

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

# Holy Cross Catholic Primary School



## Teaching and Learning Policy

Spring 2023

**Mission Statement Motto:** *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

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## 1. Mission Statement

Holy Cross is a Catholic Primary School. Its religious dimension lies at its heart and is fundamental to its existence. Its ethos is based around Christian values as laid down by the person of Jesus Christ and exemplified in His teaching. Our Mission Statement expresses this clearly:

Holy Cross is a Catholic school which seeks to build a closer partnership with parents, the parish and the wider community. We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give of their best. We encourage all to have respect for each individual, to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this, a closer relationship with God.

We recognise Jean Baptiste Debrabant's vision that:

**"A Christian based education is a sure hope for the future of religion and society."**

## 2. Key Principles

As a learning community, we will think about when children learn, what children learn and how they learn. We also recognise that everyone in the school community is a learner including parents, the leadership team, teachers and support staff. At Holy Cross Catholic Primary School, we have an expectation that teaching is always 'Good' or better.

Our Teaching and Learning Policy considers:

- How children learn
- What we want the children to learn
- How we want the children to learn
- How we will know that learning is happening
- Who will be involved in the learning

At Holy Cross Catholic Primary School, we believe children learn best when the following key issues are applied:

1. Learning activities are well planned, ensuring progress in the short, medium and long term and incorporate different learning styles
2. Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning by using a range of teaching strategies and styles
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
4. The learning environment is ordered, the atmosphere is purposeful, and children feel safe
5. There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed

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### 3. Learning Behaviours

At Holy Cross Catholic Primary School, we believe developing our children's ability to discuss their learning and helping them develop a language to talk about their own learning enable them to become better learners now and in the future. We promote a growth mindset and encourage children to embrace new challenges, be open to constructive criticism, take feedback and use it, push themselves outside of their comfort zone and show resilience and perseverance.

We follow a skills builder approach to develop learning behaviours that are embedded across the curriculum. We focus on developing the skills of the month across the curriculum and launch these skills in whole school assemblies. Teachers carry out pre and post assessments to identify the impact of the focus and how pupils have developed in confidence in the use of the skill.



### 4. Planning

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

#### LONG TERM PLANNING

Teachers plan from long term curriculum maps which run a 2 year cycle within phase groups. To support long term planning, teachers must use:

- Curriculum maps
- Subject skills progressions (linked to the National Curriculum)
- Subject curriculum maps
- Come and See (RE Schemes of Work)
- Powermaths must be followed for long term planning. Each unit plan must be used as a guide when planning daily lessons through the weekly planning template.

Teachers must think carefully about the learning journey and ensure they plan out a sequence of lessons that develop a range of skills through a range of learning experiences that motivate and engage learners. Where possible, teachers must involve children in their long term planning through building in pre assessment opportunities that are designed to identify –

- What children already know
- What they have already learnt in school that they can make links to
- What they would like to find out
- How they would like to find it out

Classroom displays should demonstrate the learning journey and identify the steps in learning throughout the unit of work.

#### SHORT TERM PLANNING

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Teachers use long term planning to form their weekly planning (see appendix A). This planning includes –

- Learning Objectives
- Success criteria
- Details on the whole class session, including teaching strategies used
- Details on the group work
- Plenary and key questions
- Vocabulary
- Development of key skills

English: Curriculum maps follow a reciprocal reading approach. Teachers must plan to follow the whole class text and use the curriculum maps and skills progression to ensure full coverage of the curriculum. Staff CPD opportunities will develop teacher's knowledge and expertise in planning in this way.

Maths: Powermaths must be followed for long term planning and this is then planned daily either through the weekly planning template or annotating the Power maths planning including key areas of vocab, deepening ideas, resources, key questions, success criteria etc.

Foundation subjects: planning is included in weekly planning template, based on the curriculum map some lessons may not be taught weekly but full coverage is expected throughout the year.

Weekly planning must be on display on the teachers notice board from a Monday morning.

Whole School Resources that are used throughout the school include –

**English**

- Read Write Inc
- Oxford Reading Buddy
- Power of Reading
- Literacy shed

**Maths**

- Powermaths
- White Rose Maths
- NCETM Spines
- Times Tables Rockstars

**Other Curriculum Areas**

- Twinkl
- Oak Academy
- Oddizzi

**Computing**

- Purple Mash

**PSHE**

- Dot.com

**RE**

- Come and See

**PE**

- Get Set

**Art and DT**

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- Kapow

## 5. Remote Education

If we are forced into a lockdown, then all staff must refer to the Holy Cross Remote Education Policy

## 6. Teaching and Learning Expectations and Framework

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning. Christus Catholic Trust schools have worked collaboratively to create a teaching and learning framework which has been personalised for Holy Cross (see appendix D) which runs alongside our teaching and learning framework.

### 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"> <li>• targeted reading aloud and book discussion with young children.</li> <li>• explicitly extending pupils' spoken vocabulary.</li> <li>• structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>

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.

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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.	

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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.	

## 7. Assessment

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment. Assessment for Learning is embedded throughout all teaching and learning, and this will be evident in classroom practice through –

- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher, conferencing
- Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- Children who are aware of, and understand, the one area that they are working towards and need to improve on
- Children with specific learning needs receiving support at the time and level that is required to optimise their learning
- Children supporting one another where appropriate
- Independent learning, where children use assessment information to direct their own learning activity

## 8. Environment

Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe. Within each classroom there will be –



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- An atmosphere of mutual respect between adults and children
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment
- Children's high self-esteem, with all children feeling valued and secure
- Children taking risks in their learning and learning from their mistakes
- Children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- Organisation of classroom routines and resources to maximise learning

Displays should reflect the learning that is taking place in the classroom. In English and maths, the working walls are updated throughout the learning journey and must –

- Be an interactive display that follows the learning journey (including pre assessment, learning objectives, modelled examples and WAGOLL's, key vocabulary and learning outcomes).
- Reinforce and consolidate children's knowledge and understanding through practical applications to learn a skill.
- Reference and reflect CURRENT work and individual steps being covered in particular subjects or topics.
- The learning journey or process should be shown – either as the unit progresses or as a complete process with reference made to each step and the work on the board it refers to.

Expectations include –

**Displays**

- Working wall for English
- Working wall for Maths
- Phonics in KS 1
- RE display and prayer table
- Science display
- Range of other subjects –history, geography, art and design, PE
- Artwork displayed
- Mission statement and Core Values
- British Values
- Common exception words/ phonics/GPS/vocabulary
- Learning behaviours and thinking skills displayed
- Quality of Display Work:
- Examples of modelled / scaffolded work
- Children's work is displayed and valued – Work of the week is displayed and valued

**Teachers Information Board:**

- Current week planning
- Seating plan with initials (with disadvantaged identified)
- Timetable (see appendix B)

**Book corner**

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- Books displayed neatly and organised on shelves
- A range of books displayed to invite children to read
- Inviting seating area for children to sit and read

#### **R.E. Focal Area**

Cloth of correct colour; artefacts; subject specific vocabulary; R.E. book basket; crucifix

The learning environment will be monitored through the use of the Learning Environment Checklist (see appendix C).

### **9. Home School links**

**Children learn best when there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.**

Home Learning Expectations Include-

Reading and signing home reading book at least 5 times a week for ALL children

All children must take home one reading band book, one class library book or one free reading book

(children still accessing daily phonics lessons from Reception up to year 3 must also have a linked sound reading book link to the sound they are learning)

#### **In EYFS:**

Weekly phonics / maths homework to be completed in homework book.

Homework is sent out on a Friday and is returned the following Thursday.

Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.

#### **In KEY STAGE 1:**

Weekly maths and phonics homework.

Weekly spellings are sent home on a Friday for a spelling test the following Friday.

Half termly Key Instant Recall Facts (KIRFs) reminders will be sent home each week for children to practice and learnt so that children grow in confidence to recall their facts instantly. Teachers track when pupil

achieve their KIRFs. Pupils who do not achieve these will continue to work on these until they are achieved.

Homework is sent out on a Friday and is returned the following Thursday and is completed in a homework book.

Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.

#### **In KEY STAGE 2:**

##### **Years 3 / 4**

Weekly English and maths homework.

Weekly spellings are sent home on a Friday for a spelling test the following Friday.

Half termly Key Instant Recall Facts (KIRFs) reminders will be sent home each week for children to practice and learnt so that children grow in confidence to recall their facts instantly. Teachers track when pupil

achieve their KIRFs. Pupils who do not achieve these will continue to work on these until they are achieved.

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Homework is sent out on a Friday and is returned the following Wednesday. Homework is set through Teams and in paper copies and is completed in a homework book.

Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.


## Years 5 / 6

Weekly English and maths homework.

Weekly spellings are sent home on a Friday for a spelling test the following Friday.


Half termly Key Instant Recall Facts (KIRFs) reminders will be sent home each week for children to practice and learnt so that children grow in confidence to recall their facts instantly. Teachers track when pupil achieve their KIRFs. Pupils who do not achieve these will continue to work on these until they are achieved. Homework is sent out on a Friday and is returned the following Wednesday and this is repeated Wednesday to Friday. Homework is set through Teams and in paper copies and is completed in a homework book. Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.

## APPENDIX A


 <b>HOLY CROSS</b> CATHOLIC PRIMARY SCHOOL English Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -	Key Skills –  (Include one GPS lesson weekly)	
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work	Plenary and Key Questions	Guided Reading
Monday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Tuesday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Wednesday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Thursday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Friday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -

Activate Windows  
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 <b>HOLY CROSS</b> CATHOLIC PRIMARY SCHOOL Maths Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -	Key Skills -	
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work	Plenary and key questions	Arithmetic
Monday	L/O: to SC:				
	Must: Should: Could:				
Tuesday	L/O: to SC:				
	Must: Should: Could:				
Wednesday	L/O: to SC:				
	Must: Should: Could:				
Thursday	L/O: to SC:				
	Must: Should: Could:				
Friday	L/O: to SC:				
	Must: Should: Could:				

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 <b>HOLY CROSS</b> CATHOLIC PRIMARY SCHOOL Science Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -	Key Skills -	
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work	Plenary and key questions	Science 1 Skills
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to SC:				
	Must: Should: Could:				

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 <b>HOLY CROSS</b> CATHOLIC PRIMARY SCHOOL Creative Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -		Key Skills -	
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work		Plenary and key questions	Resources
History	L/O: to SC:					
	Must: Should: Could:					
Geography	L/O: to SC:					
	Must: Should: Could:					
Art/DT	L/O: to SC:					
	Must: Should: Could:					
French/Music/ PSHE	L/O: to SC:					
	Must: Should: Could:					
P.E	L/O: to SC:					
	Must: Should: Could:					

## Appendix B

**KS2 Autumn Term Timetable**

	8:45-9:00am	9:00-9:20am	9:20-10:30am	10:30-10:45am	10:45-11:15am	11:15-12:15pm	12:15-1:15pm	1:15-2:05pm	2:05-3:00pm	3:00-3:15pm
Monday	Reading	Act of Worship	Maths	Break	Whole Class Comprehension	English	Lunch	R.E	History	Story Time
Tuesday	Reading	Whole School Act of Worship	Maths	Break	Guided Reading	English	Lunch	Art/DT/PSHE French/Music	R.E	Story Time
Wednesday	Reading	In Class Act of Worship	Indoor P.E	Break	Whole Class Comprehension	English	Lunch	Maths	Computing	Story Time
Thursday	Reading	Whole School Hymn Practice	Maths	Break	Guided Reading	GPS	Lunch	Science	Geography	Story Time
Friday	Reading	Achievement Assembly	Maths	Break	Whole Class Comprehension	GPS	Lunch	Science	Outdoor P.E	Story Time

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## Appendix C



### **Holy Cross Catholic Primary School** **Learning Environment Checklist**

**Date:**

<b>Year:</b>	<b>Class:</b>	<b>Teacher:</b>
<b>Information on door:</b> <i>Class name</i> <i>Teacher name</i> <i>Other adults' names</i> <i>Saint's prayer</i> <i>Saint image</i> <i>Weekly timetable</i>		
<b>Inside of the door:</b> <i>First aid kit</i> <i>Fire escape route</i>		
<b>Displays</b> <i>Working wall for English</i> <i>Working wall for Maths</i> <i>Phonics in KS 1</i> <i>RE display and prayer table</i> <i>Science display</i> <i>Range of other subjects –history, geography, art and design, PE</i> <i>Artwork displayed</i> <i>Mission statement and Core Values</i> <i>British Values</i> <i>Common exception words/ phonics/GPS/vocabulary</i> <i>Learning behaviours and thinking skills displayed</i> <b>Quality of Display Work:</b> <i>Examples of modelled / scaffolded work</i> <i>Children's work is displayed and valued –</i> <i>Work of the week is displayed and valued</i> <i>Letterjoin / cursive font used for labels / display</i>		
<b>Teachers Information Board:</b> <i>Current week planning</i> <i>Seating plan with initials (with disadvantaged identified)</i> <i>Timetable</i>		
<b>Book corner</b> <i>Books displayed neatly and organised on shelves</i> <i>A range of books displayed to invite children to read</i> <i>Inviting seating area for children to sit and read</i>		
<b>R.E. Focal Area</b>		

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<i>cloth of correct colour; artefacts; subject specific vocabulary; R.E. book basket; crucifix</i>	
<b>Resources</b> <i>Accessible, varied, labelled, well organised)</i>	
<b>Books</b> <i>Labelled</i> <i>Targets included</i> <i>Presentation creed included</i>	
<b>ICT</b> <i>Computer wiring is safe</i> <i>IWB is used</i> <i>Visualiser is used</i>	
<b>Pupil work</b> <i>Children's work is displayed and valued –</i> <i>Work of the week is displayed and valued</i>	
<b>General tidiness</b> <i>Surfaces are clear</i> <i>Teachers table is neat and organised</i> <i>Pencil pots are organised</i>	
<b>Outdoor Learning</b> <i>Outdoor area is clean and organised</i> <i>Resources are labelled and accessible</i> <i>No hazards</i> <i>Resources are cleaned down at the end of the day</i>	
<b>Areas for Development with dates to be completed by:</b>	
<b>Monitored by:</b>	

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## Appendix D – Teaching and Learning Framework

### 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"> <li>targeted reading aloud and book discussion with young children.</li> <li>explicitly extending pupils' spoken vocabulary.</li> <li>structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	

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.	

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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.	



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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.	

**Mission Statement Motto:** *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

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.