do not take pride in my work</li> <li>f) If I have to do work I try to copy from others</li> <li>g) During group work I switch off and let others do the work</li> <li>h) I don't act on feedback from my teacher</li> </ul>
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Appendix 2: Effort Cards displayed in all KS1 and KS2 classes.



### Appendix 3: What does the curriculum look like at St John of Beverley?

<b>English</b>	<ul style="list-style-type: none"> <li>• At best taught every day- taught daily or for at least an hour/ 5 hours per week.</li> <li>• Evidence of build-up in writing (sentence level and ideas to a longer piece of writing).</li> <li>• Learning objective at the top of every new piece of work stating the learning intention.</li> <li>• Target cards to be used to ensure that children know the 'next steps' to enable them to make progress.</li> </ul>	
<b>SPAG</b>	<ul style="list-style-type: none"> <li>• Taught at least 2/3 times per week.</li> <li>• Test style questions to be given in preparation for end of KS assessments.</li> <li>• Teach to word level and sentence level (concepts to be taught in context when appropriate).</li> <li>• Phonics to be taught daily in KS1/FS where necessary.</li> </ul>	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Taught at least once per week.</li> <li>• School scheme to be used.</li> <li>• Teachers' and Teaching Assistants' handwriting should always strive to reflect the school policy.</li> </ul>	
<b>Guided Reading</b>	<ul style="list-style-type: none"> <li>• Taught at least 3 times per week.</li> <li>• Reading response to be recorded at least once per week.</li> <li>• Guided reading records to be kept in a file.</li> </ul>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>• At best taught every day- taught daily for at least an hour/ 5 hours per week.</li> <li>• Evidence of build up in topics with opportunities for deeper thinking.</li> <li>• Learning objective at the top of every new piece of work stating the learning intention.</li> <li>• Worksheets to be used appropriately.</li> <li>• Target cards to be used to ensure that children know the 'next steps' to enable them to make progress.</li> </ul>	
Consider possible cross curriculum links to include in 'I can' statements.	<b>Topic</b>	<ul style="list-style-type: none"> <li>• Each topic to be taught for at least six hours, it is up to the class teacher to decide how this is organised e.g. weekly, taught in blocks.</li> <li>• Learning objective at the top of every new piece of work stating the learning intention.</li> <li>• Work to be recorded in exercise books at least once per week.</li> </ul>
	<b>Science</b>	<ul style="list-style-type: none"> <li>• Each topic to be taught for at least six hours, it is up to the class teacher to decide how this is organised e.g. weekly, taught in blocks.</li> <li>• Learning objective at the top of every new piece of work stating the learning intention.</li> <li>• Work to be recorded in exercise books at least once per week.</li> </ul>
	<b>RE</b>	<ul style="list-style-type: none"> <li>• Come and See sequence of lessons followed.</li> <li>• Learning objective at the top of every new piece of work stating the learning intention.</li> <li>• Can I / I Can grids to be used at the beginning of each topic.</li> </ul>
	<b>Art/DT</b>	<ul style="list-style-type: none"> <li>• Evidence of DT planning, making and evaluation to be kept.</li> <li>• Sketch books used to record sketches.</li> </ul>

