

Holy Cross Catholic Primary School - Teaching and Learning Framework

Professional and personal	All staff will....
Work together effectively as a team and demonstrate consistently the positive attitudes, values and behaviour which is expected of pupils and promote a love of learning and children's intellectual curiosity	
Ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
Communicate effectively with parents with regard to pupils' achievements and well-being.	

Subject and Curriculum Knowledge	All staff will ...
Have expert knowledge of the subjects that they teach to enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.	
Ensure that pupils embed key concepts in their long-term memory and apply them fluently. Ensure lessons and the curriculum is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. Ensure learners make progress within and across lessons through the effective use of scaffolding materials and challenge embedded for all learners throughout lessons.	
Ensure children are challenged and develop mastery learning which breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Teachers emphasise the importance of spoken language and verbal interaction in the classroom. Oral language approaches include: <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children. explicitly extending pupils' spoken vocabulary. structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	

Assessment	All staff will ...
Reflect systematically on the effectiveness of lessons and approaches to teaching.	
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions and have a clear understanding of the abilities of pupils and how best to support them. Work with teachers to discuss and view planning to ensure identified individuals or groups of pupils are well supported and challenged throughout the lesson.	
Check pupils' understanding systematically through regular feedback, identify misconceptions accurately and provide clear, direct feedback (both orally and through accurate marking) which assists in producing clear next steps for pupils and encourage pupils to respond to the feedback.	
Feedback is given to the learner or teacher about the learner's performance relative to learning goals or outcomes. The feedback aims towards (and be capable of producing) improvement in students' learning. The 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. This feedback can be verbal or written and it can come from a teacher or someone taking a teaching role, or from peers. Make use of formative and summative assessment to secure pupils' progress through the use relevant data to monitor progress, set targets, and plan subsequent lessons.	

Environment and classroom organisation	All Staff will....
Create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.	
Working walls reflect current learning including; clear objectives, key vocabulary, annotated models of exemplary examples or WAGOLL's, sentence stems or sentence stackers reflecting the build-up of the learning journey. Establish a safe and stimulating environment for pupils, rooted in mutual respect.	
Develop collaborative learning approaches which involve pupils working together on activities or learning tasks in groups to ensure all learners can participate on a collective task that has been clearly assigned.	

Behaviour	All staff will
Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	

Professional and personal	Pupils...
Pupils' learning behaviours are very positive and children are continually supported to understand and meet shared expectations.	
Pupils are able to access and use a variety of learning resources; understanding how they learn best through a variety of approaches.	
There is a clear partnership approaches between parents, children and teachers focussed on learning and achievement.	

Subject and Curriculum Knowledge	Pupils...
Children are clear about what they 'know, do and understand'.	
Children can articulate their learning explaining the concepts. Children are enthusiastic about talking and listening.	
Children show that they can make links and apply their learning in different contexts.	
Children can articulate how their learning links to previous learning; making links between topics and concepts. Children respond effectively to feedback and know what is needed to make improvements.	
Children are clear on what skills are needed to be a 'historian', 'geographer', etc. and can articulate their knowledge and understanding in different subjects.	
Children are hungry and open for feedback and can self and peer assess. Children understand learning as a process and the metacognition (learning powers/key skills/Blooms) needed before they can move on.	
Children value talk and actively ask questions. Role play and drama is active in the early years and beyond.	

Assessment	Pupils...
Pupils say they are challenged within lessons and can articulate this.	
Pupils complete pre assessment tasks to inform teaching and refer to success criteria within lessons to evaluate and self / peer assess their own learning.	
Pupils respond to open ended questions; immediate intervention takes place to address misunderstanding. Pupils are aware of their next steps and how to address these.	
Pupils have regular opportunities to reflect on their learning throughout the lesson.	
Pupils demonstrate strategies for evaluating and self-assessing their learning.	

Environment and Classroom Organisation	Pupils...
Pupils access high quality and appropriate resources independently. Pupils use resources to progress their learning whilst maintaining an independent approach.	
Pupils constructively work with peers and adults and use the environment to support the development of learning.	
Pupils contribute collaboratively with peers, partners, small groups and in whole class learning.	
Peer feedback is regular and a valued process of learning.	

Behaviour	Pupils...
Pupils are expected to be independent in their learning and have ownership of it.	
Pupils have self-discipline and recognise the value of this personally, socially and academically.	
Rewards and praise are used consistently to recognise the learning process and to enhance pupils' well-being and positivity towards learning together.	
Pupils have ownership of and are part of establishing approaches to learning behaviours.	