

Teaching and Learning Policy St Bede's Catholic Academy.

We expect every teacher to be at least a good teacher, no child deserves less.

Context

All classroom staff, both teaching and non-teaching collaborated in the formation of this policy. During whole staff training sessions we examined what good teaching is and how it is recognised, what good learning is and how it is recognised. This policy is the synthesis and product of our staff thoughts and ideas. It is a policy written by and for the staff of St Bede's.

Our teaching and learning policy is at the heart of all we do at St Bede's. This policy is intended to promote consistency, high standards and the achievement of school aims. The policy is broken up into three sections; what is good teaching and how do we recognise it, what is good learning and how do we recognise it, what are the recognisable outcomes of high quality learning and teaching and what distinguishes high quality teaching and learning environment. We recognise the importance of making learning irresistible, meaningful and memorable.

Our aims are:

Every child experiences best quality teaching.

We recognise that we are all learners and learning is for life.

Every child has the right to learning opportunities which will enable them to become numerate and literate. This will ensure that children grow into *reliable, independent and positive citizens for the 21st century.*

Foster children's self-esteem and help them build positive relationships with other people.

Promoting British values by showing respect for all cultures and, in so doing, promote positive attitudes towards other people.

What is good teaching and how do we recognise it?

We recognise that good and outstanding teaching is to be nurturing and developing of each child's individual learning needs, skills and talents in order for them to reach their full potential, regardless of their home circumstances.

Engaging, supportive and challenging teaching will ensure high expectations, excellent progress and the ability for every child to succeed in all aspects of future life.

We expect that all teachers have good subject knowledge and deliver engaging, stimulating and fast paced lessons.

Our teaching is based on the knowledge of children's level of attainment without compromising high expectations.

Children's progression will be monitored and assessed throughout lessons and children will act upon feedback accordingly.

Our teachers have the confidence to adapt planning and teaching when necessary.

Teachers will link learning to the world to give a purposeful context.

Where possible we will accommodate the learning styles of individual children using V.A.K.

Our teachers will be organised through effective preparation and planning. As a result, our lessons will be planned with clear objectives that offer differentiation, challenge and support which will in turn lead to good progression.

Support staff will be part of the planning process in order to effectively support children's learning most appropriately.

In maths, we use the Mastery approach to challenge children and deepen their understanding of fundamental maths concepts. We aim to improve their breadth and depth of knowledge.

Interventions are fundamental to our teaching. They are tailored to meet individual needs and are put in place after careful monitoring of progress. Their impact is measured and high quality training is put in place for those delivering interventions, in order to maintain quality of delivery.

Homework consolidates learning in class, it is used as an extension of their work in class. It is used to challenge and support. It is designed to engage the parents in their child's learning.

Our Creative Curriculum ensures, where possible, the learning is cross curricula. We recognise that learning is most effective when children can make links. It allows creative projects to be completed at home and celebrated within school.

Non negotiables of literacy are integrated into our planning. It helps us to ensure that the great majority of children meet age related expectations.

ICT is integral to our teaching and is used in all subjects in order to enhance children's learning and foster independence.

What is good learning and how do we recognise it?

Children respond effectively to the teachers *astute* questioning which enables them to discuss and further develop their learning.

Children are active partners in their learning. They are aware of their targets and next steps for learning.

They are enthusiastic about developing their skills in order to become independent learners.

Learning builds on previous knowledge and it is relevant, fun and purposeful. It is thought provoking and allows the child to acquire and develop new skills.

Where possible, learning is cross-curricular and links to the wider world are identified.

Children are able to demonstrate their learning and articulate it through discussion with adults and peers. They are able to ask questions to clarify their understanding and extend their learning.

Children are encouraged to take risks in their learning and try new ideas.

Effective learning results in:-

- More than expected progress
- Knowing you have succeeded.
- Feeling you can do more.
- Explaining what you have learned.
- Applying it to other situations.
- Teaching it to someone else.
- Feeling good about yourself.
- Resilient independent and engaged learners

What does a high quality learning environment look like?

A good and high quality learning environment is a safe place to be that includes a variety of well-chosen resources that all children can access. It will be engaging, challenging and enable all children to make progress. It will celebrate and be an example of what children can achieve. We ensure that all children have the opportunity to display their work at some time during the year. The classroom environment will become the third teacher through dynamic working walls and ease of access to appropriate resources.

Our classrooms will be calm, well organised, tidy and interactive.

The displays are evolving and of high quality and will celebrate the work and achievement of children completed both at school and at home.

The classroom environment at St Bede's will be interactive, multi-sensory, thought-provoking environment.

Layout will encourage interaction, discussion and flexibility with the option of independent and lone working.

Teaching prompts are displayed which help to consolidate and extend learning. All classrooms have a range of dictionaries and fiction and non-fiction books,

The classrooms will be "reading rich" environments.

Displays will follow agreed school policies and be changed regularly

APPENDIX 1

How do Ofsted recognise good and outstanding teaching? (September 2015)

Outstanding

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

□ Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.

□ Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

□ Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

□ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

□ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

□ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

□ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good

□ Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.

□ In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

□ Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses

and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.

□ Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.

□ Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.

□ Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.

□ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.

□ Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

□ Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

□ The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.

□ Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.