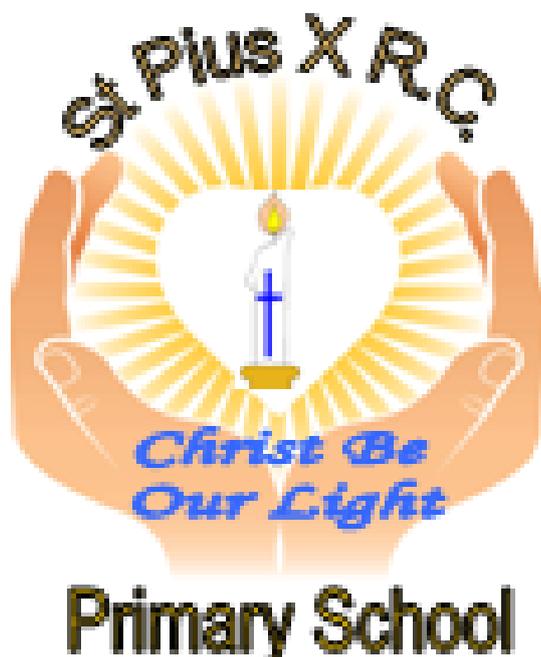


# St Pius X Catholic Primary School



## Teaching and Learning Policy

### Context

All classroom staff, both teaching and non-teaching collaborated in the formation of this policy.

During a staff training session we considered what we believe good teaching is and how it is recognised, what good learning is and how it is recognised. This content of this policy reflects the thoughts and ideas of our staff. It is a policy written by and for the staff of St Pius X Catholic Primary School.

Appendix 1 is the annotations and thoughts of staff collated during the training session. Appendix 2, 3 and 4 is the annotation and thoughts of new staff collated during induction sessions.

Appendix 5 is the latest Ofsted handbook relating to the quality of teaching, learning and assessment plus descriptors for outstanding and good teaching, learning and assessment.

## **St Pius X RC Primary School**

### **Teaching and Learning Policy**

**We expect every teacher to be a good teacher, no child deserves less.**

At St. Pius X Primary School we recognise that good quality classroom provision and practice is the key to improving learning and pupil achievement. Therefore our teaching and learning policy is at the heart of all we do. This policy is intended to promote a consistency of thinking and approach to teaching and learning, resulting in high standards and the achievement of the school aims. The policy is broken up into three sections; what is good teaching and how do we recognise it? What is good learning and how do we recognise it? What are the recognisable outcomes of high quality learning and how is the evident in the learning environment? We recognise the importance of making learning purposeful, relevant, fun and memorable.

#### **Our aims are:**

Every child experiences best quality teaching.

We recognise that we are all learners and learning is for life.

Every child has the right to learning opportunities which will enable them to become numerate and literate this will ensure that children grow into reliable, independent and positive citizens for the 21st century.

Foster children's self-esteem and help them build positive relationships with other people.

Show respect for all cultures and, in so doing, to promote positive attitudes towards other people.

#### **What is good teaching and how do we recognise it?**

In St Pius X Primary School all teaching begins with an accurate and robust assessment of the children's needs which takes into account prior learning and understanding, ensuring that all children make the maximum progress in all areas of the curriculum; regardless of their starting points and abilities. We expect all staff to be enthusiastic and have the highest expectations of children's behaviour and learning at all times. We believe that good teaching effectively meets the individual needs and learning styles of our children; providing them with a relevant, rich, well-resourced, varied learning diet and an appropriate level of challenge. Our teaching must include: effective questioning, reviewing of previous learning, modelling and giving adequate time for practice, to embed new skills securely whilst progressively introducing new learning, resulting in children who are actively engaged in and enthused by their learning (be that individual, paired or group) and take ownership of their learning. We expect all staff to have clear subject knowledge and knowledge of key skills required in order to progress children's learning forward. The result will be that all children make the very best possible progress during their time at St. Pius X Primary School.

## **What is good learning and how do we recognise it?**

In St Pius X Primary School we believe that good learning should be a challenge which motivates children and enables them to take responsibility for their own progress, whilst developing new thoughts and ideas. Therefore learning should be stimulating, purposeful and varied, providing a range of contexts and experiences for the children, which enable them to use and apply their knowledge, skills and understanding across the curriculum, in a relevant, creative and investigative way. Learning is frequently most effective when children have the opportunity to think and talk together, to discuss ideas, analyse and solve problems. Therefore children should be genuine partners in their learning, aware of their strengths and next steps for development and crucially given the skills to address these. We believe that when learning is good all children will make maximum progress across all areas of the curriculum, regardless of their abilities and starting point. We believe that children will be inspired to share and develop their learning beyond the classroom.

## **What does a high quality learning environment look like?**

In St Pius X Primary School a high quality learning environment should impact positively on pupil progress. Environments should be purposeful and enable pupils to drive their own learning and support them in taking responsibility for this. High quality resources, enhancements and displays should support learning and celebrate children's achievements; exemplifying excellence. The layout and design of the classroom should be flexible and respond to the needs of the children and the task in hand. Relationships between all should be positive and rooted in mutual respect; promoting a thirst for knowledge and a classroom environment which provides relevant challenge and constantly seeks to demand more. The learning climate within the classroom should be a community of enquiry, where risk taking is encouraged and there is a genuine commitment to learning by all; adults and children alike.

## **Appendix 1** (Work with Teaching Staff on 06/07/2015 – R. Hegarty)

*In St Pius X School high quality teaching is carefully planned lessons which target the progress of all children across all areas of the curriculum regardless of ability. We expect all staff to share the highest expectations of children's behaviour and learning at all times.*

### **How would we recognise high quality teaching?**

- Children engaged
- Well resourced
- Differentiated
- Actively involved
- Effective use of .....
- Checking understanding
- Clear expectations
- Opportunities to share
- Discussion
- Modelling
- Questioning
- Enthused teacher and children
- Subject knowledge
- Clear and High expectations
- Variety
- Fluency- adapting
- Range of activities
- Opportunity to progress develop
- Independence
- Ownership
- Assessment
- Children on task
- Reflection – children/teachers

- Can do – resilient children
- Children making links
- Reinforced knowledge
- Different learning styles
- Positive atmosphere
- Challenge/happy children
- Organisation skills/planning
- Confident
- Fast paced
- A balance of teacher talk and child activity/involvement
- Planning that's differentiated and challenging

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*In St Pius X School high quality learning is achieved through equipping with the knowledge, skills and understanding to enable them to be resilient self-directed and independent learners.*

### **How would we recognise high quality learning?**

- Children engaged
- Clear goals and targets
- Clear purpose – why?
- Self-assessment
- Children asking/answering questions
- Progress- good
- Variety of tasks (VAK)
- All children achieve
- Applying knowledge
- Self-directed learning
- Independent learning
- Learning behaviours/skills
- Active/involved

- Peer mentor
- Challenge themselves
- Relevant, build on previous knowledge
- Learning connected to all subjects and relevant to wider world
- FUN!! EXCITING!!
- Pacey
- Without compromising essential skills
- Acquisition of new skills or knowledge
- Can apply learning to real life

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*In St Pius X School a high quality learning environment should impact positively on pupil progress. Environments should be purposeful and enable pupils to drive their own learning and support them in taking responsibility for learning.*

### **How would you recognise a high quality learning environment?**

- Children's work displayed – current & purposeful
- Learning prompts
- Layout and organisation – neat/tidy
- Children's needs respected
- Achievements are celebrated
- Resources available for all
- Positive atmosphere and relationships
- Collaboration
- Children take ownership
- Children take pride
- Flexible
- Safe
- up to date, frequently changed setting
- cross curricular/ differentiation for SEN/VAK
- Stimulating and challenging

- Demonstrate high standards
- Interactive and multi-sensory
- Quality

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*In St Pius X School high quality outcomes are demonstrated by high quality work and relationships between those in the classroom. We expect our children to be confident and resilient learners who can talk about their successes and progress.*

**Within the classroom, how do we recognise high quality outcomes for pupils?**

- High quality finished products
- Successful collaboration
- Improvement visible and continuous
- Children able to articulate their successes
- Confidence and resilience
- Children exceed expectations
- Feedback (children/teachers)
- Celebrate successes with children
- Application of skills across curriculum
- More positive attitude to learning and others
- Confident and readiness for life
- Foster love for knowledge and learning
- Accurate assessment – acted on, outcomes, informing, next steps
- Clear targets for progression
- Excellent behaviour

## **Appendix 2** (Work with Teaching Staff on 08/07/2016 – R. Hegarty)

*High quality teaching is knowing every child in your class and being able to adapt to the needs of these children by;*

### **How do we recognise high quality teaching?**

- High expectations
- Children talk confidently
- All engaged and on task
- Open ended questioning
- Child led approach
- Knowing every child in the class
- Adapting to the need of individual children
- Differentiation
- Fun
- Children's interest
- Balance of teacher/pupil
- Use of formative assessment
- Being flexible during a lesson
- Discussion
- Interactive
- Cross curricula
- Relevant to the outside world
- Educate the whole child

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*Good and effective learning is children understanding and becoming independent life long learners.*

### **How do we recognise good and effective learning?**

- Progress
- Children can explain what they have learnt
- Child responses
- Can apply skills/knowledge

- Generate/ask questions – inquisitive
- Make links between subjects and real life
- Peer teaching and assessment
- Independence
- Understanding
- Takes ownership of learning

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*A good challenging environment is a safe and stimulating place where children have the confidence and opportunity to take ownership.*

### **How do we recognise a good effective and challenging environment?**

- All equipment accessible to children
- Relevant displays that are being used and regularly updated
- Safe environment rooted in mutual respect
- Children have an input with what goes on the walls/classroom
- Confidence in communication
- Opportunity to have their say
- Organised/tidy environment
- Appropriate resources
- Stimulating

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*Good or better pupil outcomes are children developing academically socially and emotionally to their full potential. We recognise this by children progressing academically as well as transferring the schools ethos and values into the wider community.*

### **What are good or better pupil outcomes and how do we recognise these?**

- Progress
- Age related expectations
- Through assessment
- Happy, well behaved children
- Good member of the community
- Good citizen

- Children transferring the school ethos/values into wider community
- Developing enthusiastic children
- Children achieving their full potential
- Personalised

## **Appendix 3 (Working with Teaching staff 17.7.17 P. Gair and N Bennett)**

### **How would we recognise high quality teaching?**

- Children making rapid progress and accessing a wide curriculum where skills can be applied in a range of contexts.
- Effective questioning demonstrating secure subject knowledge and knowledge of skills required to move the learning forward.
- Differentiation through questioning, planning of activities and hot marking.
- Appropriate pace for activities.
- High expectations from all staff on learning, outcomes and behaviour.
- Secure knowledge of children's emotional and academic needs.
- Lessons are planned effectively following interest and needs of children.
- Staff working as one with the same ethos, values and expectations.

### **How would we recognise high quality learning?**

- High levels of engagement through questioning and challenging their own learning.
- Children learning beyond the classroom with parental engagement.
- Confident approach to challenge – high levels of resilience.
- Children given real life experiences e.g. visits and visitors.
- Rapid progress been made throughout all years.
- Appropriate pitch of challenge for all children.
- Children have clear ownership and can talk about and celebrate their leaning.

### **How do we recognise a good effective and challenging environment?**

- Children accessing resources and enhancements within their classroom independently.
- Cross curricular displays celebrating high standards.
- Resources and enhancements available to support and challenge concepts taught and learnt within class.
- Opportunities for relevant investigations and application of key skills.
- Outcomes from children are visible through displays, conversations with children and in books.

- Linkage across the curriculum.
- Children have clear ownership and pride of their environment.

**What are good or better pupil outcomes and how do we recognise these?**

- Teachers to know starting points of children to make judgements on outcome quality linked to individual children. E.g. SEN
- Teacher knowledge of curriculum skills for ARE or greater depth for each year group.
- Recognised using exemplification documents and moderation.
- Application of skills used throughout the curriculum.

## **Appendix 4 (Working with Teaching staff 09.07.2018 – R. Hegarty)**

### **What is effective teaching and how do you know?**

- Pre-assessment
- Outcomes
- Sharing of outcomes
- Sharing good practice
- Accessibility/Differentiation/different approaches
- Progress
- Pupil engagement
- Revisiting
- Happy children
- Communication

Effective teaching can be identified through outcomes but also measured through pupil progress and engagement. This is evidenced by use of pre-assessment to inform various approaches to learning making the learning accessible to all children using models of best practise.

### **What is effective learning and how will you identify it?**

- Opportunities for a range of learning experiences.
  - Paired work
  - Group work
  - Independence
- Children can apply their skills, knowledge and understanding to a range of situations (including cross-curricular)
- Children will know and be able to explain their learning
- All children will be able to access their learning and feel successful in what they have done
- Children are enthusiastic about their learning
- Pride in their achievements

Evidence of effective learning can be identified through the opportunities provided for a range of learning experiences whereby children can apply their knowledge, skills and understanding to various situations. When questioned, children can confidently explain their learning and can take pride in their achievements.

### **What are the features and components of an effective environment?**

- Safe
- Engaging
- Stimulating
- Focused – purposeful
- Accessible/age appropriate

- Encourages independence
- Positive environment
- Scaffolding

Features of an effective environment include creating a safe and accessible space in which learning can occur in an engaging, purposeful and stimulating environment.

### **What are the identifiable outcomes of successful L&T?**

- Outcomes – results
- Confident learners – who can apply knowledge and skills
- Mastery and greater depth
- Independent learners
- Children have self-worth and pride in their work
- Enthusiastic learners
- Positive attitude to learning

The identifiable outcomes of successful learning and teaching are confident, enthusiastic learner who have a positive attitude to and pride in their academic, social and emotional achievements.

## Appendix 5 (Taken from latest OFSTED School Inspection Handbook – April 2018)

### Quality of teaching, learning and assessment

161. The CIF sets out the overarching criteria for judging the quality of teaching, learning and assessment.

162. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment in schools by evaluating the extent to which:

- the teachers' standards are being met
- teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils and the most able
- teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
- except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers
- the school's engagement with parents and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- equality of opportunity and recognition of diversity are promoted through teaching and learning

English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

#### Sources of evidence

163. Inspectors will use a considerable amount of first-hand evidence gained from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching. Direct observations in lessons will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teachers and support assistants have on pupils' progress. Inspectors will **not** grade the quality of teaching, learning and assessment in individual lessons or learning walks.

164. Inspectors will consider:

- leaders' evaluations of teaching and its impact on learning
- how information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and key stage 1 and between key stages 2 and 3
- whether work in all year groups, particularly in key stage 3, is demanding enough for all pupils
- pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
- information from discussions about teaching, learning and assessment with teachers, teaching assistants and other staff
- parents' views about the quality of teaching, whether they feel their children are challenged sufficiently and how quickly leaders tackle poor teaching
- scrutiny of pupils' work, with particular attention to:
- pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
- how pupils' knowledge, understanding and skills have developed and improved

- the level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy
- how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Inspectors should marking.

165. In evaluating the accuracy and impact of assessment, inspectors will consider how well:

- teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place
- assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

### **Inspecting the impact of the teaching of literacy including reading**

166. Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.

167. Inspectors will consider the impact of the teaching of literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

168. During the inspections of infant, junior, primary and middle schools, inspectors must listen to children reading. They should place a particular focus on hearing lower-attaining pupils read and should discuss their reading with them. This is to find out how effectively the school is teaching reading and to assess whether the pupils are equipped with the phonic strategies needed to tackle unfamiliar words. There may be occasions when inspectors need to hear lower-attaining pupils read in Years 7 and 8 in secondary schools.

169. Inspectors should decide which pupils they will listen to read, taking into account the school's progress information and published data on reading and other information such as lesson observations. In addition to the lower-attaining pupils, inspectors should listen to some of the most able pupils read. Inspectors should hear children read from books that are appropriate to their age, including from previously unseen books. When listening to younger children read, inspectors may use the national phonics check materials<sup>57</sup> to help them make their judgements about the impact of phonics teaching. Wherever possible, inspectors should listen to children reading within a classroom or in an open area with which pupils are familiar.

### **Inspecting the impact of the teaching of mathematics**

170. When evaluating the effectiveness of a school's work in mathematics through the analysis of performance information/published data, observations in lessons and scrutiny of pupils' work, inspectors will consider:

- how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes, including those taught by non-specialist teachers of mathematics in secondary schools
- in the mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching:
- fosters mathematical understanding of new concepts and methods, including teachers' explanations and the way they require pupils to think and reason mathematically for themselves
- ensures that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it rapidly and apply it fluently and accurately, including when calculating efficiently and in applying arithmetic algorithms

- uses resources and approaches to enable pupils in the class to understand and master<sup>58</sup> the mathematics they are learning
- develops depth of understanding and readiness for the next stage, be it the next lesson, unit of work, year or key stage, and including into post-16 mathematics. Note that the national curriculum for mathematics<sup>59</sup> at key stages 1 and 2 specifies the aims and then states, 'The expectation is that the majority of pupils will move through the programs of study at broadly the same pace'. At all key stages, the national curriculum<sup>60</sup> states, 'Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on'
- enables pupils to solve a variety of mathematical problems, applying the mathematical knowledge and skills they have been taught
- how well pupils develop and/or use their mathematical knowledge, understanding and skills across the curriculum.

## Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behavior highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

### **Good (2)**

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skillfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.