

Sacred Heart Catholic Primary School - Teaching and Learning Policy

	In CLASSROOMS:	In the WIDER SCHOOL ENVIRONMENT:	At HOME and in the COMMUNITY
Attaining And Retaining	Displays and provision reflect topics and introduce/consolidate/apply what is being taught in lessons Working walls for Maths, English and Science that are regularly updated and used – once every half term There should be evidence of children's work around the classroom. Mini plenaries are undertaken throughout lessons – these can be done through sharing observations, open ended questioning and pupils sharing what they have discovered so far.	Have our 3-5-7 poster displayed in all areas of the school (classrooms, communal spaces and in the hall). Hall displays updated termly on whole school themes Corridors and other areas celebrate work that is being done around school and reflect what has been discovered through topics.	Pupils are ambassadors in the local community ALL classes have trips/visitors linked to their theme. Pupils have outstanding behaviour when on school visits – showing they understand our school ethos and are able to apply them. Homework allows pupils to take into account prior learning and build on it, as well as challenging themselves with new knowledge.
Connections And Applications	Each plan must contain: Learning Objectives, Success Criteria, Links to new curriculum, Higher Order Questions (Bloom's Taxonomy), Assessment Opportunities and Differentiation. Planning focuses on quality first teaching with equality of provision for all. Planning should be saved electronically on the T Drive. Maths and English should be saved on a weekly basis by Wednesday (for that week's planning). All other planning should be saved by the beginning of each unit. Creative use of ICT to support and enhance the curriculum. Class teachers explain purpose of learning and give real life examples to put work into context (through problem solving etc...)	Subject Leaders look for how their curriculum area is being taught and applied – this is done through collecting evidence of standards through work scrutinies, learning walks and pupil conferences. As a whole staff we provide an exciting and stimulating curriculum and environment. We undertake whole school themes which allow us to work together on projects. Our curriculum will make the most of the outside learning environment and the opportunities it offers.	Pupils and Parents taught about the valuable role of ICT in their lives and how it can be used safely to support learning. E-Safety Parental workshops Year group topic plans published on school website to show what is happening within each year at school.
Challenge	Classrooms offer opportunities for all pupils to get involved and respond. Pupils are given opportunities to learn from each other and support each other in their learning; emphasis is placed on enjoyment and challenge.	Staff challenged through Appraisal targets and observations of classroom practice to move our provision to outstanding. All Staff to provide challenge in the wider school environment and lead by example to demonstrate our high expectations of behaviour and attitudes to learning. There is 'professional challenge' demonstrated by subject leaders when developing staff in certain areas.	Homework set in Maths – using 'Mathletics' website to challenge pupils and allow them to apply their mathematical skills at home. Out of school challenges e.g. summer reading challenge, making artefacts etc. Staff challenged with opportunities to get involved in LA and externally provided secondments e.g. being a moderator, marking test papers etc.
Prioritising Gaps and Focused Teaching	Ensuring that additional support is available when necessary through the effective deployment of LSAs. The class teacher is responsible for planning and meeting the needs of all pupils in their care. Marking shows yellow (an area to celebrate) and provides a focus for improvement. Providing regular opportunities for pupils to consolidate their learning. Subject links are made obvious on planning and within lessons so pupils can see what skills they are applying where.	ALL subject leaders monitor standards in their areas – they engage pupils through discussions about their work and progress. They look for strengths in their subject and use areas for development to inform and update action plans. Providing support for staff to meet Appraisal targets. To provide professional development opportunities in house and to also provide INSET/CPD for all our staff to meet their changing needs or developing school priorities. Ensuring staff have protected PPA time to enable them to prioritise gaps and focus future teaching.	Parents are invited to two parent teacher interviews each academic year and receive a final written report at the end of the academic year. Parents are invited to curriculum evenings, led by teachers, to ensure they know how to support their child with their learning.
Checking	All Staff use a range of AFL strategies to move learning on. Pupils are given chance to respond to marking. They also have opportunities to peer and self-assess work. Class teachers are responsible for working alongside HLTAs and appropriate staff delivering interventions to discuss progress and how it has impacted on pupil performance in class.	Peer mentors and playground staff are involved during break times to lead playtime activities and help support positive behaviour amongst pupils. They check aims being followed and support children who need help with this through play. This is all overseen by the Assistant Headteacher. Subject leaders ensure that the necessary resources are readily available to support in delivery of their subjects. They monitor impact of own budgets. They are given subject leader time in order to do this.	We operate an 'open door' policy where parents are encouraged to talk to teachers about pupil's work/behaviour and how this can be supported. Subject leaders in English and Maths meet with other schools in the cluster to moderate work and check standards for pupils in our care. Advice from LA and specialists.
Adapting	Evidence of continuous assessment taking place in lessons and informing pupils learning. Learning provision in classes is regularly updated in light of current needs	School funds are allocated to provide age and developmentally appropriate aids for learning. These can be prioritised to fit with SEF, adapted to meet an identified need/ support a topic being taught.	Targets are shared with parents termly on individual pupils so learning can be supported both at home and in school. Governing Body reflects our community and helps us strive to be an outstanding school.

Written Marking Expectations

	English	Maths	Other
Y1	All Ext. AfL (1/4) English AFL; (1/4) SA or PA	SA – ¼ AFL – 2/4, ¼ marked	6 AfL per subject per sequence of learning. All other marked (inc SA and PA) Reading journals; 1 marked 1 AFL
Y2-5	(1/4) & ¼ marked	SA-1/4 PA – ¼ AFL – 2/4	
Y6	All Ext. AfL (1/5) All other; 1/5 AfL 1/5 PA 1/5 - SA 1/5 marked	SA-1/4 PA – ¼ AFL – 2/4 Marked ¼	

*Marked definition – Checked for progress but with no follow on questions