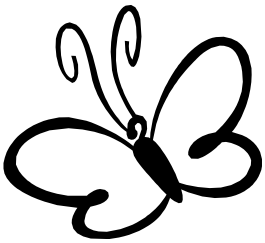
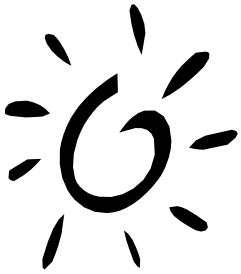
SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Teaching and Learning Policy
(Incorporating Little Learners and Kids' Club)





Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

Written: September 2018

Adopted by Governors: November 2018

Review date: November 2020

Teaching and Learning Policy

Introduction

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.

2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.

3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school mission statement. At SS. Peter and Paul Catholic Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of English and Mathematics and an enquiring mind which wants to learn more each day
- Independent young people who are confident, flexible and able to cooperate with others
- Imagination and creative expression through a wide range of media
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values
- Pride in progress and achievement and a desire to succeed

- Effective links between the school, the child's home, the parish and the community
- Equality of opportunity for all

The school works towards these aims by:

• Promoting high quality learning and attainment.

• Providing a high quality learning environment.

• Valuing each other and ourselves.

• Working in partnership with parents and the community.

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn in different ways.

These include:

- Investigation and problem solving
- Research and finding out
- Watching and responding
- Questioning
- Debates, role plays and oral presentations
- Use of computers
- Fieldwork and visits to places of educational interest
- Designing and making activities
- Participation in physical activities

- Creative activities
- Whole class work
- Group work
- Paired work
- Independent work
- Reflecting on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as time to review the key learning objectives and to assess the level of their own understanding.

Quality First Teaching

At SS Peter and Paul Primary we believe that good and outstanding teaching is when teachers (and other School staff)

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;

- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;

Guiding Principles of quality first Teaching

Supported by research from the Education Endowment Foundation. (EEF)

- Working with smaller amounts of children leads to improved progress (EEF research +4 months learning)
- Children working independently are given quality skills based learning challenges that are well resourced and they can discuss their own learning (Meta-Cognition EEF research +8 months learning)
- Key vocabulary and reading comprehension skills is taught and used(EEF research +5months learning)
- Regular response marking and feedback leads more rapid progress. (EEF research +8 months learning)
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid to promote inclusion

What is a good lesson?

At SS Peter and Paul Primary School we believe that a good lesson should comprise the following elements;

- Planning – teachers have a clear understanding of subject knowledge and setting objectives and it is well planned and differentiated.

- High expectation – there is optimism about and high expectation of success
- Introduction to the lesson- an engaging hook and clear purpose.
- The intended learning and success criteria is clearly shared.
- Main teaching- modelled and high quality examples provided.
- Group teaching and independent activities.
- Interactive – pupil's contributions are encouraged, expected, extended characterised by high quality oral work.
- Well-paced – there is a sense of urgency, driven by the need to make progress and succeed.
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

Curriculum Planning

1) SS Peter and Paul Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2015
- The Early Years Foundation Stage Framework
- The BDES Agreed Syllabus for Religious Education 'Learning and Growing as the children of God'
- The needs(skills and knowledge) and interests of the children we are teaching.

2) Long Term Planning

- Our Whole School Topic Overviews plot the content covered from year one to year six for each individual class and each curriculum area based on the skills and knowledge outlined in the 2015 National Curriculum.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
- These are published on our school website so parents are fully informed of the curriculum.

3) Medium Term Planning.

- This is based on a topic approach using the Programmes of Study given in the National Curriculum

- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

4) Short Term Planning

- Detailed weekly plans for English and Maths are provided by each class teacher. These show progression throughout the week, Learning objectives, Success Criteria and differentiation , along with an outline of the lesson.
- An overview of Learning objectives to be taught in other subjects on a weekly planning sheet
- Planning is monitored and quality assured by the SLT as part of the monitoring cycle.

Classroom environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning. Pupils are involved in creating this. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin-up notes and write on whiteboards. They should inspire learning and celebrate the achievement of all pupils.

The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities.

Working walls in core subject areas will be updated regularly and provide good quality support prompts/ methods and guides that the children can access easily.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children.
- Supporting a small group within the classroom.
- Delivering intervention groups under the guidance of the teacher or SENco.

- Carrying out assessments.
- Preparing resources.
- Supporting children with EHCPs

Behaviour Management (Please refer to the school's behaviour policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment. Outstanding learning behaviours are encouraged, praised and rewarded with prizes, stickers, certificates and verbally.

Assessment (please refer to the School's Assessment Policy)

Marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

Inclusion

We are an inclusive school and as such meet the diverse needs of all our children in order to ensure the active participation and progress of their learning.

- Successful inclusive provision at SS Peter and Paul Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and

irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

Homework

Homework is considered to be a valuable element of the learning process.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;

- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, the Assistant Headteacher and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The SLT will observe each class teacher in specified curriculum areas in accordance with our monitoring cycle. Outcomes will be recorded on individual Teacher profiles and overall strengths and areas for development will be shared with all staff.

September 2017

Appendix EEF research

Feedback

High impact for very low cost, based on moderate evidence.

+8

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

How effective is it?

Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.

Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.

Other studies reporting lower impact indicate that it is challenging to make feedback work in the classroom. This has also been demonstrated in a recent EEF pilot study where teachers tried to apply the evidence on feedback through an action research approach.

How secure is the evidence?

There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information. A meta-analysis of studies focusing on formative assessment in schools indicates the gains are more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months' when the approach is supported with professional development.

What are the costs?

The costs of providing more effective feedback are not high. However it is likely to require sustained professional development to improve practice, and this includes active inquiry and evaluation. Overall, costs are estimated as under £80 per pupil and very low.

For more information, videos and supporting resources, please visit:
https://educationendowmentfoundation.org.uk/

What should I consider?

Before you implement this strategy in your learning environment, consider the following:

1. Providing effective feedback is challenging. Research suggests that it should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y…"); encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; and be supported with effective professional development for teachers.
2. Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from peers as well as adults (see Peer tutoring).
3. Have you considered the challenge of implementing feedback effectively and consistently?
4. What professional development is likely to be necessary for successful implementation of feedback in your school?

Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.

+8

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

How effective is it?

Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.

How secure is the evidence?

A number of systematic reviews and meta-analyses have consistently found similar levels of impact for strategies related to meta-cognition and self-regulation. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.

In the UK, four recent studies indicate that programmes that seek to improve learning to learn skills can effectively improve academic outcomes. A 2014 study, Improving Writing Quality, used a structured programme of writing development based on a self-regulation strategy. The evaluation found gains, on average, of an additional nine months' progress, suggesting that the high average impact of self-regulation strategies can be achieved in English schools. In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress. In three projects there were indications that the programmes were particularly beneficial for pupils from low income families.

What are the costs?

Overall, costs are estimated as very low. Many studies report the benefits of professional development or an inquiry approach for teachers, where they actively evaluate strategies as they learn to use them. Most projects are estimated as costing under £80 per pupil.

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https://educationendowmentfoundation.org.uk/

What should I consider?

Before you implement this strategy in your learning environment, consider the following:

1. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation.
2. Have you taught pupils explicit strategies on how to plan, monitor and evaluate specific aspects of their learning? Have you given them opportunities to use them with support and then independently?
3. Teaching how to plan: Have you asked pupils to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique)?
4. Teaching how to monitor: Have you asked pupils to consider where the task might go wrong? Have you asked the pupils to identify the key steps for keeping the task on track?
5. Teaching how to evaluate: Have you asked pupils to consider how they would improve their approach to the task if they completed it again?

Mastery learning

Moderate impact for very low cost, based on moderate evidence.

+5

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.

Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.

How effective is it?

There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Unusually however, among the evidence reviewed in the Toolkit, the effects of mastery learning tend to cluster at two points with studies showing either little or no impact or an impact of up to six months' gain. This clear split and wide variation implies that making mastery learning work effectively is challenging.

Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring). It also appears to be important that a high level of success is set. When pupils work at their own pace, as opposed to working as a part of group or whole class, it appears to be much less effective (see also Individualised instruction). Mastery learning may also be more effective when used as an occasional or additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so. Schools may wish to consider using mastery learning for particularly challenging topics or concepts, rather than for all lessons.

Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap. However, it should be noted that teachers also need to plan carefully for how to manage the time of pupils who make progress more quickly.

How secure is the evidence?

Overall, the evidence base is judged to be of moderate security. There is a large quantity of research on the impact of mastery learning, though much of it is relatively dated and findings are not consistent. In addition, most meta-analyses examining mastery learning use statistical techniques which may inflate the overall effect size so some caution is needed in interpreting the average impact. Having noted these concerns, a more recent study in the US found that mastery learning approaches can increase learning by up to six months in maths for 13-14 year olds, which is consistent with several older studies.

In February 2015, the EEF published an evaluation of the Mathematics Mastery programme, based on two randomised controlled trials conducted in English schools. On average, pupils in classes where the approach was used made one additional month's progress compared to similar classes that did not. It is possible that this estimate is more relevant to English schools than some older studies. An alternative explanation is that the Mathematics Mastery programme did not include some of the features of programmes that were previously associated with higher impacts. For example, although additional support was provided to struggling students, classes did not delay starting new topics until a high level of proficiency had been reached by all pupils.

What are the costs?

For more information, videos and supporting resources, please visit:
https://educationendowmentfoundation.org.uk/

Few additional resources are required to introduce a mastery learning approach. Professional development and additional support for staff is recommended, particularly in the early stages of setting up a programme. Estimates are less than £80 per pupil, indicating very low overall costs. Additional small group tuition and one to one support are also likely to be needed. This may not result in additional financial cost if schools use existing staff resources, but teachers should think carefully about the impact of this extra support in terms of the extra time and effort it will require.

What should I consider?

Before you implement this strategy in your learning environment, consider the following:

1. Overall, mastery learning is a learning strategy with good potential, particularly for low attaining students.
2. Implementing mastery learning effectively is not straightforward, however, requiring a number of complex components and a significant investment in terms of design and preparation.
3. Setting clear objectives and providing feedback from a variety of sources so that learners understand their progress appear to be key features of using mastery learning effectively. A high level of success, at least 80%, should be required before pupils move on.
4. Incorporating group and team approaches where pupils take responsibility for helping each other within mastery learning appears to be effective.

Reading comprehension strategies

Moderate impact for very low cost, based on extensive evidence.

+5

Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves (see also Meta-cognition and self-regulation).

How effective is it?

On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.

Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.

Many of the approaches can be usefully combined with phonics, collaborative and peer-learning techniques. The use of techniques such as graphic organisers and drawing pupils' attention to text structures are likely to be particularly useful when reading expository or information texts. There are also some indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills, though the evidence is less robust in this area.

Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary and secondary pupils, both in terms of short-term and long-term impact. However, supporting struggling readers is likely to require a concerted effort across the curriculum and a combination of different approaches. It is important to remember that no particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling is very important when exploring possible intervention strategies.

How secure is the evidence?

There is extensive evidence in this area, from a range of studies over the last 30 years. A majority of studies were conducted in the USA, and focus on pupils aged 8-18 who are falling behind their peers or have difficulties with reading.

In the UK, a recent evaluation of a programme that taught pupils to apply four reading comprehension strategies found some evidence of promise, but did not provide a robust estimate of the programme's impact.

Guidance report

The EEF has published guidance on improving literacy in Key Stages 1 and 2. Improving Literacy in Key Stage One can be found here and Improving Literacy in Key Stage Two here.

What are the costs?

Costs for materials and professional development are estimated at £1,200 per teacher or £48 per pupil and therefore as very low. The costs associated with these approaches arise from the need for specific resources and professional training. Evidence suggests that the effectiveness of different approaches is related to the pupil's current capabilities in reading, so it is important that teachers receive professional development in effective diagnosis as well as in the use of particular techniques and materials to develop

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reading comprehension.

What should I consider?

Before you implement this strategy in your learning environment, consider the following:

1. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Are you confident that the problem(s) a pupil is facing in making expected progress is in decoding the words, understanding the structure of the language used or understanding particular vocabulary, which may be subject specific?
2. How can you focus learners' attention on developing comprehension strategies which they can apply more widely?
3. A wide range of strategies and approaches can be successful, but these need to be taught explicitly and consistently. How are you going to identify the strategies that will meet the needs of your pupils and how will these be reinforced?
4. A key issue for teachers is identifying the level of difficulty for comprehension activities that is required to extend pupils' reading capabilities. How will you ensure the texts used provide an effective challenge?