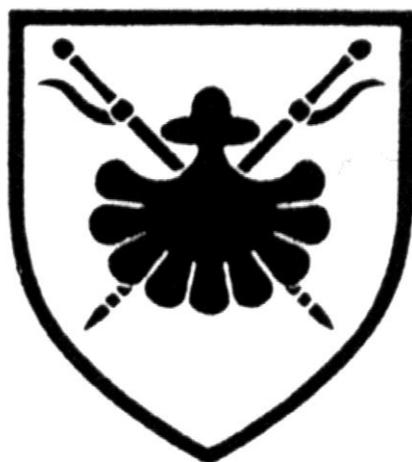


St James' RC Primary School



TEACHING FOR LEARNING POLICY

St James' Primary School

Teaching for Learning Policy

St James' School aims to provide high standards of education and achievement for all of our pupils regardless of ability or disability, in an environment where Christian values are shared and lived by all. We have a clear and shared philosophy of education where we promote curriculum equality and high standards of work, achievement and behaviour. In keeping with our Catholic ethos 10% of our curriculum time is spent on RE.

This policy is an agreed statement of our intentions and commitment to quality learning and teaching at St James'. We believe that it is vital to review and evaluate learning and teaching regularly in order to make it more effective for the children. No one approach to learning or teaching is correct for every child, class, teacher, subject or activity for the whole time. The criteria for choice must be fitness for purpose

At St James' we believe children learn best when they:

- experience equality of opportunity so that they gain full access to a broad and balanced curriculum which takes full account of their individual differences;
- feel safe within a trusting environment;
- are challenged, motivated and experience a variety of approaches and stimuli;
- are introduced to an International dimension;
- are encouraged to be independent learners and thinkers;
- know what is expected of them and experience a consistent approach and style;
- are encouraged to concentrate, co-operate and work productively;
- can use and apply knowledge gained to everyday and unfamiliar situations;
- access and use resources effectively;
- are set high and realistic expectations for achievement and behaviour and are encouraged to achieve their full potential;
- enjoy positive relationships and consequently feel happy and secure;
- are part of an environment in which the home, school and parish work together;
- have access to a learning environment which is stimulating and secure as well as being calm and organised;
- acquire new knowledge or skills, develop ideas and increase their understanding;
- apply intellectual, physical or creative effort in their work;
- are productive and work at a good pace;

- show interest in their work, are able to sustain concentration and think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve;

Successful learners

Successful learners have:

- A positive view of themselves and their abilities
- Build on what they know
- Improve their skills, knowledge and understanding
- Progress from simple to more complex thinking and action
- Gain positive feedback, approval and reinforcement of their success

Successful learners are **active**. They:

- Link new learning to what they already know
- Make connections, generalisations and construct rules
- Generate and test hypotheses
- Express and clarify their ideas and opinions
- Have strategies for problem-solving
- Use a range of strategies such as talking aloud, using representations e.g. actions, drawings, maps, notes, diagrams
- Imagine and empathise
- Analyse actions, ideas, process and texts to understand and explain how they work
- Critically respond and evaluate
- Spend the majority of time doing rather than listening

Successful learners **progress towards increasing independence**. They:

- Are clear about what is to be achieved – objectives, purpose, outcomes
- Plan and manage their work, and know what to do if they are stuck or when they have finished
- Ask when they do not understand
- Monitor and self-correct as they work
- Initiate and extend learning activities
- Use evidence and information resources independently
- Give information and opinions confidently, knowing their views will be valued
- Access resources independently as required
- Have a repertoire of skills for using tools and materials, including ICT
- Evaluate and reflect on their own learning and achievement

Successful learners **work co-operatively**. They:

- Behave appropriately
- Co-operate in paired or group working
- Contribute ideas and listen to others
- Take part in peer assessment
- Understand about turn-taking, and the need for compromise
- Learn from the experience of others

- Support others in the group

Successful learners have **positive attitudes**. They:

- Show interest and enjoy the challenge and success of new learning
- Concentrate and follow tasks through
- Try to learn from misconceptions, errors, strategies that fail
- Learn from constructive criticism

At St James' we believe teachers are most effective when they:

- Challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding
- Use methods which enable the children to learn effectively taking into account the variety of learning styles in their class
- Show good subject knowledge, understanding and questioning skills
- Plan effectively, setting clear objectives that pupils understand
- Manage pupils well and insist on high standards of behaviour
- Follow up and reinforce teaching when necessary
- Have a good rapport with pupils and positive relationships
- Provide a stimulating and attractive environment
- Use good management of lesson time and well-established classroom routines
- Assess pupils work thoroughly and use assessments to help pupils to overcome difficulties and action timely intervention during the lessons
- Use time, support staff and other resources, especially information and communications technology, effectively
- Follow school and Diocesan Health and Safety Guidelines
- Use homework effectively to reinforce and/or extend what is learned in school
- Provide opportunities for creative thinking.

At St. James' we aspire to the criteria below:

- Teaching that is never less than consistently good or outstanding
- Pupils make rapid and sustained progress
- Teachers inspire children and have consistently high expectations
- Excellent subject knowledge is applied consistently
- Teachers and all adults match individual needs accurately
- Teachers promote a high level of resilience, confidence and independence when they tackle challenging activities
- Marking and dialogue between adults and pupils consistently of a very high quality
- Pupils understand in detail how to improve their work and are consistently

Supported in doing so

- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and do so with notable impact on the quality of learning.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning is a process in which all teachers are involved, wherein:-

- The foundation for curricular planning is the Long Term Curriculum Plan, developed through a process of collaboration between staff and, where appropriate, approved by Governors.
- A cycle of topic-plans has been drawn up by staff through discussion with subject leaders and is carefully balanced to ensure full coverage of The Foundation curriculum and the curriculum for Maths and Literacy.
- Schemes of work for individual subjects are developed by staff with the Subject Leaders
- Medium-term plans are drawn up by teachers for each term and monitored by the relevant curriculum Subject Leaders and the Head Teacher. Detailed weekly plans are drawn up by the class teachers and are monitored by the Head Teacher.
- Regular staff meetings are used to develop various aspects of the curriculum and to ensure consistency of approach and standards.

SUBJECT LEADERS have a variety of roles. They: -

- Develop and implement subject policies, plans, targets and practices within the context of the schools aims and policies.
- Secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupil's achievements and set targets for improvement in line with the SDIP and the monitoring timetable.
- Provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching
- Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely (TTA National Standards for Subject Leaders)

FEEDBACK TO PUPILS about their own progress is achieved through the marking of work, verbal feedback and pupil interviews. Effective marking:

- aims to help children to learn; comments should give pupils a clear idea of strengths and weaknesses and provide targets for improvement;
- is often done whilst a task is being carried out through discussion between child and teacher and with the child and parents at the Goal Sharing meeting;
- Work is marked according to the objective using the What Went Well, Even Better If system, highlighters can be used to highlight the positive elements as appropriate.

ASSESSMENT

We believe that Assessment for Learning is vital to pupil progress and is undertaken formatively lesson by lesson to inform planning and summatively using a range of standardised tests. Please see Assessment, Planning and Recording Policy.

CROSS PHASE CONTINUITY is ensured by:-

- Liaison meetings between teachers of Year 6 pupils and those from prospective Secondary Schools
- Liaison between pre-schools and Reception class teacher including data sharing
- Visits to Reception class by the Y1 teacher during the Summer Term
- Visits to Secondary Schools by Year 6 pupils,
- Transfer of pupil records of progress and summative assessment results.
- Annual transfer meeting for Yr6 parents
- Induction meetings for new Reception parents to the school

STRATEGIES FOR RECORDING AND REPORTING

Records of progress kept for each child are:-

- Records are updated regularly as appropriate by class teachers on Classroom Monitor.
- All curriculum records are kept in the agreed St. James' format.
- Subjects leaders keep a sample of each band of work across the school
- Class Teachers hand on unaided writing books to the next class teacher who passes them back to the child in the second half of the Autumn Term

REPORTING TO PARENTS is done on a termly basis through consultation evenings and annually through a written report. They are encouraged to make appointments with teachers to see their child's work at any time during the year. Parents are made aware that there is:-

- A Goal sharing meeting with teacher, child and parents in the Autumn Term
- Curriculum meetings in the Autumn Term to discuss the school's priorities and provides an opportunity to meet with the teacher informally
- A consultation evening in the Spring
- An open evening in the Summer
- The opportunity to meet their child's teacher or the Head Teacher, by appointment, at other times, to discuss concerns
- A half termly drop in for parents, after school to look at work with their child
- That there is a Head Teacher's surgery on a Wednesday morning where no appointment is needed.

Assessment for Learning

We can use this summary checklist to help find evidence of effective use of assessment for learning:

Evidence can be found in:

Planning

- emphasis on learning intentions and sharing them with children;
- Key questions;
- assessment criteria for feedback and marking, self and peer assessments;
- differentiated groups, changes to differentiated grouping;
- review time and flexibility built in;
- annotations with notes of children to focus on because they need additional / consolidation work;
- use of guided group sessions for explicit formative assessment opportunities;
- adjustments highlighted / crosses out – what did / not work and why?;
- good questions recorded that really reached children's understanding / misconceptions;
- events that showed unexpected outcomes
- Health, safety and well-being of the children appearing in the short-term planning.

Teaching

- using a wide range of knowledge of children and why they make mistakes, making judgements about why and about next steps / interventions;
- Progression of the daily phonics teaching in YR, Y1 and Y2
- using a wide range of resources including ICT
- sharing learning intentions with children and using them to give feedback / mark work / rewards;
- demonstrating a reflective approach to teaching and learning and building in review time for themselves and their children with mini-plenaries;
- encouraging children to take responsibility for their learning by sharing further steps towards better progress;
- 'modelling' a variety of skills / attitudes / standards / qualities for children;
- analysing children's performance in tests and using the information for future learning plans;
- feeling confident / secure in classroom practice.

Learning

- positive attitudes to learning – motivation, self esteem, independence, initiative, confidence;
- effective responses to questioning, contributions to plenaries, explanations and descriptions;
- their attainment improves;
- thoughtful, probing questions deepen understanding
- active involvement in formative assessment processes e.g. self / peer assessment, responding to marking in written work / skills / knowledge / understanding, targets setting
- using a wide range of resources including ICT.

School

- values attitudes to learning with trusting relationships;
- encourages and builds self-esteem;
- has systems in place that support all children;

- uses value-added data;
- provides support / guidance / appropriate training opportunities;
- manages change well and includes maintenance systems;
- encourages review and self-evaluation at individual, subject and school level
- celebrates success in all areas across the school.

Other relevant policies:

- **Assessment**
- **Marking**
- **Educational visits**
- **Health and Safety**
- **Curriculum policies**
- **Equality policy**
- **Disability policy**

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

It was last reviewed in: September 2017

It will next be reviewed in: September 2020

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)