



## **St Francis Catholic Primary School** **Policy for Learning**

### **We are St Francis Catholic Primary School – A community growing in love for learning and life.**

#### Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. We wish to promote lifelong learning. We want our children to learn respect for others, resilience and to take responsibility for their own actions.

#### Aims

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice
- Ensure that all teaching and learning is at least good

The school vision and aims are at the heart of all our teaching and learning activities. This policy reflects our mission and aims.

#### **To develop and support this we believe that effective learners**

- ✓ have appropriate self-confidence and a positive self-image
- ✓ need to feel that their basic physical needs are being met
- ✓ need to feel emotionally secure, safe, relaxed and mentally healthy
- ✓ take responsibility for their own learning
- ✓ are actively engaged, independent and reflective
- ✓ are self-motivated and self-evaluating
- ✓ are independent, show initiative and are willing to take risks
- ✓ understand what they need to do to move forward in their learning
- ✓ ask good questions, are interested and inquiring
- ✓ listen and communicate well
- ✓ are able to access information, resources and the environment appropriately
- ✓ are able to express their needs and feelings appropriately
- ✓ interact with others positively
- ✓ interpret and transfer skills in new contexts
- ✓ remember and apply their learning
- ✓ persevere and are resilient

## **As the children progress through the learning process we want to**

- ensure that all children are competent in basic skills;
- ensure that children experience a rich and challenging curriculum that allows them to apply and further develop basic skills;
- enable children to become confident, resourceful, enquiring and independent learners;
- enable children to become better thinkers so that they can solve problems creatively
- foster children's self-esteem and help them build positive relationship with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent citizens capable of making a positive contribution

### The St Francis Lesson Pathway

We have been developing our understanding of effective learning based on the research of Shirley Clarke in formative assessment. As a result we have identified a pathway that we believe secures good learning. Lessons should include the following:

- Referring to the whole coverage and relevance of the learning to the real world (why is it important to learn, how is it in place, useful, relevant to my world and my future?)
- Asking good, thought provoking, open ended questions
- Comparing more than one example (to agree success criteria, clarify the how did they do this, set the expectation?)
- Providing time for pupils to work (self checking against success criteria)
- Selecting random work to be projected and assessed as a class
- Modelling how to improve this piece
- Peer assessing – partners assess one piece together then the next piece together
- Summarising of learning, and then providing a short time for improvements and then finally the sharing of next steps.
- Following the school's marking policy

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- Lessons will start promptly;
- Resources will have been planned and prepared before the lesson;
- Teaching will build on previous learning;
- The lessons will have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- The teaching will indicate what the next step in the learning will be.

## Lesson Format for AfL

### 1. Revision of previous lesson.

Discuss findings of yesterdays completed work.  
Children read annotated marking, discuss and respond.



### 2. Introduction to lesson.

Share learning objective: - *We are learning...*  
Share the success criteria: - *What I am looking for...*



### 3. Main part of the lesson.

Use of mini-plenaries to check the success criteria.



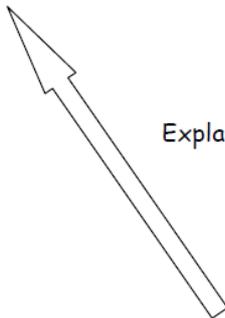
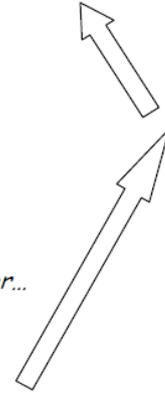
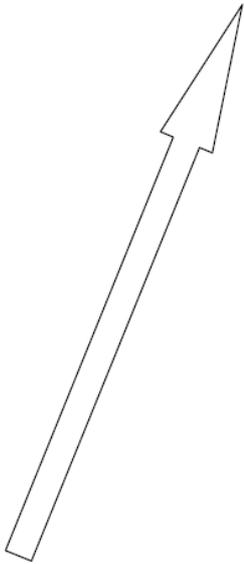
### 4. Plenary.

Children self assess: -  
Have I achieved the success criteria?  
Explain what I have achieved, what I need to achieve next?



### 5. Teacher assessment of lesson.

Mark books - use of annotation  
Daily evaluation - day to day assessment  
Annotate plans - for next lesson



We offer opportunities for children to learn in different ways. These include:

Investigation and problem-solving;  
Research and discovery;  
Group work;  
Pair work;  
Independent work;  
Whole-class work;  
Asking and answering questions;  
Use of ICT;  
Fieldwork and visits to places of educational interest;  
Creative activities;  
Watching television and responding to musical or tape-recorded material;  
Debates, role-plays and oral presentations;  
Designing and making things;  
Participation in athletic or physical activity.

**We believe that in an effective lesson:**

- children are content and secure and are able to experience a sense of achievement
- children understand what they are learning and what success will look like – the objectives are shared with children
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well
- all children learn and make good progress - children achieve
- all children, including those with gifts and talents, face an appropriate degree of challenge
- children with AEN/SEN are supported well
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are
- the pace promotes high performance and allows thinking time
- activities are fit for purpose - activities are carefully chosen to optimise learning
- children have opportunities to improve and move forward
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations
- misconceptions are dealt with and are used as opportunities for learning
- resources are accessible, selected carefully, are appropriate and of a high quality
  
- teaching assistants and other adults are deployed well and impact positively on learning
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

## Teaching

There will be:

- Adult-pupil engagement
- Confirmation of progress
- Visible calmness
  - Adult voices
  - Range of tones of voice
- Range of open questions
- Positive responses from adults and children
- Visible signs that the behaviour policy is being followed by **everybody**
- Focus on what & how the children are going to learn
- Reference to learning walls and that they are being used to enhance learning
- Children obviously talking about their learning
- Children visibly enjoying their learning.
- have opportunities for self-evaluation and reflection

When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.
- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- displaying work throughout school and discussing quality.
- internal moderation of pupils' work.
- discussion with pupils'

## The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. **We do not expect to see anything in classroom that is not related to the children's learning experience**

### At St Francis every classroom must have:

*Class rules/ sanctions displayed*

*Example of school handwriting style A-Z*

*Class planning displayed*

*Reading/Book Area*

*Maths Area*

*Writing Area*

*RE focal area*

### **Also there will be the following:**

- Quality displays celebrating the children's work and interactive displays that relate to **current learning**,
- Working walls,
- Alphabet friezes,
- Phonic displays,
- Number lines,
- Globes,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we do not expect to see graffiti/ stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units, no carrier bags of resources eg. Under teacher's desks.

### **The Reading /Book corner should promote;**

- Calmness
- Be inviting
- Have somewhere to sit
- Quality storage
- Books be in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Variety of different books at different levels - colour-coded to school's system
- Range of bi-lingual books
- It should be clean and well kept
- Range of dictionaries and thesaurus'
- Range of comics, newspapers and magazines

### **The Writing Area/Office should have**

- Range of papers, folders, diaries, "left overs" from the school office
- Paper folders, post its
- Whiteboards(clean)
- Selection of quality of quality writing materials
- Paper clips and other office stationery
- Dictionaries
- Writing frames
- Model of levels in writing

### **The Maths Area should have**

- Age and ability appropriate resources
- Well labelled resources
- Age and ability appropriate number lines

### **RE Focal Area**

- Prayer table
- Crucifix
- Prayer basket
- Candle/saint name
- Bible – open on the correct reading – Wednesday Word
- Liturgical coloured cloths
- Daily prayers

## **Display**

In the classroom there will be:-

- Working walls for reading, writing and maths
- Working walls will reflect current learning
- Celebration displays will be changed each new term
- Captions identifying the learning process and where the work originated from
- Captions will be written in “role model” handwriting” following school policy or typed also in accordance with policy
- Work that is mounted to a high quality that shows the work to its highest level
- Where appropriate children are encouraged to mount their own work, having been taught the essential skill
- RE display reflecting unit of work – including vocabulary, appropriate colour, scripture for unit of work.

## **Outside the classroom**

There will be...

### **Corridor**

- All surfaces are clean and uncluttered.
- There is no litter
- Celebration of children’s best work: this will include
  1. Captions identifying the learning process and where the work originated from
  2. Captions will be written in “role model” handwriting”( following school policy or typed also in accordance with policy
  3. Work that is mounted to a high quality that shows the work to its highest level
  4. Where appropriate children are encouraged to mount their own work, having been taught the essential skill
- Displays change every new term.
- They reflect and celebrate learning that has taken place in the classroom.
- “One off “displays eg “Sports day” should only be up for *no more than three weeks*.

### **Hall**

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.
- Displays in the hall should celebrate the work of the school.

### **Playground**

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.

## **Children's Work**

### **Children's Books/Folders**

- All teachers will be expected to use the agreed books as laid down by the SLT annually. There will be learning journal, a book for writing assessment and a book for maths.
- Books are labelled using white stickers with first and last name, class, subject and year group. It must be legible and spelt correctly
- Children will not embellish their books at all.

### **Inside Books/Folders**

Every piece of work will have:

- Date (long for literacy, short/numerical for maths)
- Learning intention written by the child or typed and stuck in the book
- Pencil for all maths work.
- Pen to be used for writing when children have appropriate handwriting skill.
- All maths calculations/ working out should be in the books.

### **Assessment/feedback**

See marking policy

### **Planning: All planning should always be based on prior learning**

- All teachers will use school planning format
- Links to class provision map & class profile of need.
- Planning meets all learners' needs
- Variety of learning styles planned for.
- There will be clear differentiation – using sub levelled learning intentions
- Clear links to prior learning/ A4L.
- Clear signs of peer support & peer assessment
- Progression in learning evident throughout week
- It should be obvious that that plenaries are used as part of the assessment process
- There should be clear written signs of daily communication between the teacher and other adults working in the classroom.

We will use learning intentions and share them with the children as L.I.

Learning intentions need to be clear to all involved – children, teachers, teaching assistants and any other adults present.

Learning intentions should begin with:

**To know**----- (knowledge: factual information)

**To be able to** ----- (skill: using knowledge, using resources)

**To understand** ----- (concepts: understanding reasons, causes and effects, how things work etc)

**To be aware of**----- (attitude: empathy)

### **Examples of learning intentions, context and success criteria:**

**L.I. in teacher's plan:** To explore narrative order and identify and map out the main stages of a story.

**Context:** Stories/narrative.

**L.I. in teacher's plan:** To be able to use and apply doubling and halving.

**Context:** We will use examples from everyday life.

## **The Role of the Senior Leadership & Management Team**

Promote the aims and ethos of the school  
Lead by example  
Have a focused School Improvement Plan that has involved all stakeholders and which develops a strategic plan to raise standards and promote learning  
Provide purposeful training for staff including the sharing of good practice to raise standards  
Stay informed and abreast of new initiatives  
Be up-to-date with changes to the National Curriculum and statutory testing arrangements  
Ensure that the quality of learning and teaching is at least good through lesson observation and staff discussion  
Assess, analyse and evaluate appropriate data to inform the next stages of strategic planning  
Communicate effectively with fellow colleagues, pupils, parents, and governors  
Develop good relationships with relevant professional agencies/organisations  
Allocate appropriate resources effectively and efficiently  
Represent the school to outside agencies in a professional, positive and informed way.

### **Role of the Parents/Guardians**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sharing termly targets with parents
- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child
- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school and for partaking in activities.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.

### **Monitoring and evaluation**

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development Policies.

The Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;

### **Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Next Review: September 2017