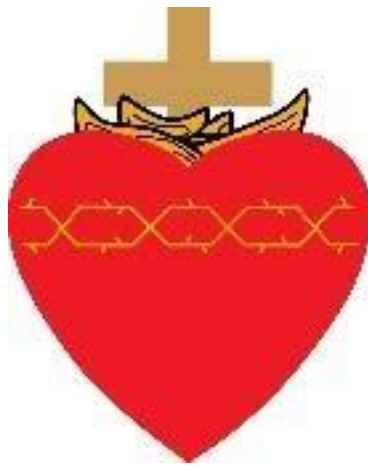


# Sacred Heart Catholic Primary School



## Primary Teaching, Learning and Assessment Policy

Date policy last reviewed: \_\_\_\_\_

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

Last updated: 17 August 2022

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Learning environment
4. The curriculum
5. Planning and preparation
6. Lesson delivery
7. Supporting pupils
8. Marking and assessment
9. Working with pupils and parents
10. Behaviour and attitude
11. Monitoring and reporting

## **Statement of intent**

Every child has the right to the best possible education. Sacred Heart Catholic Primary School aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

The schools mission statement underpins this policy, school ensures that children receive the best quality of education possible to support them in their life and faith journeys for the future. School gives children the skills to make the right choices and decision to support them with future learning and through life.

## **1. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy

## **2. Roles and responsibilities**

The local governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The principal will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

## **3. Learning environment**

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups. SEND pupils will not sit together all of the time, they will receive a fully inclusive curriculum alongside their peers.

Classroom displays will be changed to match the topics being taught. They will also be used to support pupils in knowing and remembering more. School rules and behaviour expectations will be displayed alongside the school mission statement.

#### **4. The curriculum**

The school follows the national curriculum. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through scaffolding and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

#### **5. Planning and preparation**

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, lesson power points must demonstrate the following.

- Be clearly linked to the curriculum.
- Give opportunities to reflect on prior learning.
- Be scaffolded, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria (where appropriate), showing continuity from one lesson to the next.
- Highlight the strategies to support learning e.g. models for learning.
- Clearly state the activities that will be undertaken.
- Clearly demonstrate progression
- Linked to quality resources e.g. White Rose for mathematics.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

#### **6. Lesson delivery**

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.

- Organised and regularly checked.

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils, disadvantaged or EAL pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

## **7. Supporting pupils**

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently scaffolded to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual targets are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. Targets are reviewed annually to ensure that they are still effective.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with ECHP and SSP plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

## **8. Assessment**

Pupils will be assessed both formally and informally throughout the academic year.

Assessment outcomes will be utilised to inform teaching and learning strategies.

Formal assessments will be conducted as follows:

Reception baseline assessments

End of foundation teacher assessments will be submitted to the LA

Y1 phonic screening test

Y2 SATS (however these are not compulsory in 2024)

Y4 multiplication test

Y6 SATS tests

All year groups will be tested every term and progress/attainment tracked.

Ongoing teacher assessment will be used to support and evidence progress.

SEND continuums will be used to track the progress of SEND pupils.

Reading records will be kept to track home reading progress.

## **9. Marking**

School uses live marking as a main method of feedback to children.

Teachers are expected to keep records of pupil's progress, any gaps in learning and how these are being addressed via pre and post tutoring.

Verbal feedback is given to children throughout teaching sessions to support in their progress.

Marking logs should be kept by all teachers as evidence to support pupil progress as well as evidence of intervention and challenge for pupils.

## **10. Working with pupils and parents**

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Annual reports

## **11. Behaviour and attitude**

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Commendation stickers
- Calling the pupil's parents praising the pupil
- Sending a letter home praising the pupil



- Inviting children to hot chocolate afternoons
- House points
- Class rewards

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

## **12. Monitoring and reporting**

This policy will be reviewed every 2 years by the principal and governing board.

The next scheduled review date for this policy is September 2025.