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**St Ignatius Primary School**

**Teaching and Learning Policy**

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| Status | Non Statutory |
| Date Created | JUNE 2023 |
| Date to be reviewed  | JUNE 2024 |

**Aims and Rationale**

At St Ignatius Primary school we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises expectations and common work practices and reflects what has been agreed in terms of approach and consistency and makes explicit the best practice and guided principles to which the school aspires.

*Pupils of all abilities at St Ignatius Primary School will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.*

*School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.*

*The policy takes account of our school community and the context in which teaching for learning takes place, the collective experience and expertise of both teaching and support staff and educational research and knowledge and understanding about children and education.*

*It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement.*

**Aims**

St Ignatius School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

We aim:

* to provide a safe, happy, healthy and friendly environment for all pupils;
* to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
* to provide a broad, balanced and relevant curriculum in line with the National Curriculum that will motivate, engage and challenge pupils;
* to help our pupils to value themselves and others and make better life choices
* to help our pupils understand their role in a globally interdependent world and explore strategies by which they can make it more just and sustainable
* to set high expectations for all pupils in order to raise their aspirations; and
* to raise standards of both teaching and learning.
* Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.

**General**

To ensure all staff, children, parents/carers and Governors are aware of the aims for Teaching and Learning at St Ignatius and that these are consistently applied in order to:

* Promote high quality teaching and learning across the school;
* Raise standards by ensuring consistency and continuity of teaching and learning;
* Ensure all children are included, motivated and engaged by their learning;
* Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
* Promote the idea of lifelong learning for all members of the school community: children, parents/carers, staff and Governors
1. **School Staff**

**To support the aims of the School through:**

* Promoting positive relationships between all members of the School community including; children and staff, children and their parents/carers and staff and parents/carers;
* Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential
* Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
* Following our core values and reinforcing the core learning skills in order to prepare the children for life beyond St Ignatius;
* Following and promoting safeguarding practices/policies- reinforcing See it, Say it, Stop it, etc
* Addressing issues of entitlement to ensure equality of opportunity for all children;
* Rewarding children for all the good things they do in school and the wider community;
* Promoting a positive self image whereby children are encouraged towards a sense of responsibility for themselves and others;
* Providing the skills which encourage children to become confident, independent learners.

**Guiding Principles**

* Strategies from Tom Sherrington’s WALKTHRUS
* Rosenshine’s Principles
* Independent learning- Key Strategies used in every classroom
* Key Vocabulary is taught and used and revisited
* Regular response marking (verbal and written) leads to more rapid progress
* ‘Sticky Knowledge’ is retained when delivered through meaningful contexts and recapped at the beginning of each lesson
* Children’s working memory is not overloaded
* Reducing teacher talk increases pupil involvement
* All learning groups are fluid
* Pupil voice (Talk Partners, ABC (Agree, Build on, Challenge)

The impact of quality-first teaching and learning is measured by the progress and attainment pupils achieve. The importance of strong teacher knowledge cannot be under-estimated: this can be broken down into three areas:

1. Pedagogical knowledge: teacher knowledge of effective teaching methods
2. Content knowledge: teacher subject knowledge
3. Pedagogical content knowledge: teacher knowledge of how to teach the particular subject ( for example, knowing the misconceptions that arise prior to teaching specific key knowledge)/

Our approach is underpinned by a joint, common understanding of the key terminology and strategies (Tom Sherringham’s WalkThrus; Rosenshine’s Principles of Effective Teaching; Cognitive Load Theory, Carol Dweck’s Growth Mindset research).

Key terminology is outlined as:

**Learning**: ‘is an alteration in long term memory. If nothing has been altered in long-term memory then nothing has been learned.’ (Sweller et al. 2011)

**Understanding**: well- developed schema; well organised, connected knowledge as opposed to a handful of unconnected facts

**Curriculum**: the knowledge pupils are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children’s primary schooling

**Progress**: The curriculum is the progression model. Therefore. ‘If a pupil has learnt the curriculum, they have made progress.’ (Michael Fordham).

Cognitive Load Theory:

Teachers plan and deliver their teaching with an understanding of how memories are formed and the impact on cognitive load upon learning. Appropriate activities are carefully chosen so that learning is not obscured, and pupils are able to focus upon and understand the main learning intention of the lesson. Teachers use a range of strategies to avoid overloading pupils’ working memories. Teachers plan carefully and hook learning on to prior knowledge by making explicit links across the subjects so that pupils can draw upon prior learning to support and deepen their understanding of new material. Cognitive overload is avoided with the use of supporting resources and by teachers planning lessons which balance how much a child must recall, versus how demanding the mental processing is. Regular check in’s and allowing pupils time to process ‘think time’ supports pupils working memories and gives all pupils an opportunity to experience success.

Growth Mindset:

Growth Mindset research underpins the way in which teachers and leaders develop learning attitudes and teach pupils the skills to overcome barriers in their learning. At St Ignatius we promote the attitude that mistakes are a normal, useful part of the learning process and provide ways in which the pupils can move forward in their learning. At St Ignatius our Class Dojo mascot ‘Mojo’ helps us to remember the ‘The Power of Yet’. Each classroom has a display which reminds pupils to be resilient and to persevere. We also then share our achievement winners of the ‘Proud Cloud’.

**Teaching**

Planning and Preparation

Teachers should plan lessons:

* which follow the schemes/learning journey for their year group
* where the learning objectives and success criteria/sentence checkers are stated clearly;
* which allow pupils to develop and practice higher order thinking skills;
* which use stimulating resources including use of ICT, which are differentiated as appropriate to the pupils;
* which shares collaboration of ideas when planning, which then ensures there is consistency between teachers in order to make equality of provision
* which promote high expectations for all and which encourages good scholarship and presentation
* which provide pace and challenge for all pupils;
* which use effective questioning to direct and challenge pupils;
* which incorporate the school's subject Policies;
* which are enjoyable and interesting.
* which allow progress

Teaching styles

Teachers should use teaching strategies which:

* allow pupils to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
* allow pupils to work both independently and collaboratively, and which contribute to one
* another’s learning (use of roles for group work)
* Promote pupil voice and independence
* use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy – Stay on Green, Star in the Jar, Weekly dojo points;
* use topics which are relevant and within pupils' experience;
* demonstrate the high expectations they have for the pupil/lesson (use of WAGOLL)
* take into consideration the learning of ALL pupils, including SEN and EAL pupils

**What is good teaching at St Ignatius?**

* **When teachers demonstrate secure subject knowledge and pedagogical knowledge in order to inspire children and build their understanding**
* **When teachers form positive relationships with the children in the class and other members of the school community**
* **When teachers insist on high expectations of learning and social behaviours**
* **When teachers assess continuously throughout the lesson and adapt the session to improve progress and challenge the pupils**
* **When teachers take into consideration children’s prior knowledge and learning in order to plan for their next steps**
* **When teachers apply a range of teaching styles which appropriately match the children’s learning styles in order to sustain their concentration, motivation and application**
* **When teachers develop and maintain safe, secure and inspiring classrooms and learning environment (follow display policy)**
* **When resources are used effectively to support children, ensuring there is not an over-reliance on one particular medium, e.g ICT/worksheets**
* **When teachers develop and sustain good links with parents/carers in order to support the children’s learning, offering feedback both formally and informally**
* **Good questioning used to gauge and extend children’s skills, knowledge and understanding**
* **When teachers promote independence and pupil voice in the classroom**
* **When teachers ensure that effective direction and support is given in order that the children make good or better progress**
* **When teachers make effective use of adults in their classroom (the best resource in the classroom)**
* **When support staff demonstrate good subject knowledge in order to best support the children**
* **When support staff use resources effectively to support and challenge the children**
* **When support staff demonstrate good use of questioning to gauge and extend children’s skills, knowledge and understanding**
* **When support staff assess continuously throughout the lesson and adapt the session to improve progress**
* **When support staff insist on high expectations of learning and social behaviours in collaboration with the class teacher**

**Effective Teaching:**

**Teaching and Learning- Non-negotiable elements in Practice for KS1 and KS2**

Incorporating WALKTHRUS and Rosenshine’s Principles

* Connect previous learning
* Talk Partners (Think, Pair, Share) + ABC
* Refer to learning objective, selfie stems and sentence checkers (English)
* Hook
* AFL (use of whiteboards, cold calling, finger ticks and crosses, ABC’s, thumbs up, Say It Again Better, Think, Pair Share, Questioning to check for understanding)
* Questioning (checking for understanding)
* Deliberate Vocabulary Development
* Inclusion (SEND, EAL, VAK)
* Scaffolds-word banks, checklists, sentence stems, Widgit (Communication in Print), WAGOLL (What a GOOD one looks like!), modelling (thinking aloud).
* Using modelling as a central part of the lesson by the teacher and via pupil demonstration: through shared writing, scaffolding on flipchart, smart board or books, my turns and your turns, sentence stems, thinking aloud and peer on peer feedback,
* Providing at least 3 levels of support for writing (English, RE and Foundation Subjects), including checklists, sentence stems, sentence frames, Widgit (communication in print), WAGOLL (What A Good One Looks Like), images, word banks, sentence openers, matching and sorting activity

**Teaching and Learning- Non-negotiable elements in Practice for EYFS**

* Adults who really listen to them, who care about and plan for their progress.
* Adults who facilitate learning through play using the ‘Observe, Wait, Listen’ method.
* A carefully sequenced curriculum which builds their learning over time
* A balance of guided learning and spontaneous discovery
* Learning through real world experiences and activities
* High quality play outdoors
* Language development through story, rhyme, song and conversation
* Encouragement to develop favourite skills, but also to try new things
* Opportunities to recognize themselves as readers, writers, thinkers, problem-solvers, artists, musicians, storytellers, learners

‘Sticky Knowledge’

Teachers should take opportunities to recall and review learning in every lesson. These may include:

* Starting each lesson with a recap from previous learning
* Keeping 5 alive ( What do you remember from- last year, last term, last month, last week, yesterday?)
* Flashback Fridays
* Reinforce/consolidate learning
* Cold Calling
* Quizzing
* Assessment

Creating an Effective Learning Environment

* Welcoming- ALL areas of the school should be colourful and family friendly to enable children and parents to feel welcome in our school
* Use of space- accessible, labelled resources, outdoor areas (e.g under canopy/garden areas) are used throughout the year
* Use of time- Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
* Resources- Classrooms should be well equipped with up to date and working technology
* Display- Should be lively, stimulating, exciting and current. It should reflect a range of learning and should celebrate both the achievement and creativity of all children (See Display Policy)
* Calm- Classrooms and other learning areas should be calm and learning focused
* Classrooms- classroom should be kept tidy and organised
* Furniture- tables and chairs should be arranged and organised with the guidance of SLT and in keeping with good learning practices

**Planning for Effective Teaching and Learning ( KS1 and KS2)**

**Curriculum Organisation:**

Our curriculum has developed from thoughtful reflection about children’s experiences at school, our understanding of how children learn and a desire for children to both enjoy their experience at primary school and to feel challenged and excited. We have based this on a growing body of educational research e.g Tom Sherrington’s WALKTHRUS, Rosenshine’s Principles, learning styles, Blooms Taxonomy, creativity and cross curricular links

Children in Years 1-6 follow the TFW (Talk for Writing) model text programme of study, White Rose Maths and other schemes outlined in subject specific policies (See subject policies and information on the school website). All of these programmes use the National Curriculum as the foundation. Curriculum maps for each year group from Nursery- Year 6 are regularly updated and uploaded to the school website. These outline the learning for each area of study or subject for each half term.

Teachers develop medium term plans and knowledge organisers and personalize the learning for their class, groups and for individuals.

Assessment (See Assessment Policy)

Assessment lies at the heart of the process of children’s learning. It provides a framework within which educational objectives may be set and children’s progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress.

**Teachers should:**

* assess pupils' work regularly according to the school assessment policy
* update Sonar (fortnightly or when new skills have been taught) as part of ongoing assessment procedures;
* use analysis of assessments to inform their teaching and support pupils' progress;
* use data to ensure pupils are working at their full potential and set targets to achieve this;
* inform parents and appropriate staff within school of pupils' progress or underachievement;
* Ensure assessments are accurate and reflect evidence in pupil’s learning (books, pupil voice etc);

Marking

**Teachers should:**

* mark work according to the marking policy,
* ensure that work is always marked (cover/supply included**) Teachers should always ensure the green board is kept up to date weekly with relevant plans accessible for cover/supply teachers.**
* ensure feedback is effective and fit time is used to improve work as soon as possible
* seek guidance if they are unsure of how to implement school policy (marking and feedback)
* Promote high expectations of presentation by modelling high expectations when marking books
* Be ambitious and have high expectations for pupils (Chilli Challenges)
* When a child is attending an intervention the expectation is the person running the intervention keeps a log/writes comments/marks the work. The class teacher is however overall responsible for this child’s work.

Learning Support

Teachers should:

* be aware of the specific learning needs of their pupils;
* consult with SENCO about the needs of individual pupils when appropriate;
* work with Teaching Assistants and other adults to ensure pupils are best supported in their
* learning; and
* use EHCP plans as working documents.

Continuous Professional Development

Teachers should:

• Continuously update their subject knowledge and teaching practice in line with current

developments and initiatives;

• discuss teaching and learning at Achievement Team Meetings in order to share good practice;

• have regular updates regarding their performance manager to identify CPD needs and progress.

* Ensure they follow advice/training given at staff meetings and carry out tasks given to ensure consistency across the school
* Engage with school policies in line with teachers standards

**Learning**

Pupils should:

* be prepared for lessons with the correct equipment;
* complete homework to enhance their learning (see policy);
* make positive contributions to class discussions;
* follow our PEARL values;
* take responsibility for improving their own learning; and
* ask for help if required.

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**Monitoring and Evaluation of Teaching and Learning**

Classroom teachers are responsible for the progress of pupils in their classes and for self evaluating their own professional development.

This is achieved by:

* self-evaluation of their subject knowledge and understanding of educational initiatives;
* self-evaluation of the quality and effectiveness of their own teaching and their

classroom management;

* monitoring pupil progress to ensure they achieve well against prior achievement and

similar groups nationally;

* self-evaluation of their contribution to the policies and aspirations of the school.
* Teachers will take part in our instructional coaching process which will allow good practice to be shared and developed (WALKTHRUS).
* Teachers will have the opportunity to peer observe each other to see WALKTHRUS in action
* Following this teachers will have an opportunity to be involved in a coaching conversation to continue to further develop their practice

Subjects are monitored termly by relevant subject leaders and SLT. Learning walks will take place to observe lessons and the progress the pupils are making at any point in the school day.

Issues with planning are addressed using the following hierarchy:

* Subject leaders
* Phase leaders
* SLT

**Team/Building Meetings**

These will involve:

• analysing data and generating ideas for focus/target groups/intervention within classes;

• giving support;

• ensuring quality of standards

**Homework**

Homework is considered to be a valuable element of the learning process (See policy)

Homework is set on a regular basis, for all years, in line with the policy.

* Homework should be set by the class teacher and differentiated accordingly
* Homework should be marked weekly by the class teacher
* Teachers should have high expectations of the homework and should follow up any issues with homework with the parents/carers
* Reading is seen as an integral part of homework. Teachers should be collecting in reading records regularly to ensure parents are completing them.
* It is an expectation that class teachers read with ALL children and are aware of their reading ability and therefore sets their home reading level.

**Monitoring and Review:**

**The Head teacher and SLT will monitor the effectiveness of this policy throughout the academic year.**