



St. Mary & St. Andrew's Catholic Primary School

TEACHING AND LEARNING POLICY

We are guided by God who is at the centre of everything we do.

We support each other to be the best we can be to secure bright futures for everyone.

With our parishes, families and the community, we work together to create a school that is safe, happy, respectful and inspirational.

Updated April 2024

A curriculum intent statement has been written with the function of understanding the driving forces behind our bespoke curriculum, how it will be implemented and what we hope its impact to be on the young people and community we serve.

Our Curriculum has been designed to ensure each and every child can 'be the best people they can be' by offering stimulating and awe-inspiring learning experiences with our Catholic values at its heart.

It is designed to meet the needs of the pupils at St Mary and St Andrew's, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ. Our aspirational curriculum intends to develop individual and collaborative learning experiences; a positive growth mind set; a sense of responsibility and provide challenges that take learning beyond the classroom.

We intend that every child will be a reader. Rich texts are at the core of our curriculum with our aim being to create and nurture a reading culture in which children thrive academically and become lifelong readers. Teachers read to their children every day from carefully chosen books that we believe will bring the curriculum to life - make learning experiences meaningful and memorable and will ultimately expose our children to the richest vocabulary. Learning environments are vocabulary rich and are used daily within our teaching and learning. We are passionate about imparting to our children words that will propel them into future success.

Our curriculum is broad and ambitious, valuing all subjects, and provides a wide range of opportunities for our children to become the best people they can be. We look to reflect their interests by listening to the voice of all pupils and enhancing learning experiences from local to national and global arenas. We will work tirelessly to forge effective relationships with parents – the first educators – for the good of our pupils and of all the school community. We intend our curriculum to develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures.

Implementation

Working alongside our families, parish and local community, our curriculum is implemented by staff with established and growing strong pedagogy (the science of teaching) and pedagogical content knowledge (subject knowledge).

With a curriculum designed by teachers and leaders that know our children and community well, four 'Golden Threads' are woven throughout all subjects: Gospel Values; Inclusion and diversity; Resilience and Success. These are the platform from which we begin our implementation.

Growing in expertise, our subject leaders collaborate effectively to provide our children with coherently planned, sequential learning opportunities to develop 'sticky learning' (long lasting knowledge). Long term planning, building on prior learning, leads to thorough medium-term plans and carefully considered assessment practices informing teachers of necessary next steps. Individual lesson plans are created for core subjects. Ambitious vocabulary is modelled, explicitly taught and is visible throughout the environment; we believe this is critical in unlocking deep understanding and knowledge.

Through quality first teaching and the activation of metacognitive strategies we stimulate learning within our children so they can acquire, build on and retain knowledge; where children have not learned a concept securely, we effectively address their needs through rapidly responsive interventions and careful use of adults. Throughout their time at our school, children are given the opportunity to revisit learning in different contexts which we believe is a key component in ensuring children retain knowledge.

We commit to presenting a stimulating, pupil-focussed learning environment to aid developing independent learners and one which provides a safe space for all children to make mistakes, celebrate and learn from them.

Leaders of the school commit whole-heartedly to ongoing CPD for staff at all levels so that teachers are well-equipped to implement our curriculum effectively and children make great progress as a result.

Impact

Our children's progress and achievement is rigorously monitored, highly valued and reflects the success of every individual. Explicit teaching, repetition of key vocabulary and subject specific knowledge provides a structure for future learning, ensuring that our children are ready for the next stage of their education. Children are supported to 'be the best that they can be' academically, personally, emotionally, socially and faithfully.

Principles of Teaching and Learning

- To develop a community of learners where learning is inclusive, valued, enjoyed, supportive and lifelong.

- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of gender, race and culture.
- To encourage children to take pride in their work and the work of others.

Curriculum Structure

The school follows the principles laid down in the Early Years Foundation Stage Curriculum 2021 and the National Curriculum 2014. RE is guided by the Diocese of Lancaster.

The school's self-evaluation (ROSE) highlights our strengths and areas for school development. The School Improvement Plan (SIP), incorporating the OFSTED and RE Inspection Action Plans, is the lead document for our curriculum development.

The Long Term Plan is our curriculum map which contains a class content grid from Year 1 to Year 6 based on the 2014 National Curriculum, Religious Education Curriculum Directory and Personal, Social and Health Education. Medium term planning includes topic planning, activities and assessments for each half term. The half-term subject plans form the whole school schemes. Short term planning is a more focused set of lesson objectives and activities for individual lessons. These may be done on a weekly or a daily basis.

Our curriculum map is a two-year cycle to ensure the meeting of needs of all children in the mixed age classes.

Effective Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Here at St Mary's and St Andrew's we strive to ensure that every teacher is supported in delivering high-quality teaching which is essential to achieving the best outcomes for all pupils, including our pupils with SEND.

Our curriculum is planned so that our children develop knowledge and skills, which support firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial and are continually adopted and adapted in our practice.

- **Cognitive strategies** include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.
- **Metacognitive strategies** are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.

The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Such instruction, scaffolding and flexible grouping are all key components of high-quality teaching

and learning for pupils and are present in all of our classrooms. Meeting the individual needs of all of our children is our priority and lessons are planned to enable this.

It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.

High quality questioning and assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning.

Learning Objectives – indicated on planning

- clear and focused based on learning rather than task;
- displayed;
- discussed and explained to the children;
- based on prior attainment, knowledge and understanding.

Vocabulary should be:

- Modelled by all staff using standard English, and misconceptions and misuse will be addressed to develop accuracy and fluency.
- Practised and applied by pupils using full sentences when appropriate.
- Enhanced within planned opportunities.
- Subject specific, and academic, and should be taught progressively throughout the school
- Displayed, regularly reviewed and revisited

Success Criteria – used when appropriate

- break down the learning taking place;
- include the steps or 'ingredients' the children need to be successful in their learning;
- are identified by the teacher during the planning process;
- are usually generated with the children during the lesson;
- are written up and referred to during the lesson and will be shared on the working wall.

Plenary – used frequently and when appropriate

- Planned times during, and at the end of, the lesson;
- Reviews progress towards learning objective and success criteria;
- Allows adults, and children, to address misconceptions, make improvements and add further challenge;
- Learning may be applied to different contexts;
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt.

Learning Outcome – indicated on planning (see differentiation below)

- what will be achieved by the children by the end of the lesson;
- the learning activity/evidence of learning;
- sufficient time given to enable children to achieve meaningful learning;
- differentiated according to the levels at which the children are working.

Differentiation

- Takes place throughout the lesson.
- Is matched to children's levels and next steps learning.
- May occur through adult support; range and level of resources; time; task; different outcomes.
- Ensuring that children are working towards their end of year expectations within a mixed age class can prove challenging. Teachers will plan appropriately to ensure coverage of each year group curriculum over the two-year cycle.

Adult Input

- Engages children in the learning.
- Is active and interactive.
- Has appropriate pace to ensure maximum learning takes place.
- Responds to, and is adapted to, ongoing assessment during the lesson.
- Clearly models successful learning/the learning activity.
- Generates success criteria.
- Is flexible according to the learning taking place e.g.
- Different inputs for different groups.
- Different start times for different groups.
- Input – activity – input – activity.
- Guided groups etc.
- Gives the child the opportunity to attempt the task before intervention, promoting independent learning.

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding.
- The range will include open/closed; higher and lower order.
- Will be differentiated.
- Opportunities will be planned for children to develop their own questions and questioning.

Feedback & Marking

- Feedback will be given to the children in every session, and it will focus upon identifying success and areas for improvement/next steps in learning.
- Will be used to help children achieve the learning objectives fully with opportunities for practise and consolidation
- Will support children to ensure non-negotiables form part of their self-evaluation and peer support to each other

Self & Peer Assessment

- Children are trained to self and peer assess.
- Guidelines are discussed, agreed and developed with the children.
- Is used regularly to enable children to address misconceptions and make improvements to their work – more so in the older year groups.

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson.
- A range of strategies are used.
- There is an appropriate balance of adult/pupil talk.

Subject Knowledge

When planning for learning, teachers must have:

- Thorough, accurate subject knowledge (content knowledge)
- A range of effective teaching strategies (pedagogical knowledge)
- An understanding of which teaching strategy will be most effective in teaching a particular subject or topic (pedagogical content knowledge)
- An understanding of common misconceptions and errors.

Adaptive Teaching

Appropriate scaffolding & support will be provided in lessons to ensure all pupils achieve the intended learning outcome (based on the objective) - where possible. To enable this, teachers will:

- Check prior learning to build on prior understanding
- Plan an appropriate way to evidence all pupils' learning
- Avoid differentiation that caps or artificially creates different tasks for different groups
- Use evidence of learning in the lesson to adjust or target the support provided

Learning over time

Learning can be evidenced by a change in long-term memory, which may be different to 'performing' in the short-term, or completing a task in any given lesson. Teaching will be organised to help pupils encode learning by:

- Sequencing learning so that there is progression over lessons, units, the year and between years and drawing pupils' attention to this prior learning
- Making links between elements of learning where these are present (Interleaving & building schemata)
- Recapping learning regularly – short-term, medium-term and long-term (Spacing)
- Planning regular opportunities when pupils use strategies to recall information and key ideas – quizzes, questioning... (Retrieval)
- Planning opportunities for purposeful talk and critical questioning to enable pupils to be able to discuss and explain learning with others (Elaboration)
- Representing learning visually and verbally (Dual-modality leading to dual-coding)
- Designing tasks and the learning environment to avoid overloading working memory (Cognitive Load Theory)
- Teaching pupils to review and direct their learning and the strategies they use (Metacognition)

Strategies

Teachers will use a range of strategies in order to engage pupils in the teaching and promote a love of learning for all. These will include:

- Paired talk
- Investigation and problem solving
- Reasoning and explanation of learning
- Focused research

- Opportunities to communicate findings in a variety of ways
- Opportunities to practise and apply newly acquired skills and knowledge
 - Whole-class learning
 - Purposeful group learning (in groups selected for different reasons)
 - Purposeful paired learning
 - Individual learning
 - Independent learning, which is child directed
 - Collaborative skills are taught and developed
 - Selecting and using relevant resources to support learning
 - Asking and answering questions
 - Use of IT including visual images, film, interactive teaching resources etc
 - Fieldwork and visits to places of educational interest
 - Guest visitors and performances
 - Creative activities
 - Debates, discussions, oral presentations and other speaking and listening strategies
 - Drama techniques
 - Designing and making things
- Participation in athletic or physical activity (60 active minutes per day)
- Setting challenges for themselves
- Producing work for a variety of audiences

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum. Expectations in outcomes are high and equal in all subject areas.

Developing a Learning Culture at St Mary and St Andrew's

Children should:

- Feel safe – have respect, value and support for each other as learners.
- Take risks.
- Feel they have ownership of their own learning; know what they need to do to improve.
- Recognise mistakes and errors as a learning opportunity.
- Have high expectations of themselves – learning behaviour, progress in learning, presentation etc.
- Have a 'can do' attitude; be resilient and develop perseverance.
- Aspire to do and be the best they possibly can.

Adults should:

- Establish positive working relationships with all children in the class.
- Make learning fun.
- Model learning and expected behaviour for the children.
- Through appropriate differentiation, provide activities that provide the right amount of challenge for all pupils in all subjects.
- Celebrate all pupils' progress, however small.
- Treat all children fairly and with kindness and respect; with encouragement, praise and rewards for all.

Effective Learning

All teaching will be structured to maximise learning opportunities. Lessons will be planned in accordance with the following principles:

- the teaching will build on previous learning;
- the teacher will explain the learning objectives, and why the lesson is important;
- lessons will be presented in a range of styles;
- opportunities will be provided for pupils to build up their own understanding through various activities and review their learning;
- there are built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching will indicate what the next step in the learning will be.
- Our marking and feedback policy will guide staff and pupils to reflect upon what has been learnt.

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

These could include:

- investigation and problem-solving research;
- whole-class work, group work (in groups organised in different ways for specific reasons), paired work, individual work, independent work, which is child directed or collaborative work;
- selecting and using relevant resources to support learning;
- asking and answering questions;
- use of IT including visual images, film, interactive teaching resources etc;
- fieldwork and visits to places of educational interest;
- guest visitors and performances;
- creative activities;
- debates, discussions, oral presentations and other speaking and listening strategies;
- drama techniques;
- designing and making things;
- participation in athletic or physical activity;
- Setting challenges for themselves;

Children will be taught to take responsibility for their own learning; to review the way they learn, how they learn and how to overcome challenges in their learning.

Assessment

The school uses a range of assessment strategies, both formative and summative, to promote effective learning.

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and celebrate success and move on to the next steps in learning.

In order to have maximum impact assessment:

- Is part of effective planning.
- Focuses on how pupils learn.
- Is central to classroom practice.
- Is a key professional skill.
- Has an emotional impact by promoting self-esteem.
- Affects learner motivation.
- Promotes commitment to learning objectives and assessment criteria.
- Helps learner know how to improve.
- Encourages self-assessment.
- Recognises progress from child's previous best.

We use the following strategies to link assessment to improved learning and teaching:

- The professional judgement of teachers
- Use of data from formal assessment to inform planning.
- Improvement/ editing time (fix-it time): children are given suggestions as to how part of their work might be improved, then planned improvement time is given.
- Assessment tasks, e.g. reading, writing, maths, science: used to inform future planning.
- Lancashire maths tests and/or Whiterose tests are used termly.
- Annual reading tests are used to support teacher assessment.
- Guided reading support materials are used throughout units of work to support judgements
- Termly teacher assessment using KLIPS is employed.
- Termly pupil progress meetings are held to reflect upon the data and plan for interventions, strategies and actions.
- PIVATs are used to support assessment of SEND children.

Planning

Long Term Planning

The school has a new long term plan in place that outlines what is to be taught in each subject in each year group. The purposes of long term plans are:

- To support the intentional learning expected, support the implementation of a creative curriculum and be a tool in which to monitor impact.
- To ensure breadth of curriculum, progression and continuity.
- To provide an overview of the learning to be presented to the children.

- To define the content of teaching in all curriculum areas throughout the school.
- To give staff an indication of the key learning that is to be covered in each subject.

Medium Term Planning

- Will be supported by recognised schemes of work especially those recommended by the local authority.
- Subject leaders will look at a selection of medium-term plans across the school year to assess continuity and progression across year groups.
- Defines Learning Objectives/ Key Learning to be taught/learnt.
- Defines areas of teaching.
- References the new National Curriculum and EYFS curriculum.
- Shows cross-curricular links.

Short Term Planning

- Uses the school's set planning formats – where appropriate but teacher's may use their professional discretion to design a lesson plan that best suits their practice. Planning documents are owned by the teacher that wrote them and therefore they must be designed in the most personal and professional way. Plans, however, must be able to interpreted by SLT and for the occasion where staff may cover each other unexpectedly.
- Defines learning objectives to be taught and criteria that children's work will be assessed against.
- Shows how teaching and learning will be differentiated.
- Provides an evaluation of children's attainment and progress towards achieving learning objectives.
- Indicates where and when support will be given to the pupils and how additional adults will be effectively used.

Learning Environment

At St Mary and St Andrew's Catholic Primary School we believe that a stimulating environment sets the climate for learning and that an exciting, well-organised classroom, promoting independent use of resources, supports high quality learning.

Working towards this:

- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, word and number rich. Particular emphasis should be made on developing the children's vocabulary in all areas of the curriculum.

Displays are used to:

- Celebrate success - achievement, good work.
- Support class organisation – visual timetables, clearly labelled resources.
- Promote Independence by providing prompts – questions, support for when children are stuck.
- Displays are changed regularly and reflect the current topic/themes/ learning.

Working Walls are not displays and should be regarded as a key function of promoting learning within the environment. A maths and an English working wall are non-negotiable features of each classroom. Staff are guided by the approach recommended by the local authority and David Livingstone <http://www.davidlivingstone.croydon.sch.uk/wp-content/uploads/2014/08/Creating-the-classroom-environment-Sept-2013.pdf>

Learning Resources

Shared Resources

These are dispersed throughout the school in storage where available. Subject leaders are aware of all resources for their subjects and will direct new and familiar staff to where these can be found.

Pupils have access to three laptop/Ipad trolleys. These are stored centrally in school and are timetabled for use throughout the week. The school subscribes to a few on-line packages for use in Computing and across the curriculum.

These include:

- Purple Mash – full suite of programs, including support for guided reading
- Digimaps – to support geography mapping
- TT Rockstars – to support times table development
- Whiterose – maths scheme of work
- Charanga – music scheme of work

Exercise books are kept in central stores in the staffroom.

Procurement

All goods and services must be ordered through the main school office after agreement with the Head Teacher. Petty cash claims must be agreed with the Head Teacher before any purchases are made. Payment can be claimed on production of a receipt. Each class has a small budget for specific resources they need, and larger subject specific budgets will be considered and agreed by the Head Teacher.

Role of Class Teachers

It is the role of class teachers to be role models for the children in our school. They are guided by Gospel Values and promote the Catholic ethos to all children and members of the school community. It is the role of the teacher to develop children academically, socially, emotionally, behaviourally and faithfully with the support of the Head Teacher and Governing body.

They are responsible for high quality learning and teaching in the classroom. Teachers work with individuals, groups of different abilities and the whole class to facilitate learning.

Teachers are required to:

- Plan, deliver, monitor and evaluate lessons.

- Plan, deliver, monitor and evaluate catch up programmes.
- Plan, deliver, monitor and evaluate IEPs.
- Attend termly Pupil Progress meetings with SLT to discuss the progress and needs of their Literacy and Maths sets and what is to be done to address any underachievement.
- Report termly to parents on pupil attainment and progress.
- Line manage any support staff assigned to work with them.
- Prepare resources and displays.
- Liaise with outside agencies.
- Co-ordinate and Lead subjects across the curriculum, supporting colleagues and working with SLT to maintain and continually strive for the highest standards possible.

The Role of Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They provide a crucial role in helping teachers to be their most effective and develop children academically, socially, emotionally and faithfully.

They are involved in:

- Supporting learning and children's progress.
- Supporting assessments of children's understanding.
- Developing children's independence.
- Supporting teachers.
- Supporting families and the wider school community.

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help.

The Role of Subject Leaders

- Produce a Long-Term plan outlining what is to be taught in each class.
- To ensure a curriculum that allows for breadth, progression and continuity where objectives are spiralled so that children have regular opportunities to revisit key objectives.
- Monitor progress and attainment in their subject area and action plan to address areas of need - including carrying out pupil interviews.
- To monitor evaluated planning to ascertain subject coverage and pupil attainment.
- To monitor the provision in each class through lesson observations, book scrutinies and pupil interviews.
- Support colleagues to develop practice and subject knowledge to maximise progress.
- Take the lead in policy development.
- Have responsibility for the purchase and organisation of resources.
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.
- Provide subject reports for the Governors as necessary.

- Liaise with outside consultants and experts to support the subject in school.
- Be responsible for their CPD and ensure their own needs are identified.
- Deliver/ organise CPD for their subject area/s.
- To discuss their subjects with outside agencies as necessary – e.g. Ofsted.

Role of the Senior Leadership Team

It is the role of the Senior Leadership Team to ensure that effective learning and teaching takes place. In order to ensure this Senior Leaders will:

- Ensure appropriate staffing levels in each classroom.
- Ensure that the school's long-term curriculum plan is delivered effectively.
- Consider reports from subject leaders and determine future action.
- Monitor planning, pupils' work and assessment data, observe lessons, undertake pupil interviews, monitor quality of marking and feedback.
- Consider how new legislation/initiatives might be best introduced to maximise learning and teaching.
- Prioritise targets for school improvement planning.
- To implement the school's appraisal policy. This includes target setting, monitoring of progress and evaluation against targets.

The Role of Parents

The church teaches us that parents are their child's first educators. Parents have a fundamental role to play in helping children to learn. They can support their children's learning by:

- hearing their child read regularly – right through to Year 6;
- attending Parents' Evenings in which the progress made by each child, and his/her next steps in learning are explained and discussed;
- acting on the reports to parents that are sent by school which outline the effort and achievement made by their child and indicating areas for improvement;
- supporting their children with homework;
- attending parent workshops where appropriate that explain the work covered and the strategies and methods taught to the children;
- reading the information sent to parents at the start of each year in which we outline the standards and expectations St Mary and St Andrew's school insists upon;
- read the monthly newsletter and other correspondence sent.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head Teacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Continued Professional Development

Staff development should benefit St Mary and St Andrew's Catholic School community so that it is more able to anticipate and implement the changes in teaching, organisation and subject development; help staff to do their job more effectively; enable them to meet new demands that are made on them; broaden their experience, increase job satisfaction and to prepare for different and/or increased responsibilities.

The school aims to support staff as far as possible in their efforts to obtain further professional development, experience and qualifications. However, there is a need to have a priority rating on courses, meetings, visits etc. to ensure that the scarce resources of finance and time are used to the best interest of the pupils and the staff of the school.

Applications from members of staff for off-site meetings, visits etc. will be considered against the school's stated priorities and needs as agreed in the SIP and individual staff appraisal targets.

Consideration will also be given to:

- other demands of staff at the time of the course,
- expertise already available in school,
- the training already provided for individuals on his/her subject.

It is hoped that opportunities for staff training will be shared out as fairly as possible over a period of time.

All applications for courses need prior approval from the Head Teacher.

Staff meetings are held after school on a flexible day agreed by all staff.

In Service Training is key in the professional development of staff.

INSET may take different forms.

These include:

- Lancashire programme of courses.
- Membership of professional bodies.

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- INSET days.
- Use of library.
- Twilight courses.
- Individual research and reading.
- Advisers and Advisory teachers.
- Mutual lesson observation/ Peer Mentoring / Working alongside other members of staff.
- Visits to other schools (especially our local cluster schools).
- Co-operative planning and observation.
- Staff meetings as INSET.
- Members of working parties/involvement in school/county committees.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

A rigorous monitoring and evaluation policy will be put in place by the Head Teacher. This will be sent to staff each half term and in plenty of time to allow effective planning.

Policy links

This policy is to be read in conjunction with the following school policies:

- Marking and Feedback
- Assessment
- SEND/EAL
- Homework
- Behaviour Management
- Staff Appraisal
- Educational Visits
- Health and Safety & Curriculum Risk Assessments