

One Page Teaching and Learning Summary

To learn through the example of Jesus to Love, Respect, Understand and Value each other

AIM: To deliver high quality engaging learning ensuring that all of our pupils will grow to make positive contributions to the community we serve both now and in the future.

We will build upon eight essential skills to support them now and in the future



RELATIONSHIPS: We recognise that successful teaching and learning is built upon positive relationships. As a school our teaching philosophy is centred on positive interactions between staff, pupils and the community.

Plan: *Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students*

- ⇒ Planning must be **clear and precise** in terms of the **knowledge and skills** we want the children to learn
- ⇒ Tasks should have a **clear purpose** and **designed to facilitate learning**
- ⇒ Differentiation should be planned for to **ensure a Quality First approach** which **meets the needs of all children** of different abilities
- ⇒ Plan to **maximise the IMPACT** of any additional adult in the room

Teach: Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

- ⇒ Teaching should be an **interactive process**
- ⇒ **Explicit instruction** and explanation ensuring **rich use of language** and **key vocabulary**. This includes modelling outcomes and subject specific terminology
- ⇒ Ensure that **learning has**, through checking that is **incisive, systematic** and effective.
- ⇒ Children over time should be working harder than staff and **make use of strategies** they have been taught

Assess and Feedback: Assessment should inform planning and feedback should be regular, so that children can act upon advice and guidance making progress over time

- ⇒ All work should be **interacted with** following the school feedback policy (see additional guidance)
- ⇒ Feedback should **be explicit** and the children should have **time to reflect** upon suggestions and make amendments if necessary
- ⇒ All assessment whether formative or summative should **inform future planning**
- ⇒ Children should have the opportunity to **reflect upon and assess what skills and knowledge they have acquired** throughout a lesson or unit of work