**Quality Teaching and Learning Policy**

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# A S P I R E

**St. Bernadette’s Catholic Primary School**

***“For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you a hope and a future. “ Jeremiah 29:11.***

St. Bernadette’s C Primary School exists to provide all children with a high quality learning experience, within an educationally stimulating, supportive and safe environment. We have high expectations of our pupils and seek to develop lifelong learners who have the knowledge, skills, attitudes and learning attributes which will enable them to achieve their life goals.

**Mission Statement**

***"Love Overcomes, Love Delights”***

***Following Jesus, we will…***

***Be the best we can be.***

***Love and forgive each other.***

***Grow in faith.***

***Respect and celebrate our global family.***

***Take care of God’s world.***

Learning at St Bernadette’s is an active journey of discovery and enquiry. It captures our learners’ interests, engages the emotions as well as the brain and encourages pupils down new paths where each turn in the road reveals something new and exciting! We encourage our children to recognise that learning requires effort, commitment and perseverance. Our school **A S P I R E** values are shared with pupils in child speak and capture our ultimate goal of becoming lifelong learners. All staff have a shared understanding of what high quality teaching and good progress looks like and this is constantly revisited through our rigorous monitoring and evaluation timetable.

**Our Learning Behaviours – A S P I R E**

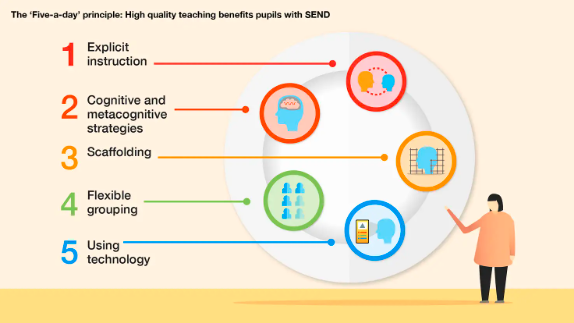
We apply learning behaviours to all that we do here at St. Bernadette’s Catholic Primary School – we articulate these to our children, parents and governors: they are part of the ‘language we speak’. These learning behaviours are our values: **A S P I R E** and we demonstrate these on a day-day basis in all areas of school life.

Our curriculum is designed around the school’s values for learning:

* **A**spiration – “I strive to be the best I can be.”
* **S**elf-belief – “I have confidence and know I can achieve anything.”
* **P**erseverance – “I keep trying when faced with challenges.”
* **I**ndependence – “I can think for myself and take ownership of my learning and behaviour.”
* **R**Respect – “I show consideration for myself, other people and my environment.”
* **E**njoyment – “I get involved and have fun at school.”

**Inclusion:**

We are fully inclusive and ensure that whole class teaching is accessible to all learners, making adaptations when needed for this to happen. All evidence shows that the biggest contributory factor to improved outcomes for learners with SEND, is quality first teaching. As stated following research in the EEF (2020), ***“To a great extent, good teaching for pupils with SEND, is good teaching for all”.*** The recommendations of the EEF report include the following the 5 a day principle:



Our learning cycle enables us to build in the 5 a day strategies to maximise learning for all children. Staff view learners as individuals, they know them all well, and have an open view of every child’s potential to learn and make progress. These approaches enable all our children to feel valued, make good progress and be successful.

We also use the Stockport Entitlement Framework and Adaptive Teaching recommendations to support the learning of our SEND cohort.

**What does teaching and learning look like in our school?**

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| **Context for Learning: Classroom Environment, Ethos,Expectations and Mindset** |
| **Environment:** All of our classrooms are attractive, uncluttered, well organised and clearly labelled. They have working walls to support and revisit learning and the environments change regularly to reflect the curriculum. We use the Stockport Entitlement Framework to ensure our learning environments are fully inclusive. We open windows to provide fresh air flow in the classroom. |
| **Ethos and Behaviour:** All classrooms have the school **A S P I R E** values displayed and create a class charter, which promotes a positive learning environment. St. Bernadette’s principles: **“Be Ready, Be Respectful, Be Safe”** provide a structure to implement our school values and Gospel values. We recognise that clear structure of predictable outcomes have the best impact on behaviour and learning. Our principle sets out the rules, routines and visible consistencies that all children and staff follow. These 3 principles **“Be Ready, Be Respectful and Be Safe”** can be applied to a variety of situations and are taught and modelled explicitly. All staff have high expectations of behaviour and positively reinforce our school rules. By implementing the Zones of Regulation within our curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing and behaviour. All staff are trained in the Team Teach approach. (See our Relationships and Behaviour Policy.) Risk assessments are planned for and regularly reviewed for our children with complex needs when needed. |
| **Expectations:** All staff have high expectations for all pupils and believe in their capacity to succeed. We ensure that our language and behaviours do not limit pupils, particularly through fixed concepts of ability, socio-economic disadvantage or other forms of unconscious bias. |
| **Mindset:** We know that all children have potential and can improve with practice – no child’s ability is fixed or limited. Pupil’s need to understand this too so that they don’t limit themselves. We talk about having a good growth mindset, building their self-belief, resilience to mistake making and the ability to sustain effort. Our **A S P I R E** values are integral in promoting personal growth and development across all ages. |
| **Our Learning Cycle** |
| 1. **Prior Learning – new learning builds on what we already know:** |
| ***Prior Knowledge:*** Teachers plan opportunities to help pupils remember and connect with what they already know about a subject before teaching anything new. Gaps in prior knowledge will be identified and filled before pupils begin to access and embed new knowledge.  ***Assess and Extend Prior Knowledge:*** We engage in ongoing assessment of learning and use this to inform teaching. We focus on filling gaps in pupils’ existing knowledge before moving on to new learning. Techniques we use to support pupils in bringing existing knowledge to mind include:- revisit enquiry sub questions; quiz questions; working walls revisit; mind mapping; using visuals; questioning all of which ***Revisit, Recap, Consolidate (RRC).***  ***Preteaching*:** Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson on the subject. We pre-teach:   * explaining new maths concepts prior to a maths lesson * new vocabulary prior to the children reading the text * introduce the text and read with an adult prior to the lesson   .  The idea is to give the child a ‘preview’ of the lesson that will allow them to put their knowledge to work during the lesson. Pre-teaching can provide pupils with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration. |
| 1. **Teaching Presentation – how we present new material so that it engages pupils and they can access it effectively:** |
| ***Link to prior knowledge:*** we always connect new learning to what pupils already know and their previous experience. |
| ***Learning through Enquiry:*** We plan some areas of the curriculum using enquiry-based learning in order to emphasise a pupils' role in the learning process and ask them to engage with an idea or topic in an active way, instead of sitting and listening. This learning approach is all about asking questions and being curious.  Enquiry-based learning is often led by a question that's too big to answer in one go, but is not too large that the learners don't understand. The teacher will guide the pupils through a scaffolded learning process with the aim of answering this question in the end. The end result could be a piece of writing, performance, or any other type or project or challenge which showcases the pupils' learning and the answer to the overall question. (See our Curriculum Policy). |
| ***Explicit instruction:***  teaching skills and concepts in small steps: this supports ***Working memory limits****;*  using examples and non-examples;  using clear and unambiguous language;  anticipating and planning for common misconceptions; and  highlighting essential content and removing distracting information. |
| ***Give the big picture:*** At the start of a new topic or unit of learning we always share the end goal. We regularly refer to the big picture and ensure pupils understand how specific learning intentions link into a wider learning journey. |
| ***Multisensory approach:***We ensure presentations have visuals and we demonstrate as well as explain (dual coding). We use a variety of multisensory approaches including DEAL and practical and enquiry-based learning. |
| ***Link abstract to concrete:***  We support children to engage with abstract ideas through the use of concrete and pictorial resources. We also use examples, narratives and analogies which enable children to relate new concepts to things they can more easily imagine. |
| ***Modelling:*** We show pupils what they are aiming for through modelling ‘what a good one looks like’. Examples are built with a class so that the process of effective working, as well as the outcome, is modelled. Exemplary models remain available to pupils through working walls, whilst they work on their own challenges. |
| ***Scaffolding:*** The EEF defines scaffolding as ​‘a metaphor for temporary support that is removed when it is no longer required’, providing ​‘enough support so that pupils can successfully complete tasks that they could not yet do independently’.  We scaffold to meet different needs, scaffolding can be a term used to describe:  - A visual scaffold, such as a task planner.  - A verbal scaffold, such as a teacher correcting a misconception at a pupil’s desk.  - A written scaffold, such as a writing frame. |
| ***Technology:*** Technology enhances each subject.  Adaptive technology helps children and young people to overcome disability and barriers to learning created by their environment, and to fulfil their potential. We do this by: - supporting children with fine motor difficulties to support writing through voice to text; typing on chrome books for extended pieces of writing instead of handwriting for those with weaker fine motor skills; boardmaker visuals to scaffold. |
| ***Precision Teaching:*** In the Precision Teaching approach, children hone their key skills by engaging in short, focused tasks on a regular basis. adults closely monitor and track their progress, making adjustments as needed to ensure that learners are benefiting from the full potential of practical applications in precision teaching. By employing this strategy, teachers can offer targeted support and highly effective instruction to address specific challenges or fluency requirements.  We do this for:   * Spellings - HFW, key words, phonics * Times Tables |
| 1. **Challenge– this is about the tasks we set and the extent to which they stretch and deepen understanding:** |
| ***Planning without limits:*** We use our assessments of learning to set challenging tasks well. We ensure we do not limit learning by creating ceilings to what we expect pupils to achieve. We plan for challenges and support and adapt tasks carefully, using feedback to ensure children move on when they have mastered new learning. |
| ***Adaptive teaching:*** We use our planning flexibly by continually assessing pupils’ responses to learning and adapting lessons as we go along. Adaptations include: Visuals; Makaton (EYs); access to multisensory resources; adaptations to seating; groupings; Maths toolkits; Writing toolkits (Magpie Books); sound mats; key words. |
| ***Metacognition:*** This means thinking about your thinking. Using metacognition and encouraging pupils to reflect on their own learning encourages self-regulation and independence. It enables pupils to rehearse and embed what they have learnt, assess the effectiveness of their approach to learning and seek to improve. |
| ***Collaborative methods:*** We provide a range of opportunities for children to work collaboratively in pairs or groups. All children change learning partners regularly.. This enables children to continuously present, explain, justify and adapt their ideas. It requires them to check their thinking against that of others. It also provides support and challenge, enabling pupils to learn from each other. |
| ***Questioning:*** We use a wide range of questioning strategies to enable pupils to deepen understanding and teachers to identify areas that need to be explained, clarified or extended.  Questions are used to: check understanding; deepen understanding; encourage verbal reasoning. |
| 1. **Feedback – enabling pupils to review, adjust and improve their learning:** |
| ***Effective Feedback:*** When looking at pupils’ books, teachers are accountable for two key factors:  • Ensuring books evidence that children make strong progress  • Ensuring high expectations are evident and adhered to – presentation and challenge  Marking and feedback is critical to ensuring both of these are maximised. It should move children on from their starting point, enabling them to close the gap to reach the desired (appropriately challenging) goal.We recognise that instant feedback has the most impact on learning. We also understand that pupils need time to act on feedback in order to make improvements or address misconceptions. (See Marking and Feedback Policy) |
| 1. **Recap, revisit and consolidate – new learning has to be repeated and reinforced for it to be truly remembered and understood.** |
| ***Types of repetition:*** We recognise there are numerous ways to repeat learning and teachers should choose approaches most suited to the subject. For some learning to become truly automatic, regular practice is necessary. The act of recall, or remembering can be a key feature of repetition practice, ensuring pupils re-engage recently formed memories. We use a variety of retrieval practice methods across the curriculum such as:   * Regular low-stakes quizzing, including retrieval starters * completing existing activities as ‘closed-book’ tasks * Retrieval tasks, e.g. constructing a mind map on a past topic from memory * Questioning in lessons specifically aimed at recall * Encouraging students to make links between new and prior learning. |
| ***Our Curriculum Impact:*** Our curriculum has an impact as our pupils know and remember more over time and increasingly articulate their growing body of knowledge. Core concepts, children’s subject knowledge, core vocabulary are used to aid articulation. This is evidenced in children’s books, on walls, in debate and conversation within the classroom and through pupil voice. This body of knowledge is underpinned by knowledge statements, alongside key subject specific vocabulary. We have found that as children’s subject schemas develop, connections across subjects, themes and ideas become more interrelated. |

**Monitoring Arrangements:**

We are aware of the need to monitor the school’s teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research; changes in the curriculum; developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary. At St. Bernadette’s Catholic Primary School, we engage in a range of monitoring, evaluating and reviewing practices. These include:

Regular and on-going formative and summative assessments

Pupil Progress meetings where opportunities to reflect on data/teacher assessment and to discuss future targets to support individuals or groups of children in their learning

Governors meeting regularly with curriculum team leaders to discuss and monitor subject developments

Assessment for Learning practices (e.g. Peer and Self-Evaluation/Target Setting)

Classroom observations

Learning Walks

Writing Surgeries

Moderation of pupils’ product

Regular monitoring of books, planning and learning journeys in EYFS

Staff appraisals

Pupil and Parent Surveys

Regular analysis of test results and teacher assessments

**Pupil Voice:**

We use the voice of our pupils to support our approaches to teaching and learning. We do this through our School Council; our Eco Council; circle time; pupil voice questionnaires; one page profiles; students who attend SLT meetings and question and answer sessions with pupils and subject leaders.

**Parents:**

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

* explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work
* holding regular parent consultations with teachers to discuss progress
* sending home a termly newsletter, outlining the learning to take place and suggesting ways in which this could be supported and built on at home

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

* ensure that their child has the best attendance record possible
* 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
* promote a positive attitude towards school and learning in general
* fulfil the requirements set out in the home-school agreement
* to support their children with homework

**Reference Documents:**

Explicit Instruction: McLeskey et al.(2017), p80

The EEF website also offers a reflection tool for teachers to consider their own practice in light of the ​‘Five-a-day’ approach, asking questions that break down each of the 5 evidence-informed teaching techniques.

Education Endowment Foundation: Making Best Use of Teaching Assistants

Education Endowment Foundation: Special Educational Needs in Mainstream Schools

NASEN: Teacher Handbook for Supporting SEND

Stockport Entitlement Framework

Stockport Adaptive Teaching Materials

School Policies: Curriculum Policy

Individual Subject Plans/Statements

Assessment Policy

Marking and Feedback Policy

Special Needs Information Report

Relationships and Behaviour Policy

PSHE/RSE Policy

All Subject Policies

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