



Jesus is the centre of our lives,

Our learning and friendships.

In a safe, happy and caring community

Where all are welcome.

HOLY CROSS CATHOLIC PRIMARY ACADEMY

TEACHING & LEARNING POLICY NOVEMBER 2023

To be Reviewed: September 2025

“True education is directed towards the formation of the human person in view of his/her final end and the good of society to which he /she belongs” (Gravvissimum Educationis 6)

This policy identifies the way in which we carry out the teaching and learning in our school. It focuses on the key areas of:

1. Methods and organisation
2. Subject knowledge
3. Questioning skills
4. Planning and assessment
5. High expectations
6. Differentiation
7. Classroom management
8. Discipline
9. Use of Time and resources

1. Methods and Classroom Organisation

Teachers recognise the importance of routines to enable children to work successfully. At the beginning of the day the teachers show this by:

- Welcoming the children by name,
- Reminding children about routines
- Reinforcing positive expectations
- Ensuring that entry routines stay the same

Children will:

- Come into the classroom quietly
- Put their book bag, homework, lunchbox away tidily and in the correct place
- Take out any equipment needed for the day
- Settle down to early morning work
- Respond to the register and dinner register

Teachers organise the classroom so that the children are in an environment that encourages and supports independent learning. Teachers will:

- Ensure that there is a calm purposeful working environment by not allowing a high volume of noise by pupils. Teachers will model this by not raising his/her voice unnecessarily.
- Have resources clearly marked and they will be accessible.
- Arrange furniture so that all children can see the teacher and the interactive board/white board without having to turn round.
- Place children in such a way that they are not near anyone who will distract them.
- Insist that all equipment is put away correctly.
- Ensure that individuals are responsible for what they use.
- Have clearly defined areas for R.E., literacy, including phonics where appropriate, numeracy, science and topic work.
- Ensure that the non-negotiables are in place. (SEN/EAL/G&T resources-See Separate list)
- Have a learning partner display.
- Display class rules in a prominent position so that reference can be made to them.
- Ensure that a positive behaviour reward area is in place.
- Have a Bloom's Taxonomy poster on display.
- Create interactive displays and learning walls that provide children with prompts for their learning e.g. methods for calculation, features of text types, grammatical prompts, key words etc.
- Ensure a variety of curriculum display material specifically: maths, literacy and science for which key vocabulary must be included.

- Display a science investigation wall.
- Have evidence of children's involvement in their work and exemplification of expectations with worked examples.
- Have a learning journey for the current topic on display; 'What I already know, What I want to find out, What I now know.'
- Display children's work to promote positive attitudes to achievement and ensure that care is taken when producing displays; they should be mounted neatly
- Ensure that the learning objective (L.O.) is recorded on displays.
- Model respect for books and equipment.
- Ensure that the collection of book bags and coats is orderly.
- Ensure that the classroom is left tidy at the end of the day.

Children will:

- Work purposefully without raised voices.
- Return resources to the correct place.
- Sit on his/her chair properly.
- Treat books and resources with respect.
- Collect bags and coat in a calm and orderly manner.
- Tidy the classroom at the end of the day.
- Line up quietly when leaving the classroom.

2. Questioning

Within lessons good use is made of questioning in order to challenge the children in their thinking and learning.

Teachers will use lower order questions to secure attention and concentration. This will be done by:

- Using questions that promote retrieval of earlier work.
- Starting with simple questions so that all pupils have the opportunity of offering an answer.
- Asking questions on knowledge – who, what, where?
- Asking questions to test comprehension – what do we mean? Explain
- Ensuring that questions are clear and short to avoid cognitive overload.
- Asking questions to generate involvement.
- Asking questions to apply facts and to test their application.
- Matching questions to individuals.
- Prompting with clues so that children may answer, scaffolding where necessary.
- Asking questions to bring pupils back on task.

Teachers will use differing/higher order questions to check on prior learning and to promote understanding. This will be done through:

- Asking questions to promote analysis – taking facts apart.
- Asking questions to promote synthesis – creating something new from facts.
- Asking questions to promote evaluation.
- Asking questions to elicit views, experiences and feelings, to arouse curiosity and interest.
- Encouraging thinking after the question and after the answer.
- Asking supplementary questions to elicit more thought.
- Using non-verbal reinforcements e.g. eye contact, smiles, nodding approval.

Teachers will respond to questions in ways that develop understanding. They will do this by:

- Allowing adequate thinking time.
- Use of learning partners ie: Think, Pair, Share.

- Training children to respond.
- Acknowledging all answers.
- Giving appropriate praise.
- Giving clues and prompts to support answers.
- Re-phrasing questions to help children.
- Exploring reasons for incorrect responses when appropriate.
- Using a range of types of questions – literal deductive, inferential, evaluative.
- Using children's answers to move ideas forward, maintaining an appropriate pace of response.

Learners will:

- Listen carefully to questions.
- Use the classroom protocol for answering through use of talk partners, 'Lolly-lotto', a raised hand or similar agreed procedures
- Remain silent and listen when another child answers.

3. Subject and Skills Knowledge

Each teacher should have a good knowledge of the subject they deliver and the skills they are to teach. The content is delivered in a variety of ways using well-planned activities to motivate and engage the children.

Teachers will give information clearly and logically by:

- Ensuring that children know what the learning outcome should be and the steps required to achieve it.
- Sharing the learning objective with the children at the start of the lesson and having it written clearly so that children can refer to it throughout the lesson. The learning intention should be shared with the children and recorded in the exercise books as L.O. (This may be pre-typed and pasted in the exercise books at KS1 or for children in KS2 who take a long time to write the L.O.)
- Using a mental/oral starter (daily short skills sessions) to practise and reinforce learning where appropriate.
- Modelling concepts, processes and skills that the children are to learn.
- Sharing the success criteria so that children can assess their work and identify the next steps in their learning and refer to these steps at different points in the lesson.
- Relating the pace to the level of difficulty of the concepts.
- Providing the opportunity for differentiated work for the different vulnerable groups within the class.
- Using the plenary to review the steps to success, assess current learning and to move children forward.
- Mini-plenaries (exemplification of identified misconceptions by children) should be used to assess learning during the lesson and the lesson must be adapted as necessary in light of the assessment.

Teachers will structure subject knowledge and skills effectively to provide appropriate cognitive steps. Teachers will:

- Check previous subject knowledge in order to take children on from where they are.
- Identify the key steps involved in medium-term plans.
- Start with the concrete and move to the abstract.
- Use brief analogies and examples.
- Use the steps to success to ensure children know how to progress.
- Remind children of their targets and where they fit into their learning, where appropriate.
- Check children's understanding.
- Be prepared to re-teach ideas that have not been understood.

Learners will:

- Be aware of what they have to learn in a lesson.
- Be aware of the steps to success and use them to assess their work and their progress.
- Be aware of their targets.
- Carry out the task to the best of his/her ability.
- Ask for clarification if necessary.

4. Planning and Assessment

Planning - Teachers will:

- Produce medium term plans based on the National Curriculum Programmes of Study and the 'Come and See' religious education programme (Primary Schools are currently awaiting new resources for the delivery of the new Religious Education Directory).
- Opportunities for EAL, citizenship, application of skills, outdoor learning and cross-curricular links should be planned for from the outset.
- Plan in themes and review sequencing of the curriculum with links to other subjects taught.
- Produce short-term plans to identify focus of teaching, learning objectives, steps to success, differentiation, questioning, teaching of targets, use of adults in the classroom, target groups and resources.
- Produce plans that are based on formative assessment.
- Plan for assessment opportunities.
- Plan lessons with a clear structure.
- Plan how to support children with special educational needs and disabilities e.g. modifying language, special resources, adult support.
- Provide challenging work for children as required.
- Have the necessary resources prepared and accessible.
- Prepare alternative resources and activities for lessons where potential problems are identified.

Assessment – Teachers will

- Assess children's progress on a daily basis and adjust their planning accordingly.
- Carry out summative assessment six times a year and share progress with the Subject Team Leaders
- Keep a record of children's attainment throughout the year
- Record summative assessment on Target Tracker six times a year.

The School's Assessment Policy provides more information on the process of assessment throughout the school.

5. Targets

A record of children's progress and their targets is kept on Target Tracker.

Teachers will:

- Be accountable for children achieving their end of year targets.
- Know their children's end of year targets.
- Know how far children have to go to reach these targets.
- Adjust children's work to enable them to reach their targets.
- Identify children who need intervention strategies to achieve their target.
- Record whether children achieve their target and understand why children have failed to meet their target.
- Inform children of their targets.

- Identify in the children's work when they have achieved their target and record this where children can see their progress.
- Inform parents of their child's attainment and progress.

Learners will:

- Know their personal targets
- Know the steps they have to take to achieve their targets.
- Be aware of how much progress they have made towards achieving their targets.
- Regularly discuss their progress towards their targets.
- Regularly celebrate achievements with parents.

6. High Expectations

Teachers will have high expectations for every child in order for each child to reach their full potential, socially, physically, emotionally and academically. Teachers will:

- Explain routines and have them displayed for children to see.
- Be consistent in approach to presentation, discipline and organisation.
- Inform children what is expected of them.
- Match expectations to individuals.
- Praise children when they meet or exceed expectations.
- Monitor progress against expectations.
- Expect children to behave well.
- Expect children to always do their best.
- Display examples of good work that clearly demonstrates success against expectations.

Learners will:

- Have high expectations of themselves
- Be able to explain the expectation for a lesson
- Complete and carry out tasks to the best of their ability
- Present work neatly and clearly following guidelines for presentation
- Be able to say whether they have met or exceeded the expectation
- Behave well.

7. Meeting Learning Needs of All Children

Teachers recognise that children have their own starting points to learning and are aware of the importance of matching tasks to the ability level of the individual child. Teachers will:

- Teachers to be familiar with current research to underpin effective teaching and learning practice and quality first teaching.
- Use assessment to inform planning for individual children.
- Use short-term plans to identify tasks to achieve objectives.
- Use a range of approaches to meet objectives and consider the learning styles of children and match the tasks appropriately.
- Explain to children what they have to achieve in a lesson.
- Use the plenary to assess whether objectives have been met.
- Be flexible and willing to alter an approach that is not being successful.
- Plan tasks that will provide a challenge to children of all abilities.
- Plan ways of recording to enable individual children to complete tasks successfully.

Learners will:

- Work on individual targets that are set to improve performance.
- Work on task to complete work set.
- Know where equipment is kept that will help with tasks

8. Behaviour Management

The teacher is responsible for establishing and maintaining discipline in the classroom. Teachers will:

- Establish class rules at the beginning of the school year and remind children of these rules throughout the course of the academic year.
- Walk children to the playground for both break time and lunchtime. Teachers will be accompanied by Teaching Assistants when walking children out for and after morning break & when walking out for lunch.
- Ensure children know the School Code of Conduct.
- Praise children for good behaviour.
- Use school procedures for rewarding good work and appropriate behaviour with e.g.: house points & merit certificates.
- Remain calm when children are misbehaving.
- Follow the stages of the whole school approach to positive behaviour management.
- Advise the Phase Leader, Deputy Head or Headteacher when a child's behaviour is creating difficulties in the classroom.

Learners will:

- Know the rules for classroom behaviour.
- Know the School Code of Conduct.
- Be aware of the stages in behaviour management and know what sanctions will be taken if they misbehave.

The School Positive Relationships and Behaviour Policy gives detailed information on the school's approach to behaviour management.

10. Use of time and resources

To use a Teaching Assistant effectively he/she must benefit all the children in class, not only those at the higher or lower end but across the ability range. When whole class teaching the Teaching Assistant should be effectively used with a pre-determined target group, they are able to support learning through supporting children with language barriers, those with S.E.N.D. needs, Pupil Premium and more able children. They can also assist in modifying inappropriate and promoting appropriate behaviour. When the Teaching Assistant is working with a target group, they must be aware of the focus of learning and the intended outcomes. There must be a written system of feedback which must include comments that will be relevant to assist with AfL.

Teaching Assistants should be used effectively in the following ways:

Tandem Teaching; During class teaching time, it may be beneficial for a teacher/T.A. to sit at a table with a small group of children who have poor listening skills or a short attention span. Whilst one adult is teaching the main group, the other is delivering the same lesson at the same speed, with the same resources at the table.

Shared teaching; In this the Teaching Assistant acts as the scribe during whole class teaching. This will enable the class teacher to focus on questioning and assessment.

Rotation; The teaching Assistant can support S.E.N.D. or able/talented children when whole class teaching is not relevant to their learning needs during a lesson. Once support has been given the Teaching Assistant can then focus on another target group while providing hover support through 'progress checks' with the group he/she supported initially.

11. Parent's responsibility / expectations;

Parental involvement with children has been found to equate with better outcomes for their child's education. It is expected that parents support the child by ensuring that they attend school on time and engage with homework and activities such as topic projects. It is essential that parents attend termly Parent Consultation meetings about their child's progress, attainment and emotional wellbeing. Further information can be found in the home school agreement.