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TEACHING & LEARNING STRATEGY POLICY 2021

DIOCESE OF WESTMINSTER

POLICY FOR TEACHING AND LEARNING

Our Teaching & Learning Strategy Policy is very much a reflection of our school Vision Statement. At St Scholastica's Primary School our Vision Statement says:

"Our school is a Catholic community, committed to providing a safe environment where everyone is significant and respected for their differences and achievements.

We inspire each other to learn, grow, enjoy and be happy. Nurturing everyone through the love of Jesus Christ, we create a strong self-belief, so that all are prepared to meet the demands of a changing world and make positive contributions."

The school, the Governing Body and the Diocese are committed to providing and maintaining a high standard of education for all pupils in the school.

At St Scholastica's Catholic Primary School every child will benefit from teaching and learning of the highest quality. We expect all teaching to be good or outstanding to ensure that pupils make good progress and attain high standards. We expect teachers to enthuse, engage and motivate pupils so that they enjoy learning and make good progress. This policy sets out the criteria for teaching and learning. Teachers are given the professional responsibility to ensure that their teaching meets this standard. The headteacher, senior leadership team and other key members of staff will monitor, evaluate and review teaching and learning to ensure that this high standard is met. This policy should be read in conjunction with the school's policies for Performance Management, Marking Policy, Positive Behaviour Policy, Assessment Policy, Classroom Observation Policy

OBJECTIVES

1. To ensure that all teaching is good or better
2. To set high expectations for pupils' achievement.
3. To ensure that all pupils benefit from teaching and learning of the highest standard.
4. To continuously improve the quality of teaching and learning to increase progress and raise standards so that all pupils make good progress and attain high standards.
5. To provide a basis for monitoring evaluating and reviewing teaching and learning.

STRATEGIES

1. Teachers must demonstrate high expectations by setting challenging tasks for all pupils.
2. Teachers must expect and demand high standards of behaviour in all lessons using praise, recognition and rewards to shape and build pupils' positive attitudes towards learning.
3. Teachers must base their teaching on the [National Curriculum Objectives \(2014\)](#)
4. Teaching and Learning strategies will be underpinned by Rosenshine's Principles of Instruction
5. Lesson planning should have clear learning objectives to deepen pupils' knowledge, skills, and understanding.
6. Learning objectives and teaching strategies should be differentiated to match pupils' abilities and provide good opportunities for them to develop the skills needed to learn for themselves.
7. Lesson resources such as Flipcharts and worksheets should be saved on the school shared drive as directed by SLT.
8. Appropriate teaching strategies should be used to meet the needs of pupils with SEND.
9. Pupils making unsatisfactory progress must be identified early and helped to successfully overcome their difficulties
10. Teachers should use a wide and appropriate range teaching and learning strategies to engage, challenge and inspire pupils of all ability levels.
11. Teachers are expected to teach the skills of literacy and reading and the basic skills of the core curriculum effectively.
- 12. All teaching should include: clear explanation; good modelling of key concepts; high expectations for language; use of a wide range of appropriate questions; lessons building on prior learning; in the moment feedback**
13. Opportunities should be sought in lessons to promote pupils' spiritual, moral, social and cultural development.
14. Lessons must have good pace for teaching and learning and time must be used well.
15. Resources must be well managed and classrooms should be well organised stimulating and exciting places for learning. Following our classroom environment non-negotiables.

16. Wherever possible children should benefit from first-hand experience, opportunities for investigation, opportunities for problem solving, visits out into the environment, visitors and other activities that stimulate their learning.
17. Teachers must ensure that time, support staff and other resources, especially ICT are used effectively to provide for each pupil's individual needs.
18. Teachers must assess pupils' work thoroughly and ensure that pupils are given regular constructive feed-back on their progress and standards and what they need to do to improve.
19. Where appropriate, teachers should use homework effectively to reinforce and extend what is learned in school
20. Regular and meaningful engagement with the 'Super Skills' through the use of praise and the awarding of Dojo points

OUTCOMES

All teaching will be good or better causing pupils to make good progress and achieve high standards.

This will result in Pupils who:

- ✓ Acquire new knowledge, skills and understanding well.
- ✓ Apply intellectual, physical or creative effort to their work
- ✓ Are productive and work at good pace
- ✓ Enjoy teaching and learning, show interest in their work, sustain concentration, and think and learn for themselves
- ✓ Understand what they are doing, how well they have done and how they can improve

There will be no 'stuck' learners.

Monitoring of Teaching & Learning

1. Subject leaders and middle managers will systematically and regularly monitor, evaluate and review their areas of responsibility to enable them to contribute to the self-evaluation process. As appropriate, from time to time they will report to the governing body if required to do so.
2. The headteacher and Senior Leadership Team will annually make a summary of the outcomes of the self-evaluation strategy and record the strengths and areas for improvement. The summary will be shared with the governing body and where appropriate, with Ofsted or Westminster Diocesan Inspectors prior to the school's inspection.
3. The outcomes of the self-evaluation strategy will be used by the Headteacher, Leadership Team and Governing Body to set out the school's educational priorities in the School Development Plan and to inform the deployment of the budget.
4. The headteacher will organise an evidence base to underpin the judgements reached through the self-evaluation strategy.

OVERVIEW

The Governing Body will use this policy to keep it well informed about the work and running of the school. They will know how effectively the school is meeting its aims. They will use it to hold the headteacher to account and as the basis for their challenge and support. Through the policy they will know and understand the strengths and areas for development and it will inform their decision making when planning for improvement and allocating resources.

Agreed By Governors: 7th July 2021

Presented to staff: Autumn 2021

Signed by Chair of Committee _____ Date _____

Signed by Head teacher _____ Date _____

Review date: Summer 2023

LESSON OBSERVATION POLICY TO RAISE STANDARDS AND IMPROVE PROGRESS

In order to monitor, evaluate, review and improve the quality of teaching and learning lessons will be observed as part of the Self-Evaluation Strategy. The SLT will decide who will observe lessons and how frequently lessons will be observed. The evidence gathered will be used to raise standards of achievement and to improve pupils' progress.

Purposes of Lesson Observations

- To raise standards of teaching and learning.
- To identify and disseminate good practice.
- To identify staff development needs.
- To contribute to CPD by providing an opportunity for teachers to reflect on the effectiveness of their own practice and to develop their own skills.
- To provide evidence for performance management, threshold and internal reviewing procedures and systems.

General Principles

Criteria and guidelines, against which judgments are made in a formal observation, are available to all staff – see sheet.

A teacher being observed should expect to receive fair and just feedback that is objective and evidenced against these criteria and guidelines.

Observation should not place undue stress on teachers and should facilitate a supportive dialogue between teachers to raise standards of teaching and learning therefore.

Sometimes, the focus of the observation is usually negotiated with the teacher who is to be observed and the professional dialogue that follows centre on the agreed focus. There should also be a discussion around the success criteria or what the observers will be looking for the lesson to be judge as good or outstanding.

The focus of the observation can also be linked to the School Development Plan and/or input from external visitors such as School Improvement Partner and Diocesan advisors

Lesson observations are arranged at least 1 week in advance.

Verbal feedback is given within 24 hours and written feedback within a week.

Feedback should be positive and practical, so that teachers are aware of strengths and an area to improve. When targets are set guidance and support that will be provided need to be noted on the feedback sheet.

For example what would be different next time.....

Where did you see the best progress in that lesson.....

Categories of Observation

There are two types of observation:

1. Formal i.e. those for Performance Management, Threshold Assessment, NQT and trainee, and competency procedures or similar. They are concerned with judgments that will influence career and pay progression. There are a maximum of 3 in a year.

2. Informal i.e. those for the teacher's professional development and those forming part of the internal monitoring system. They are concerned with non-judgmental support. To support their own CPD, teachers are encouraged to arrange mutually agreed observation of colleagues' classrooms and take part in mentoring and coaching.

Formal Observations

- Members of the Senior Management Team carry these out, except in the case of trainees and ECTs.
- Teachers must have agreed a focus for the observation.
- The agreed lesson observation record sheet should be used to record all formal observations, except in the case of trainees from other establishments and ECTs.

- The observer must arrive at the lesson on time, and before the start of the lesson.
- A lesson plan should be provided.
- Judgments and gradings made during a formal observation must be directly related to the Ofsted definitions.
- If the teaching and/or learning is inadequate or requires improvement, the teacher will be observed again within two weeks after receiving support from Senior Management.

Informal Observations

- Informal observations are agreed between the observer and the teacher.
- No grading of the teacher’s competency should be made following an informal observation, unless the teacher agrees this.
- A lesson plan should be provided.
- Evidence obtained through an informal observation will not provide evidence for judgments that inform Performance Management, Threshold Assessment, NQT assessment or competency procedures.

In order to monitor, evaluate, review and improve the quality of teaching and learning lessons will be observed as part of the Self-Evaluation Strategy. The headteacher will decide who will observe lessons and how frequently lessons will be observed. The evidence gathered will be used to raise standards of achievement and to improve pupils’ progress.

Agreed By Governors: 7th July 2021

Presented to staff: Autumn 2021

Signed by Chair of Committee _____ Date _____

Signed by Head teacher _____ Date _____

Review date: Summer 2023

TEACHING ASSISTANTS – A POLICY FOR DEPLOYMENT TO RAISE STANDARDS AND IMPROVE TEACHING AND LEARNING

This policy will guide the deployment of Teaching Assistants in line with the Education Regulations 2003 for Workforce Re-modelling. It will ensure that responsibilities are clearly defined and that effective structures are in place for managing and leading their work. It will ensure that there is an effective strategy for their professional development including induction and training.

OBJECTIVES

1. To ensure that teaching assistants have a clear role that enables them to work in support of qualified teachers.
2. To ensure that teaching assistants make an effective contribution to teaching and learning to the benefit of pupils.
3. To enable teaching assistants to contribute to the progress and achievement of pupils by helping to raise standards.
4. To ensure that teaching assistants benefit from a thorough process of performance management for the monitoring, evaluation and review of their work, that leads to targets being set for improvement of their performance.
5. To ensure that teaching assistants are fully included in the planning of teaching and learning so that they work to clear objectives.

STRATEGIES

1. All teaching assistants will have job descriptions that will set out in detail their responsibilities
2. There will be a clear structure of line management for the deployment, supervision, monitoring, evaluation and review of the work of teaching assistants.
3. Teaching assistants will have a programme of profession development and training that includes induction.
4. In the teaching situation, teaching assistants will work directly under the supervision of qualified teachers.
5. Teaching assistants must demonstrate high expectations, be enthusiastic and engage and motivate pupils so that they learn and make good progress.
6. Teaching assistants must provide for each pupil's individual needs including those of disabled pupils and pupils with special educational needs.
7. On some occasions a member of the SLT may deploy teaching assistants to supervise learners for set periods of time in the absence of a qualified teacher. In these circumstances the teaching assistants will work under the supervision of the SLT.
8. Teachers will include teaching assistants in planning for teaching and learning so that teaching assistants can meet learning objectives when working with pupils.
9. When mounting displays, preparing work and managing resources, teaching assistants will work under the supervision of teachers.
10. Appraisal and performance management of teaching assistants will inform their training development and target setting.
11. Teaching assistants will be included in staff meetings and the wider life of the school including extra-curricular, social and educational events.
12. Teaching assistants will behave professionally at all times and will respect confidentiality where appropriate.

CONCLUSION

This policy seeks to ensure that the quality of education of all pupils will benefit from the enhanced roles of teaching assistants. It will ensure that the work of teaching assistants compliments that of teachers and enables them to make a strong contribution to promoting learners' standards and progress.

Agreed By Governors: 7th July 2021

Presented to staff: Autumn 2021

Signed by Chair of Committee _____ Date _____

Signed by Head teacher _____ Date _____

Review date: Summer 2023

ASSESSMENT & FEEDBACK POLICY TO RAISE STANDARDS AND IMPROVE TEACHING AND LEARNING

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self and peer assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- provide the on-going assessment that should inform future lesson-planning.

Marking Guidelines.

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should be in accordance with the lesson objective. The learning objective for each lesson should be included on the class marking sheet for each day.
- During the lesson, teachers should use the class marking sheet to highlight in pink if the child has achieved the learning objective and in green if they have not.
- The success criteria should always be displayed by either being stuck in the children's books or displayed prominently at the front of the classroom. There should be opportunities for the child, teacher and partner (where appropriate) to show if satisfied that the success criteria and ultimately the learning objective has been met.
- If teachers choose to write a comment, they should be written in red pen by teacher or teaching assistant to give the child individual feedback. The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made, such as an adult scribing for the child. Children will respond to teacher marking in green pen.
- Comments will focus on only one or two key areas for improvement at any one time.
- The children must self-assess their own performance against the success criteria outlined for each lesson. They use this to help them complete work successfully, check what they are required to do, remember the steps necessary and to know if they have achieved the objective.
- In the same way, the teacher uses this success criteria to inform the child which parts of their learning they have or have not met.
- Whenever possible, marking and feedback should involve the child directly and should be completed in the moment. For all children it is important the feedback is oral and immediate.
- The class marking sheet should be done before the next lesson in every subject.
- Each week, one lesson from each subject are should be marked in depth. This should include long writing and one next step for each.
- The rest of the lessons should include a balance of self/peer assessment and skim marking (Teacher and TA) which should be carried out in the lessons

Marking Key – subject to change

When marking any writing in any curriculum area, the key outlined below (first table KS1, second table KS2) must be used by the teacher in red pen. The errors and symbols remain the same across each key stage. The marking key is used to annotate where the success criteria has been met.

Problem/ correct	Symbol	Sticker name
Capital letter incorrect	O – circle the letter	Circle capital letter
Capital letter for name correct	Double tick above letter	Doubletick someones name
Wow Words	Wow! ✓ above word	Written in red pen
Number written incorrectly	Sticker at end of work	Rewrite a number
Correct use of capital letter & full stop	☆	Star correct capital letters
Correct spelling of word with tricky grapheme/phoneme correspondence.	✓	Star correct capital letters
Incorrect spelling of word with tricky grapheme/phoneme correspondence.	Triangle around the letter	Triangle spelling
Age expected word or easily decodable word spelt wrong	Underline word/write at back of book 5 times.	Parrott 5 times 5 times
Sentence not making sense	Zig zag under sentence	Zig zag redo

Problem/ correct	Symbol
Word spelt wrong	Underline word
Sentence not making sense	Zig zag under sentence
Great word	✓ WOW
Great connective	✓ C.
Great time connective	✓ TC
Great complex sentence	
Great punctuation	✓ P.
Small mistakes eg. Capital letter missing – endings of words – connective missing	Circle the capital letter Circle the endings of words Circle the missing space

General guidance on peer and self-assessment

- From Year 1 and upwards all children must self and peer assess work.
- For all classes, the class teacher supported by the teaching assistant will begin this firstly as a whole class task which will begin with a lesson structure on how to do it. Children must first learn to self-assess before they can peer assess.
- Children need to be taught the skills of self-assessment and peer assessment following the same guidelines as the teacher marking.
- All teachers in all year groups must teach/recap these skills throughout the year to highlight expectations.
- Children may mark their own or another child's work (self and peer assessment), but the teacher must always review this marking.
- The children will self-assess their work in each lesson through the use of the success criteria at the top.
- Peer assessment can begin when children know the marking system well and are able to give their peers comments on what they have done well as well as what they need to improve upon. This should always be monitored.

OVERVIEW

St Scholastica's Catholic Primary School will put into place effective strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. Assessment will be both formative as children learn and summative to evaluate the gains that have been made. It will be kept to the minimum necessary to be fit for its purpose. It will be the basis for passing on information from one stage to the next to make transition smooth. It will be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and learners will be involved in the assessment, record keeping and reporting strategy at appropriate points.

OBJECTIVES

1. To chart the learner's progress and achievement throughout the school and to provide accurate information at points of transition.
2. To assess a learner's development and progress in its work by recording his/her progress and achievements in knowledge, skills and understanding.
3. To record learners' personal and social progress and achievements.
4. To be the basis of feedback to learners.
5. To ensure efficient and effective continuity and progression of learning across the school.
6. To be the basis of clear and accurate reporting of progress and achievement to learners, parents and carers.
7. To promote the greater involvement of learners and parents in assessment and the teaching and learning process.
8. To assist in the diagnosis and identification of individual and special needs.
9. To ensure common practice throughout the school and to assist in the smooth transition to other schools.
10. To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.

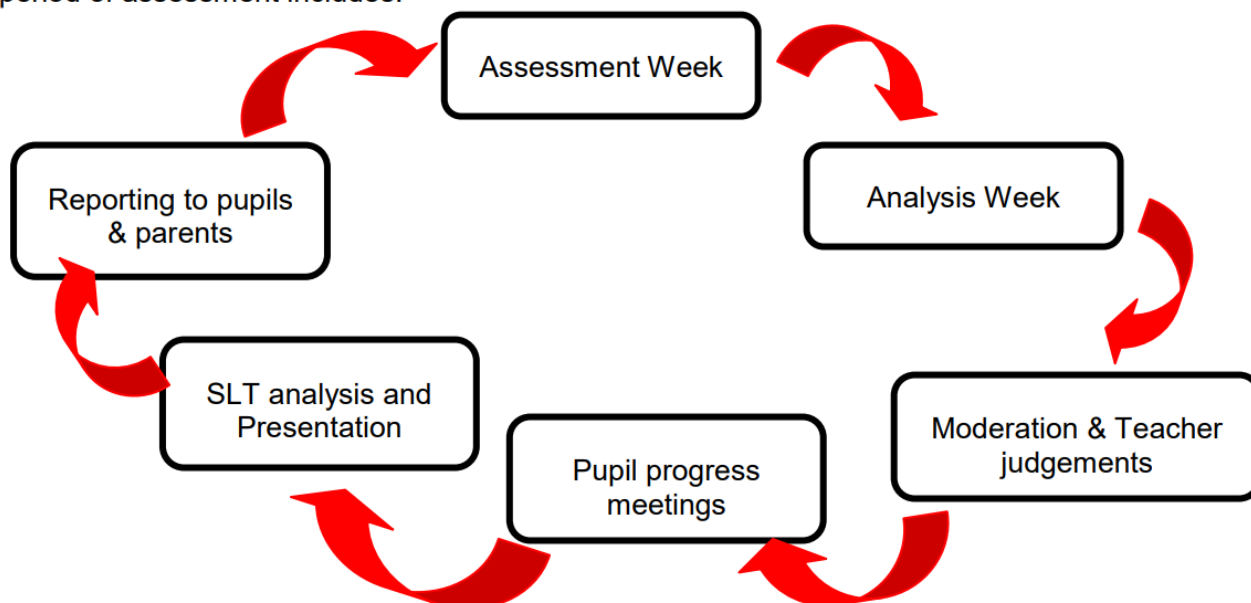
STRATEGIES

1. Assessment and record keeping must be kept manageable and to the minimum necessary to be effective.
2. Through formative, continuous assessment teachers must assess pupils' progress, attainment and achievement in lessons and provide them with constructive feedback.
3. Flashback Fridays should be a regular and consistent part of the formative assessment process.
4. At appropriate points summative assessments and tests will be used to assess the gains that have been made by individual pupils and groups of pupils.
5. Assessment and recording should be of a positive nature and celebrate the achievements and progress made by learners.
6. Assessment must be used effectively to show learners what they next need to do to improve.
7. 'Stuck' learners must be identified quickly and given immediate appropriate support to overcome their difficulty.
8. Assessment should be used to underpin the planning of subsequent lessons.
9. Records should be clear, kept simple and easy to understand.
10. Records should include all statutory information.
11. Records should present a broadly based picture of the child, involving all positive aspects of development.
12. Records should develop a profile of the child and might include samples of work and other evidence.
13. Teachers should involve children and parents in assessment and recording as appropriate.
14. Written reports given out in the summer term meet statutory requirements and give parents a clear and accurate picture of the learners' progress and achievement in all areas based on the continuous assessment.
15. In the spirit of work load reduction assessment, record keeping and reporting should be contained within a teachers normal working day.

OUTCOMES

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education. This policy should be read in conjunction with the marking policy.

Each period of assessment includes:



School Assessment Plan:

Year Group	Sept 1 st Week	Week before Oct Half Term	December End of term assessments	1 st Week after Christmas Holiday	1 st Week before Half Term	May/June	1 st Week after Summer Half Term	First week in July
Year 1	Renaissance Reader Unaided writing	UPDATE TARGET TRACKER	NFER Reading Maths GPS Unaided Writing	Renaissance Reader Unaided writing	UPDATE TARGET TRACKER	NFER Summer Reading Maths Unaided Writing	Renaissance Reader	UPDATE TARGET TRACKER
Year 2	Renaissance Reader Unaided writing		NFER Reading Maths GPS Unaided Writing	Renaissance Reader Unaided writing		SATS Unaided Writing	Renaissance Reader	
Year 3 – year 5	Renaissance Reader Unaided writing		NFER Reading Maths GPS Unaided Writing	Renaissance Reader Unaided writing		NFER Summer Reading Maths GPS Unaided writing	Renaissance Reader	
Year 6	Renaissance Reader Unaided writing		SATS paper from 2 years ago GPS Maths Reading Unaided Writing	Renaissance Reader Unaided writing		SATS Unaided Writing	Renaissance Reader	

Renaissance Reader – Carried out half termly. Update Book Bands Tracking sheet to show progress in year group assessment folder.

NFER Tests – Update Tracking sheets in year group assessment folder. Calculate standardised score to show progress over the year. Data from tests used to inform planning and produce targets for following term.

SATS Papers – year 2 and year 6. Update tracking sheets with standardised scores in assessment folder and excel spreadsheet.

In addition to ongoing formative assessment, set assessment tasks will be used three time a year in RE:



Assessment Tasks 3 Year Cycle



Year	Year A 20/21	Year B 21/22	Year C 22/23
Advent Term	Sacramental Theme ATI (ii) Baptism/Confirmation -Belonging	Christian Living Theme AtI (iii) Advent/Christmas -Loving	Church Theme ATI (i) Domestic Church -Family
Lent Term	Christian Living Theme ATI (iii) Lent/Easter -Giving	Church Theme ATI (i) Local Church -Community	Sacramental Theme ATI (ii) Eucharist -Relating
Pentecost Term	Church Theme ATI (i) Universal Church -World	Sacramental Theme ATI (ii) Inter-relating -Reconciliation	Christian Living Theme ATI (iii) Pentecost -Serving

ST. SCHOLASTICA'S CATHOLIC PRIMARY SCHOOL
NON-NEGOTIABLE CLASSROOM ENVIRONMENT AND ETHOS

Teacher:		Class:	
Monitored by & evaluated by:		Subject being taught:	
		Date:	
ASPECTS		EVIDENCE	
<p>LEARNING ENVIRONMENT AND DISPLAYS An organised and tidy classroom with well-labelled areas and resources. In each room the following should be displayed:</p> <ul style="list-style-type: none"> • Mission Statement • Fire Evacuation notice & register • Working walls in Writing, Maths and R.E. are up to date and current • Destination Reading display – book cover etc • Maths meeting display – • Learning behaviours • Stay On Green display • Display of 4 school rules and Super Skills • Visual time table <p><u>Book Corners:</u></p> <ul style="list-style-type: none"> • Range of labelled books • Reflect current learning/author • Inviting and creative – pupils are able to sit and use area • Books of topic – evident <p><u>RE</u></p> <ul style="list-style-type: none"> • Right colour cloth • Prayer table has a simple evident theme <p><u>Displays:</u></p> <ul style="list-style-type: none"> • All work at least single mounted • Displays mix of pupil work and learning support • If work is marked follows school marking policy • Interactive (i.e. asks questions) • Stapled in four corners • Mounting straight & straight on walls if necessary • Display table- Humanities, Science • Key vocabulary 			
<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Green language and the language of praise and support. • Use of Super Skills to support Behaviour and Behaviour for learning. • Awarding and removal Dojo points • Tracking of Behaviour through Headteachers award spreadsheet and file with reflection sheets. • Weekly Green target and points displayed to indicate progress. 			
<p>PROGRESS & ATTAINMENT (exercise books)</p> <ul style="list-style-type: none"> • All work has the date and OLI stickers • Presentation in pupils' books of high standard, Y 2 to 6 are joining their writing. • Good coverage of work • Work completed • Progress in learning is evident all groups SEN, EAL, G&T etc • Skills of WRMG applied across all subjects 			
<p>MARKING</p> <ul style="list-style-type: none"> • Marking is up to date in line with agreed policy. • Marking is related directly to the OLI. • Evidence of peer and self-assessment. 			
<p>PUPIL VOICE</p> <ul style="list-style-type: none"> • Talk Partners are evident • Children are encouraged to ask questions • Children can explain what they are doing • Children know their targets • SMCS 			
<p>TEACHING</p> <ul style="list-style-type: none"> • Questioning evident • Differentiation evident • Teacher modelling 			

Overall key strengths with reference to progress towards individual targets: (including teacher comments)			
Target:			
What will be different?			
Actions required – what will I do differently?			
Support needed			
Time Frame			
Further review – what evidence/ who involved /when			
Oral feedback given by:		Date:	
Written feedback given by:		Date:	
Teacher's signature:		Observer's Signature:	
Date:		Date:	