

# Cottesmore St Mary Catholic Primary School

## Teaching and Learning Policy



**'Mane nobiscum Domine'**  
**(Abide with us O Lord)**

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Policy written by: Rachel Kershaw and SLT

Policy reviewed & passed by: Curriculum Committee

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Key Governors responsible for Teaching and Learning: Curriculum Committee

Other policies linked to this policy:  
Marking policy, Assessment policy, Positive Behaviour Policy

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## *Our Mission*

*God made each one of us, we are all His disciples.*

*We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.*

*We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.*

*Mane nobiscum Domine - Abide with us Lord.*



*We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.*

## **RATIONALE FOR POLICY**

We acknowledge that children learn in different ways, through a variety of experiences, and we therefore recognise the need to develop strategies that allow all our children to learn in ways that best suit them. Teaching and Learning is central to life at Cottesmore St Mary. The quality of teaching has the greatest impact on our children's learning and the standards that they attain. This is therefore, a key policy for our school.

We acknowledge the importance of on going research in to how people think and learn in what we do. We value the strengths of individual children, teachers and support staff.

## **AIMS**

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Cottesmore St Mary Primary School. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

We aim to help our children to:

- Enjoy their learning through experiencing success and by increasing their self esteem
- Become independent, confident learners who take increasing responsibility for their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring
- minds and the ability to question, share ideas and work co operatively
- Recognise and develop their own personal skills to the best of their ability
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging
- creativity and self expression
- Use language and number effectively, as a foundation for learning, and to feel confident in all
- areas of the curriculum
- Develop an understanding of other beliefs, cultures and ways of life

## **What does good teaching look like at Cottesmore St Mary?**

We believe that teaching is most effective when combining the following four elements during a teaching session; as many times as necessary

- Introduction to the session- warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning
- Main teaching session-learning is modelled to enable children to feel confident in having a go.
- Differentiated tasks and activities that require learners to think and develop their understanding either individually or collaboratively
- Pupils actively involved in reviewing their learning through the use of effective mini plenaries, plenaries, use of the pit stop or challenge
- Pupils celebrating and sharing achievement and looking forward to the next step.

Throughout all these stages we feel good teaching can be characterised by the following:

- Challenging but achievable expectations, clear explanations and rigorous pace that keeps the learning moving on at all times
- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinaesthetic)
- Teachers show secure subject knowledge of the areas they are teaching.
- They have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- Clear focus is given through explicit learning intentions (IALT) and steps to success, which identify what learners' need to understand and be able to do in order to achieve.
- Good use of teaching assistants and resources are made to support the children's learning.
- Positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.
- Opportunities for self-evaluation and reflection are built in throughout the session.
- A consistent approach is used, in line with whole school policies and procedures.
- Each and every child makes progress in their learning, regardless of ability.
- A relaxed yet purposeful learning environment is created with the use of effective working walls being integrated into lessons.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types are used e.g. open questions and closed questions. Pupils are encouraged to generate their own questions.
- Information is presented in short chunks, which enable pupils to maintain their concentration.

- There is good interaction and communication between children as well as adults and children.
- Creative ideas are valued and actively encouraged.

### **What does good learning look like at Cottesmore St Mary?**

We asked our children what qualities good learners should demonstrate and they came up with the following check-list:

A good learner is someone who.....

Asks questions  
 Looks interested  
 Joins in  
 Doesn't give up if it's hard  
 Has excited eyes  
 Gives others a chance to talk  
 Is kind and helps others  
 Asks for help  
 Co operates with others  
 Takes a risk and has a go  
 Doesn't call out or butt in  
 Enjoys learning  
 Checks they have understood  
 Can explain their thinking  
 Listens and respects what others think  
 Shares ideas  
 Tries different ways to solve a problem  
 Keeps thinking

### **FIXED AND GROWTH MINDSET**

At Cottesmore St Mary we believe that teachers should establish with their pupils that there are many different types of intelligence. Intelligence is not fixed but can be increased. Teachers should introduce the terms Fixed and Growth mindsets and their characteristics. These can be shown to the children or generated with the children.

Children should be supported to think about whether they are fixed or growth mindset by completing the questionnaire before or after the introduction of mindsets.

Children should think about examples of where they or others have adopted a fixed or growth mindset approach to a task or situation. These could be used to illustrate a display on fixed and growth mindsets.

Learning Journals should be introduced to the children in order for them to record where they have an example of a fixed or growth mindset to their learning during the week and what they will do next time. This enables children to track the progression of their learning attitudes.

### **LEARNING MUSCLES**

At Cottesmore St Mary we encourage children to explore what makes a good learner and think of the characteristics of this. The analogy of the brain as a muscle should be introduced to the children. Using the brain, like we can build our muscles will help it to develop further. Teachers should work with the children to think about what makes a good learner. Introduce the 8 learning muscles explicitly with the children throughout the academic year:

- Curiosity
- Cooperation
- Perseverance
- Imagination
- Keep improving
- Have-a-go
- Concentration
- Enjoy learning

One learning muscle should be introduced each week initially. Teachers should be able to introduce a character and back story explaining how that certain character displays the related learning muscle. The children should be able to identify with examples how they use this in their learning each week.

Once introduced, the learning muscles and characters should be referred to when that muscle is appropriate to the lesson intention and characteristic required by the children.

Each week a child will be selected to receive a learning muscle award that will be presented in the celebration assemblies on a Friday. The teacher should identify what learning muscle the child used and how this impacted on their work. It is to reward effort.

### **TALK PARTNERS**

A key element in teaching at Cottesmore St Mary Catholic Primary School is the use of talk partners. We recognise the importance of speaking and listening in all areas of the curriculum, and the need for all learners to articulate and therefore extend their learning. Talk partners will be: organised and changed regularly in classes (at least fortnightly); be displayed in classrooms; have good speaking and listening modeled for them, including the development and constant review of 'what makes a good talk partner'.

## **EFFECTIVE QUESTIONING**

Effective questioning means challenging all children to deepen their understanding and elicit their understanding. Teachers need to take time to plan effective questions which go beyond recall of facts. Teachers' responses to effective questioning should inform amendments to lessons plans to suit the needs of the learners in their class.

The range of question types that can be used includes:

- Giving a range of answers for discussion
- Finding opposites – why does one work and one doesn't?
- Giving the answer and asking how it was arrived at
- Asking a question from an opposing standing.

At Cottesmore St Mary we also use Bloom's Taxonomy in order to ask higher – order questions during lessons to gain a deeper insight into children's levels of understanding and to move their learning on.

We use random questioning in whole class sessions to avoid a 'hands up' approach when the same children tend to be first with their hands up. Children are given time to discuss their thinking with their talk partner and then a child is randomly chosen using the 'lollipop system' to share their thinking, making for a more inclusive learning environment for all.

## **THIRST FOR LEARNING**

When can teachers promote a 'thirst for learning'?

- At the start or end of a lesson
- When children have been at the pit-stop and used the 4Bs to help them get out of it
- When it is clear that the children have used a particular learning muscle to improve their work
- When children have been put in the 'Gold Book' (for a specific piece of great work) or on the honey pot (for showing excellent learning behaviour)
- To promote a challenge or when children have completed a challenge
- When children use their own initiative to take their learning further. Eg. By continuing work in their free time or at home

Example Scripts to promote a 'thirst for learning'

### Start of a lesson

Today we are going to be using and applying the xxx skills we developed last week - and if you're feeling really enthusiastic this morning, this could be just the lesson for you to show off those skills.

Yesterday, we found it hard to do xxx, which gives us a great chance for learning today if we're ready for it.



### End of a lesson

Fantastic work today, especially xxx, who showed their thirst for learning by following all the steps to success so closely.

You all took responsibility for your learning today. It was great to see you eager, because it meant you were able to xxx.

Some of us found that challenging today, but that's okay. When you are great learners like we are, it just gives us a really good learning opportunity tomorrow when we come back to it.

### Pitstop

You're showing a real eagerness for learning by saying you need a pitstop, rather than doing nothing about it.

That's great learning today. You started off by struggling with xxx, but because you were keen you were able to learn how to do it.

That is what a thirst for learning looks like – starting off with a difficulty and spending time working it through. You've got it!

This is the most important time to have a good learning attitude – because we can easily get this if we want to.

Even though you are still finding it tough, I was impressed how keen you were to learn. If you keep that up tomorrow, that attitude will help you get it.

### Learning Muscles

Remember to stay involved in your learning – you know that persevering is the muscle you need to help you get it.

It's great to see you having a go – that shows a real engagement with your learning.

To keep going back to your work to try and improve it just shows how thirsty you are for learning.

If you are really going to be involved in your learning today, you will need to use concentration camel. That means shutting out any distractions and focusing on the task.

Today you are going to have to show your enthusiasm for learning by working cooperatively. Without it, you are just not going to achieve as well as you can.

### Deepening of learning

Children who are working on the hot tasks should have opportunities to deepen their learning further via a teacher led challenge / task at an appropriate point during the lesson. These challenges / tasks should only be used for those working on hot tasks and should consist of opportunities for children to reason, explain and develop their learning to a deeper level.

### Taking it further

Following on from our work in class, you have shown a real excitement for learning about xxx and taken it further at home. What was the most important/ revealing/ surprising thing you discovered?

You've been practising your skill of xxx in your own time. How brilliant that you're in charge of your learning.

Let's have a look at what xxx has done at home. It is great that you were so keen to continue your learning.

#### Questions to ask pupils for pupil interviews about their 'thirst for learning'

- What are the best things about school?
- What makes an exciting lesson?
- When do you enjoy learning most?
- Can you think of a recent lesson when you really felt thirsty to learn?
- What do you do when you are thirsty for learning? What does it look like?
- When is it most important to be thirsty for learning?
- How does it feel when you are really involved in your learning?

### **THE LEARNING ENVIRONMENT**

At Cottesmore St Mary we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school. It should reflect cultural and racial diversity.

It should encourage support and challenge for learning, by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning. It should remind children that they are working towards personal goals and targets in their learning.

The learning environment should celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.

The environment should be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.

### **WORKING WALLS**

#### What is the point of a WW?

- A WW is an interactive display that provides visual prompts to support learning. The common problem with WW is that they become just a display – rather than a teaching and learning tool
- An effective ww prompts pupils to work as independent learners and develops their self-help strategies

#### How can I create effective WWs?

- It is important to put the emphasis on pupils 'using' the displays
- It needs to evolve each day as the unit progresses and change as your English / Maths unit changes.

- The focus is not about spending time upon the quality of the presentation of the display. Rather it is learning 'captured' from lessons displayed in the format in which it was undertaken.
- Think about location of wws – preferably, they need to be close to your IWB – so that reference can be made during teaching input

What should I put on my WWs?

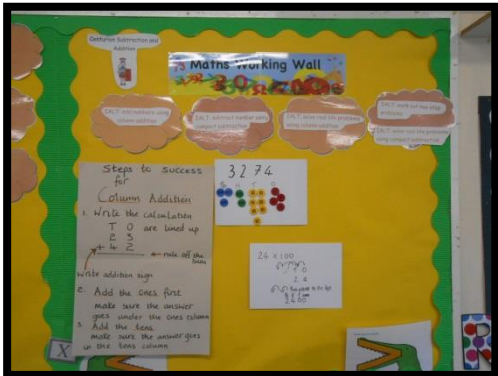
- It needs to display long term intentions as well as short term intentions.
- S2S for skills (which have been developed with pupils) are displayed to demonstrate how to achieve the L/O
- Commonly displayed: key vocabulary, mind mapping, modelled examples, redrafting, examples of work, photos
- Prompts giving clear messages about how we learn, reflection, aspirations and behaviour can be displayed too
- Post-its are good for promoting interactivity and engagement

Good examples of working walls



Year 3 The working wall is big enough to accommodate lots of information and the learning intentions don't dominate. There are modelled examples There is a system for indicating where the class is up to on their learning journey

Year 4  
The working wall although not huge (huts!) does allow lots of space for interactive resources There are modelled examples and S2S There are prompts to remind children



Year 2  
The ww is large and you can see they are quite near the end of the unit because each intention is exemplified There are prompts to reinforce learning There are examples of children's work

Anglo Saxon Legend, or in Maths 'As Mathematicians, we are learning about The Power of Ten'

- ✓ Learning intentions for unit – can be displayed on clouds, or as stepping stones
- ✓ Key vocabulary for unit
- ✓ S2S success for each learning intention – as appropriate
- ✓ Examples of children's work eg how to do bus stop division, place value of decimals
- ✓ Photos of pupils working – annotated
- ✓ Resources eg number lines, place value counters
- ✓ Questions
- ✓ Prompt sheets displaying key information eg  $10\text{mm}=1\text{cm}$ ,  $100\text{cm}=1\text{m}$  etc, examples of embedded clauses in English
- ✓ Model text eg in English

\*\*\*\* NB the underlined items above are non-negotiables. The others are more flexible, as you would not be expected to show each of these all the time.

Script/dialogue for teachers to use with pupils

Why do we have a ww?

- We have a ww to help us with our work. It shows us what we are learning and where this fits in to the learning journey we are currently on.
- We can use it to see our learning intention and we can look at it to find out how to achieve that intention. It might have S2S which tell us what we need to do to be successful or it might have an example that shows how to achieve the intention.
- We can use it to remind us of the key vocabulary for our work – so that we can use the right words and spell them correctly as this is important (eg maths – spelling of key terms needs to be accurate or in SATs you will lose marks)
- We can use it if we forget key facts we need eg if we are working on measure, how many mms in a cm? English – do I need a capital letter after a colon?
- We can use it to be independent in our learning – if we are finding the work hard and we are in the pit, then we can use the ww to help us to get out of the pit (it's one of our 4bs)
- Your teacher can use the working wall when s/he is teaching you. For example s/he can use examples on the wall to help you understand what you are learning.

Questions to ask pupils for ww pupil interviews

- Do you have working walls in your classroom?
- Can you see them clearly?
- How do you use the working wall in your lessons?
- How does your teacher use them?
- What do you find helpful about ww?
- Tell me about your current learning journey and your next steps
- How do other areas in your classroom help you with your learning and next steps?

| Checklist for scrutiny  | ✓ | x |
|---|---|---|
| Outcome of unit   |   |   |
| Learning intentions for unit clearly displayed but not too big                      |   |   |
| S2S success for each learning intention – as appropriate                            |   |   |
| Key vocabulary for unit   |   |   |
| Examples of children’s work eg how to do bus stop division, place value of decimals |   |   |
| Photos of pupils working – annotated  |   |   |
| Resources eg number lines, place value counters                                     |   |   |
| Questions   |   |   |
| Prompt sheets   |   |   |
| Model text (English)  |   |   |

### **EFFECTIVE TEACHING AND LEARNING**

In order to facilitate good teaching and learning as a staff we will commit to:

- getting to know, value and have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement
- having a good understanding of the primary curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process;
- using a suitable range of organisational strategies and teaching methods to establish a positive learning environment
- maintaining good discipline based on mutual respect, in line with our School Values
- using the school curriculum plan to guide our teaching which details what is to be taught in each year group.
- keeping children informed of all the stages of their learning and where it fits into their learning journey using a consistent learning script across the school

#### **Lesson scripts for teachers to be used during the learning journey**

- Teachers need to be explicit about the reasons for teaching the lesson – so that the children are really clear about why they need to do this and where it fits in their learning journey/ unit. For this reason, you can also throw forward to how they are going to use it in the future. It also illustrates that all assessment, marking and work is feeding into the planning.

## Example Scripts for the start of a lesson

### Introducing something new

Now that you're in Year x, we are lucky to learn xxx, so this is the first time we will be doing this. Today we have no choice but to show a thirst for learning as we are learning something completely new – xxx. This will help us to ...

### Extending something already taught:

Today our LI is xxx. We have covered this a few weeks ago and my assessment showed me that you were all confident, so this time we will be extending our learning by ...

Today we will be learning xxx and because you did this so well yesterday, today we can move on to the next step in our learning ...

### Revising a previously learnt skill

Today we will be revisiting these skills, xxx. My pre-assessment of these skills has shown me that we are good at this part, but need to be more secure on this part. This will help us when we need to use it next week ...

### Marking

The marking of your books yesterday has revealed that we have trouble doing xxx, so today we are just going to slip in an extra lesson to get that skill really secure before we move on to the next step in our learning journey.

When I looked through your work yesterday, I saw that we are able to use and apply those xxx skills, so today we need an extra challenge.

### Using and applying

Last week we learnt these skills (refer to working wall). We did well with that so today we are going to be using and applying these skills.

It's a using and applying lesson today, so we will need to use the skills, xxx and xxx, that we learnt last week. We did well with that so it's going to be fun putting the skills into practice.

## **EFFECTIVE PLANNING**

Teachers will ensure our daily planning:

- follows the agreed school formats;
- is shared with the Teaching Assistants linked to each class;
- includes information about tasks to be set, resources needed, children identified for closing the gap teaching where necessary
- is evaluated to inform future planning.
- has clear differentiation using the mild, spicy, hot approach to differentiate the ARE intention
- includes provision for children who need a pit stop, or a challenge
- has clear learning intentions which are shared with and understood by the children (learning/steps to success)
- uses a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- organises human and physical resources effectively;

- makes sure that the activities we provide for the children extend their knowledge, skills and understanding;
- is reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

### **EFFECTIVE MARKING**

The school's marking policy clearly outlines how work will be marked and assessed at Cottesmore St Mary School. It will be used as an ongoing tool during lessons in order to further children's progress in lessons. Teachers will consistently refer to the purpose of marking and how it improves learning throughout lessons.

#### **Marking Script to share with pupils**

- Teachers mark the books so we can help you with your learning.
- The traffic lights let us know how you feel about your own learning.
- Red tells us that you need support to achieve the LI. This might be in the next lesson or it might be in a little group with an adult at some part of the day. It could also be in the morning with the teacher when the other pupils are responding to marking.
- Amber means you need more practice to achieve the LI so we make sure you get a chance to do more practice in a lesson. That's a real growth mindset, knowing when you need to practise and that with more practise you can improve.
- Green C means you achieved the LI and were challenged in the lesson. This means you were in the Pit Stop at some point but used your learning muscles and 4Bs to get out.
- Green on its own means that you found the work too easy and we make sure you get more challenging work next time.
- Teachers put marking and next steps in your book to move your learning forward.
- CT means you worked with a class teacher.
- TA means you worked with another adult in the classroom.
- VF means that an adult has had a chat with you about your learning during the lesson and either offered further support or challenge to you during this feedback.
- I means you didn't work with an adult in the lesson, you worked independently.
- Ch means you worked on a challenge because you were finding that you had already achieved the LI and were ready to deepen your learning.
- PS means you worked in a group with the CT on something that you were finding tricky.
- NS are those things you really need to work on in your next pieces of work.
- You use a red pen in your book when you are editing your own work or responding to the teacher's corrections. The teacher looks at these corrections too to see how you are doing and will sometimes write another response on a piece of work for you to read and help move your learning forward. You get time in the morning to respond to your marking.
- You use a blue pen in your book when you are peer marking (that is working with another pupil to improve a piece of work in your book).

- Marking and next steps are good because:
  - You know where you went wrong in your learning.
  - You know exactly what to do next to improve your learning.

We split marking into four different types:

(1) **Improvement marking:** The teacher leaves a comment/question requiring pupils to improve a piece of work.

(2) **Extension marking:** The teacher leaves a comment/question to give the pupil a more testing challenge than the work they were doing in the lesson. This might be required less now as we are doing more challenges in lessons but may be used on a piece of work where the pupil has opted not to go for the challenge and has got everything correct. (The teacher would then speak to the pupil about growth mindset, etc. so they would go for the challenge in class next time).

(3) **Next step marking:** The teacher leaves a comment/advice for the pupil which will help them make their work even better next time and which they should keep in mind for future work.

(4) **Celebratory marking:** The teacher praises an aspect of their work, picking out a part of the steps to success which they did well. Teachers should avoid open comments which do not specifically pick out what was done well.

### **INDIVIDUAL NEXT STEPS**

- Children will always have a next step in English and Maths that they are working on.
- These will be decided by the teacher in discussion with the pupil (where appropriate).
- Children's next steps for English and Maths will be changed half termly.
- They will be written or typed on white paper by the teacher / child and kept near to the child when they are working so that they can refer to them during lessons.
- All children's targets will be worded as 'My next step in English is...'
- Opportunities for children to work on their specific next steps will be given during Closing the Gap time, lessons starters, focus group teaching, booster groups and lesson plenaries.
- Some children will also work on their next steps via interventions.
- Parents will be informed of their children's next steps in learning via homework books and interim assessment reports given out at parents' evenings in October and March.



### **THE ROLE OF GOVERNORS**

Our governors, determine, support, monitor and review the school policies on teaching and learning. This will mainly be done through the curriculum committee. In particular they;

- support the use of appropriate teaching strategies by allocating resources effectively;
- make sure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's Teaching and Learning Policy through the school self review processes, including information from subject leaders, the Headteacher and external advisers
- monitor teaching strategies in the light of health and safety regulations.

### **THE ROLE OF PARENTS**

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

- have a positive attitude towards school and learning, supporting and working with school;
- make sure that their child has the best attendance record possible;
- make sure that their child is equipped for school with the correct uniform and P.E. kit;
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school;
- attend progress meetings and parents' evenings;
- support the school's expectations with regard to behaviour and attitude.

### **MONITORING AND EVALUATION**

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- classroom observation
- the progress of the School Improvement Plan and termly single plans
- external inspection
- Local Authority Primary Adviser support
- School attainment and progress data
- communication with children, parents and the rest of the school community
- staff professional reviews in line with the Performance Management policy

### **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.