



Teaching and Learning Policy

Inspiring happy, **courageous**, independent, curious, creative, life-long learners. So that all can achieve their full potential, striving academically and socially with **humility** and **dignity**.

Believing being anchored in Jesus Christ will guide us with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Reviewed & agreed by Governors: July 25

Next Review: July 27

Learning for Life, Anchored in Christ

Our Mission is to deliver high quality teaching that supports children in the development of skills, knowledge and attitudes that will allow them to contribute to a better for themselves, their community and their world.

To deliver an exciting broad and balanced curriculum, tailored to the needs of every child in school which not only aids every child in the discovery and development of their own personal skills, talents and interests, but encourages them to grow and develop their self-esteem and resilience in the face of challenge

To provide opportunities and experiences in order to excite, engage and inspire. We have a commitment to ensure that there is value on life-long learning instilled in all our pupils which in turn will instil a sense of happiness, security and belonging to all who come here.

To be a centre for excellent teachers, where members of staff are committed to their own learning journey and the sharing of quality practice

We see the ultimate purpose of education as the promotion of “life in all its fullness.” Education is about more than just producing increasingly efficient economic units: it is about developing people who can flourish in all areas of their lives (life in all’s it’s fullness- John 10:10)

Aims

St.Clement’s CE Academy aims to provide children with the opportunities needed to flourish towards their full potential; academically, emotionally, socially and spiritually:

- Providing the highest standard of inclusive education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Know each pupil as an individual and identify, develop and support their talents and strengths
- Create a community based on Christian values, whilst encouraging sensitivity to the beliefs and convictions of others.
- Promoting an ethos of care, mutual respect and support, where effort is valued and all successes are celebrated and pupils feel valued with the well-being of each and every individual a priority.
- Promoting lifelong skills; perseverance, resilience, collaboration and independence.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Create valuable partnerships with families, local and wider communities, promoting the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality positive and stimulating learning climate
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

School staff support these aims by;

- Encouraging children to form positive relationships with their teacher, peers and other members of the school community;
- Giving clear direction and acknowledging children for all the positive things that they do both in school and in the wider community;
- Actively involving children in their learning at an appropriate level to match their learning needs;
- Encouraging and enabling children to become increasingly autonomous learners;
- Appropriately challenging children with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- Providing an environment which is safe, caring, supportive and stimulating;

- Planning learning that is well structured and delivered;
- Planning learning that is effectively differentiated;
- Planning learning that addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Ensuring a positive self-image is promoted whereby children are encouraged towards a sense of responsibility for themselves and others;
- Ensuring learning encompasses the Christian values and the skills of the school in aiding the development as future effective citizens;
- Ensuring learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.
- Ensuring, through personal development (self-study sessions) as well as CPD provided by the school, secure knowledge and understanding of the subject areas they are required to teach;
- Ensuring homework set is appropriate to children's needs and in line with the relevant policy
- Ensuring communication with parents is always clear and concise and any discussions either positive praise or issues raised are had sooner rather than later so that parents/carers know what is going on.

Children support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Being understanding and supportive of our aims in learning and teaching
- Attending and contributing to Teacher Consultation Meetings (parents evenings);
- Supporting their children with any homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables;
- Praising their children for the good things that they do in school and attending celebration assemblies;
- Communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Appointing designated link governors who will:
- meet with the Head Teacher and Deputy Head Teacher at least once a year to find out about;
- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and appropriateness of resources;
- how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, termly;

This policy aims to;

- inform staff of expected good practice and improve pedagogy of teaching and learning;
- to provide a framework for the planning of good and outstanding lessons;
- to share good practice and provide other references to support planning outstanding lessons;
- to develop staff to ensure that they are delivering good and outstanding teaching and learning, and evidencing and recording this effectively.

Implementation of the Learning and Teaching Policy

What is 'good learning'? - At St.Clement's Academy we believe that;

<p>Children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;</p>	<ul style="list-style-type: none"> • Children and adults demonstrate mutual respect, developing a good rapport with one another; • Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times; • Children reflecting on how their behaviour affects themselves and others; • Children working with adults to establish and meet rules and targets for both learning and behaviour; • Children supporting, encouraging and praising each other and being intelligently critical of their own work and that of others; • Children taking pride in shared and personal successes; • Children able to work independently and in collaboration with others; • Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
<p>Children learn best when they have clear direction and are acknowledged for all the positive things that they do;</p>	<ul style="list-style-type: none"> • Children use the clear success criteria in order to support them to achieve the lesson's learning goal; • Children are able to carry out tasks and activities successfully following clear instructions from their teacher; • Children are rewarded with star pupil certificates and cosmic card stamps • Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the School's Vision and Values as well as the St.Clement's Stars behaviours.
<p>Children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;</p>	<ul style="list-style-type: none"> • Children enjoying their learning and allowing others to do so as well; • Children eager to ask questions competently using whole sentences, at a variety of levels; • Children making informed contributions to class discussions and shared learning experiences; • Children learning from 'hands on' experiences; practical and appropriate activities; • Children engaged in a range of independent and collaborative tasks and are on task for increasingly extended periods of time; • Children keen to talk about what they have been doing and what they have learned; • Children gain an appreciation of learning that continues to flourish as they become older.
<p>Children learn best when they are encouraged to become increasingly autonomous learners;</p>	<ul style="list-style-type: none"> • Children showing initiative and taking responsibility for their own learning including; <ol style="list-style-type: none"> i. Independently organising their own learning resources and are quickly able to begin their work; ii. Using their individual learning targets to assess their own work, and those of other children, against the lesson's success criteria; thinking of ways to improve their work; iii. Having the opportunity to plan and direct their own learning;

	<ul style="list-style-type: none"> iv. Having access to clearly labelled resources and being able to select and use them with increasing independence; v. Developing their research skills using a variety of resources; • Children are increasingly able to manage their own emotions and relationships.
<p>Children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging;</p>	<ul style="list-style-type: none"> • Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary; • Children taking pride in their work and wanting to succeed in it; • Children being involved in investigations and problem solving tasks; • Children having the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits; • Children having a growth mind-set: keen to finish and improve their work and persevere with tasks which they think are difficult; • Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.
<p>Children learn best when they are working in an environment which is safe, caring, supportive and stimulating</p>	<ul style="list-style-type: none"> • Children are secure and happy in a safe, purposeful environment; • Children feel they are able to explore their own ideas and feelings and to respect the views of others; • Children showing care and respect for each other and their own and others' property; • Children participating in restorative justice- forgiveness and reconciliation; • Children's work is displayed, celebrated and valued; • Children being aware of how to keep themselves and others safe around the school and in the wider community; • Children demonstrate the Christian values and skills of the school independently.
<p>Children learn best when their learning is well structured and delivered</p>	<ul style="list-style-type: none"> • Children aware of the learning goal and steps for success for the lesson and the pace at which they are expected to work at in order to achieve this; • Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts; • Children knowing what to do, both socially and in their learning, and what is expected of them.
<p>Children learn best when their learning is effectively differentiated</p>	<ul style="list-style-type: none"> • Children engaged in activities which are challenging at all levels to match their needs and extend their learning.
<p>Children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;</p>	<ul style="list-style-type: none"> • Children's personal, social, moral and emotional development is supported through the school's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the school and wider community. • Children develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in PHSE, RHE and groups such as Children's Champions, Unicef, Worship Committee, Well-being Committee and Eco Council, and learning to apply skills in their decision making and actions. • Children develop an increasing awareness of the school's Christian values and British values in their learning and actively participate in demonstrating these effectively.

What is 'good teaching'?- At St.Clement's Academy we believe that;

<p>Good teaching is when teachers (and other school staff when applicable) form positive relationships with the children in their class and other members of the school community;</p>	<ul style="list-style-type: none"> • Adults and children demonstrating mutual respect and developing a good rapport with one another; • Adults demonstrating forgiveness & reconciliation, respect and consideration for themselves and others; • Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary; • Adults working with children to establish and meet rules and targets for both learning and behaviour; • Adults demonstrating support, encouragement and acknowledgement to children and other adults and encouraging this to be reciprocal within the school community; • Adults taking pride in shared and personal successes; • Adults taking an active part in the life of the school by acting professionally and with sensitivity; • Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children’s learning;
<p>Good teaching is when teachers plan lessons effectively which take children’s prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;</p> <p>Good teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours; (see behaviour for learning policy)</p>	<ul style="list-style-type: none"> • Teachers and school leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the yearly overviews to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery; • All planning is designed towards mastery approach, but also suitably adapted for all learners with clear learning and steps to success in language the children will understand; • Planning identifies a range of engaging activities to develop children’s skills, knowledge and understanding; • Planning explicitly notes appropriate subject specific language; • Planning details resources to be used which support learning, including the strategic deployment of any other adults; • Planning shows that the teacher has been reflective and assessed the children’s work, building on prior knowledge and annotating this to indicate potential next steps in the children’s learning which will directly move the learning on; • Lessons are well paced, interesting and match the children’s learning needs so that all children are encouraged to display good learning behaviours; • Teachers and other adults consistently but sensitively use the School’s Behaviour for learning Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions; • Children are acknowledged and praised for their achievements and through restorative justice, allowed reflection if they make poor choices.
<p>Good teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress; (see feedback and marking policy for further details)</p>	<ul style="list-style-type: none"> • Children are given short bursts of clear concise direction about the expectations and what their work should look like; • Children’s work is ‘live marked’ during lessons so that any misconceptions can be dealt with immediately when input is most effective, as well as regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are; • Teachers and children; and teachers and senior leaders, have regular discussions about the children’s work which affect provision and support arising from this within the accountability process (phase meetings & Pupil progress meetings); • Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children’s work in relation to the lesson’s learning; • Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;

	<ul style="list-style-type: none"> Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.
<p>Good teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;</p>	<ul style="list-style-type: none"> Teachers have or take time to develop a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject; Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere; Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required; Pedagogy CPD based on scrutiny and observation feedback, performance management and using the BDMAT T&L research based toolkit to support whole school, group and individual CPD Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.
<p>Good teaching is when teachers apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;</p>	<ul style="list-style-type: none"> Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly; Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class. Teachers follow the school pedagogical approach to lesson structure (based on the Rosen shine principles- see appendix)
<p>Good teaching is when teachers develop and sustain good links with parents/carers in order to support the children's learning;</p>	<ul style="list-style-type: none"> Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours; Teachers use the following opportunities to work towards the aim stated above; <ul style="list-style-type: none"> i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers; ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities; iii. Liaising regularly with parents and carers in a variety of ways including; sending home 'Star Pupil-Achievement Assembly' invitations , home/school communication books- where appropriate, and Reading Diaries;
<p>Good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments; (see learning environment & display policy)</p>	<ul style="list-style-type: none"> Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them; The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this are included in the School's Learning Environment and Display Policy
<p>Good teaching is when teachers demonstrate effective lesson organisation;</p>	<ul style="list-style-type: none"> Lessons are planned to follow the school expected structure- including appropriate time for recapping(do it now), an introduction/direct instruction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning; Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.

	<ul style="list-style-type: none"> • Opportunities are available for children to engage in practical activities, investigations and problem solving; • Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities; • Teachers use appropriate resources, including the use of ICT to support and extend children’s learning; • Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.
<p>Good teaching is when teachers effectively assess and monitor children’s progress in order that they can affect children’s learning both within individual lessons and over time;</p>	<ul style="list-style-type: none"> • Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children’s learning through self-evaluation structures and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly; <ul style="list-style-type: none"> i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement; ii. The regular assessment and tracking of children’s standards and achievement in Reading, Writing and Mathematics in relation to individual targets set; iii. The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders, including the Pastoral Manager and SENDCo; iv. Class teachers regularly assessing children’s understanding and progress both within lessons (through live marking) , at the end of lessons and over time in order to quickly recognise children’s barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process; v. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process; vi. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success. vii. Teachers liaising with the School’s SENDCO in the formulation and implementation of any intervention programme including children’s Individual Teaching Plans (ITPs) and evaluating the impact of these on the children’s learning.
<p>Good teaching is when teachers use technology effectively in order to support children’s learning;</p>	<ul style="list-style-type: none"> • Senior leaders, at all levels, and teachers use the School’s electronic assessment system to record and monitor children’s progress against the targets set at the beginning of the year and affect provision accordingly; • Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.
<p>Good teaching is when teachers use questioning effectively to gauge and extend children’s skills, knowledge and understanding;</p>	<ul style="list-style-type: none"> • Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.
<p>Good teaching is when teachers are reflective regarding their professional practice and the overall provision the school offers:</p>	<ul style="list-style-type: none"> • Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the school and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust school systems and structures within the accountability process including: <ul style="list-style-type: none"> a. School self-evaluation practices; b. The Performance Management Cycle;

	<ul style="list-style-type: none"> c. Bespoke whole, group or individual staff Continuing Professional Development d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, phase group, and teaching assistants. e. Informal support from colleagues at a variety of levels.
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Curriculum Planning

At St.Clement's Academy the planning is based on the following requirements:

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework 2024 update
- Discovery RE/ Understanding Christianity
- School whole school Curriculum overview
- NCETM/White Rose maths
- Literacy Tree curriculum/ Talk 4 writing strategies
- Reading Framework 2024
- Writing Framework 2025
- Collins Snap Science
- The needs (skills and knowledge) and interests of the children we are teaching.

Long Term Planning

Our Whole School Topic Overview shows the content covered for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2014 National Curriculum. It also includes links to the school's Christian values, community heritage, diversity and safeguarding.

It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium term planning

- Staff use curriculum support documents to produce an overview each half term that incorporates the National Curriculum programmes of study, or for Religious Education the Agreed Syllabus, with a clearly identified teaching sequence that demonstrates and understanding of how children learn and the skills they need to their learning.
- All Foundation subject MTP should have prior knowledge built in and disciplinary skills and 'sticky' knowledge. Medium term plans will have weekly lesson detailed . These are based on the templates provided and include a basic outline of the lesson that has enough detail for somebody to know what is being taught and the approach to be taken, with clear weekly Learning Objectives that are reflected in the activities and work set.
- The planning should show regular opportunities for children to record high quality work in their books in humanities, Science, and RE . Where whole class practical activities/ drama takes place, copies of children's work and photographs of activities undertaken should be kept in the class log. These should be seen as complementing the recorded work in children's books. There is no need to print a photo 30 times to stick in books. The planning is saved on the school's Shared Area by the end of each first week of a half term.
- Science- should also demonstrate a high focus on scientific enquiry - this should make up 50% of the teaching of science in order for the children to ask questions, predict and evaluate;
- RE-should also demonstrate opportunities for children to learn from religion in their own and other's experiences and in a variety of contexts.
- MTP for reading, writing and maths should have concepts and objectives for the term broken down into weeks and then into small steps. Previous year group concepts not yet grasped should be highlighted so teachers remember that these are the first steps needing to be taught.

Short term planning

- Staff produce detailed weekly planning slides for Literacy, Maths, Whole class reading or Phonics. This usually consists of delivery slides and then detailed teaching notes added to each slide. This planning is saved onto the school's Shared Area on a Monday morning. The planning has clearly identified teaching sequence that demonstrates an understanding of how children learn and the skills they need to their learning, planning should be detailed enough for someone to pick it up and teach from it. The plan will also show the input from the teaching assistant as well as identified guided groups and further input.
- The planning should also identify Key Vocabulary and Key Questions that will be used and indicate the link with previous work covered and how it fits into the longer term plan. It should highlight opportunities within the lesson for individual, paired, shared and group work; provide for a variety of well-judged and imaginative teaching strategies and a variety of teaching styles/strategies and summarise what teaching activities children will do and what resources they will need and differentiate and show how work is adapted to suit pupils of varying abilities (including children working significantly above age related expectations and those with SEN and/or EAL);
- It should also show progression; show how knowledge and understanding can be extended; link, through a clear plenary, how learning will be developed in the next lesson and include references to the use of other adults such as teachers, support staff, students and volunteers and their involvement in planning and delivery of the lesson.

Planning for Educational visits (see school's Educational Visits policy)

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children (TA's will mark books of children they work with)
- Delivering intervention groups and supporting children with EHCPs under the guidance of the teacher /SENDCo
- Carrying out assessments
- Occasionally covering classes where appropriate (note; when covering a whole class, TA's will not be expected to mark a whole class set of books)

Behaviour Management (Please refer to the school's Behaviour for Learning policy)

Assessment

Marking and feedback is done throughout the lesson(live marking) to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning. **(Please refer to the school's marking and Feedback policy)**

Teachers also assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. This data is recorded and assessed through Arbor/FFT tracking and reviewed by the SLT half termly. At the end of each term, pupil progress meetings will facilitate tracking and target setting and support the monitoring of children's progress. Teachers complete Arbor/FFT as an ongoing priority, weekly or at the end of a unit of work. In RE, His/Geog and Science –title pages and entry & exit quizzes are used as a means of assessment by both the teacher and the pupils. Double page spreads in humanities & science can also to be used at the end of a unit for pupils to share their learning.

Inclusion

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at St.Clement's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.

In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their EHCP indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.

Children who receive additional or extra support, including those with an EHCP, have learning plans specifically adapted to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and/or SLT. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The SLT will observe each class teacher in a specified curriculum area on a regular basis. Outcomes will be recorded on a school template and stored on a shared drive.

This policy will be reviewed on a two yearly basis and agreed by governors at FGB.

Appendices

1. Learning Objectives and Success Criteria;

Learning objectives

Learning objectives specify the intended learning by the end of the lesson/unit. They are written in the future tense and should contain skills required not context. They should be achievable and assessable and use language that learners (and other teachers) can easily understand. They relate to explicit statements of achievement and always contain verbs. Many learning objectives for Literacy and Maths can be linked directly to curriculum statements.

The 4 M's-Use 4 criteria to write an effective lesson plan objective, making it manageable, measurable, made first and most important

Manageable: An objective should be of size and scope that can be taught in a single lesson. Firm mastery of certain skills both in simple and complex forms can require multiple lessons. You may need to revisit certain objectives on several occasions to build depth and context into your pupil's skill and to give them lots of practice. By building a series of day by day objectives that set achievable daily goals, you make your work more strategic and gain a better sense of what the pupils can accomplish in a lesson. Knowing how fast they can master information means knowing whether you need one or two weeks to master a basic skill.

Measurable: an objective should be written so that success in achieving it can be measured/ assessed ideally by the end of the lesson. It should also force you to think how will I know they have reached the objective? Thoughts are not measurable unless they are describing or applied. Do your lessons rely on a balance of methods for describing or applying? If you use the words- how will you measure this? If you use *to know*.... How will you measure this to understand...? What about using to feel, think, believe...?

Made First: an objective should be designed to guide the activity, not to justify how a chosen activity meets one of several viable purposes. The objective always come first. If you learning objectives look just like the national curriculum (broad) you are thinking of an activity and fitting the objective to meet it.

Most important: an objective should focus on what's most important to help the child make progress towards end goals, as this is what will make them successful.

Unit planning process is followed by lesson planning which consists of

1. Refining and perfecting the current objective based on the degree to which the previous objective was mastered
2. Planning a short daily assessment (exit ticket/ live marking) which will effectively determine whether the objective was mastered
3. Planning an activity or sequence of activities that lead to mastery of the objective.

In other words, when planning think **-Objective- assessment- activity**

Writing unit example- what do the children need to be able to do by the end of the week? What smaller steps do they need to be able to do to get there? - these are the smaller daily objectives. It's almost like the daily objectives are the success criteria for the end of the week/unit intention.

Why Use Success Criteria? -Sharing and agreeing success criteria are important part of AfL for a number of reasons. The most significant benefits are that success criteria can help to cultivate independent learners, provide effective feedback and create confident pupils who contribute to activities.

First of all, sharing success criteria encourages an independent approach to learning. When pupils have success criteria at hand, they are more informed about how they will be assessed. Consequently, they are better able to assess their own work to identify success and areas for improvement. This involves them in their own performance

and learning. In time, pupils who have experience of working to success criteria and contributing to the development of success criteria are more likely to use these to assess their own achievements, address their own concerns and identify areas for improvement without relying upon others for guidance. This learning independence is a quality and skill that benefits pupils both in the classroom as well as in life beyond the classroom.

Success criteria also allow you and the pupils to give accurate feedback – they keep you both focused on the criteria that the work will be assessed against. Also, best practice suggests that you discuss and agree success criteria with the pupils at the beginning of lessons and activities. This discussion aspect is particularly important in the classroom because:

it helps foster a positive classroom environment;

it encourages pupils to be involved in the learning and upcoming activity even before it's begun;

it can help build pupil self-esteem by offering them opportunities to contribute;

and its collaborative aspect is a useful tool to strengthen the teacher-pupil relationship.

When creating the success criteria, it is important to focus on process and characteristics rather than the final effect.

The 'how to achieve this' is the linked success criteria which can differ for different groups of children. If children are working on objectives from a lower year group to 'fill gaps' the LO is marked as GLO (gap learning objective). If children are working at greater depth the LO is marked as GDLO. All but the very youngest pupils should write the date into their books and the LO/SC will be stuck in using stickers to support pupil's self-assessment strategies. There SC in books should also be shared with pupils and be on the planning to demonstrate as a teacher you understand the steps the pupils need to succeed.

Use of Success Criteria and Modelling 'What a good one looks like- Wagol'

It is important to display examples of what makes good features of current learning because:

- Children can access Wagol and know what they are working towards
- It models high expectations, to show what success looks like
- Shared understanding of judgement criteria
- Know what it looks like – successful model
- Show key features, aims and reminders of current learning, so children can see where they are and next steps
- Provides a step by step reference to success for pupils (think about the exact steps a child needs to follow to achieve desired outcome)
- When pupils encounter problems – they can self-check and improve

Obviously, all teacher modelling should reflect 'what a good one looks like' and teachers should check they have modelled all the elements required by children before the put models on display.

Ensuring that 'Wagol' / success criteria are understood by children by:

- Introducing at start of unit
- Discussing, referring to in lessons and expanding with children
- Consistently referring back to, referencing throughout the learning process
- Placing them in child friendly speak and modelling
- Using pictures, symbols, photographs
- Developing a consistent format
- Model learning using them
- Using as in-lesson assessment tool
- Ensure vocabulary is accurate and understood
- Collaborative checklist and SC, modelling examples of adjectives etc.

There are several very high-quality techniques for getting pupils to generate success criteria, namely:

- **Prove It / Do It Wrong**- Ask the children if they can perform a task. To the answer “yes” – ask them to prove it by saying them what they would do...i.e. generating the success criteria. Another method is to demonstrate something being done making sure you do it wrong – the children then point out your errors and refine the success criteria.
- **Finished piece of work**-A piece of work from a previous lesson/unit/ year, is projected, or photocopied, and is given out at the beginning of the session. The work is analysed and discussed by the pupils and the success criteria are generated.
- **Two Pieces of Finished Work**-Here two pieces of work, of differing quality, are shown side by side. The analysis initially focuses on the features seen (the success criteria) in the two pieces then more in-depth analysis focuses on the quality and how the pieces fulfil the success criteria.
- **Poor Quality Success Criteria**-In this technique the ready-prepared success criteria are incorrect or “sloppy” – giving rise to incorrect methods or work. This works particularly well in maths. Pupils then decide through discussion what changes needed to be made the success criteria.
- **Revisiting existing success criteria**-This is done after the task – the children might want to refine, amend, and clarify the success criteria.

[St. Clement’s pedagogical practice \(refer to CPD files on shared drive for further details\)](#)

[Rosenshine’s 17 Principles of Effective Instruction.](#)

In a paper published in 2010 by the International Academy of Education (IAE); “*Principles of Instruction*”, Rosenshine expanded on his original list of 6 ideas. These 17 principles were collected from the 3 areas of research shown.

1. Begin a lesson with a short review of previous learning. (retrieval practice)
2. Present new material in small steps with student practice after each step.
3. Limit the amount of material students receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all students.
7. Guide students as they begin to practice.
8. Think aloud and model steps.
9. Provide models of worked-out problems.
10. Ask students to explain what they have learned.
11. Check the responses of all students.
12. Provide systematic feedback and corrections.
13. Use more time to provide explanations.
14. Provide many examples.
15. Reteach material when necessary.
16. Prepare students for independent practice.
17. Monitor students when they begin independent practice.

What is retrieval practice, and why is it effective?- Retrieval practice is a learning technique revolving around repeatedly recalling learned material without seeing it in front of you. There are a few ways to do this: Flashcards, Concept Maps, Quizzes, Worksheets, Writing Prompts, Elaborative Interrogation.

Developing a strong positive student culture

The 5 principles of Classroom culture

Discipline- A noun that refers to process of teaching someone the right way to do something- teaching pupils the right and successful way to do things.

Management- The process of reinforcing behavior through use of rewards and consequences.

Control- Control is your capacity to cause someone to choose to do what you ask, regardless of consequence. In context- this doesn't mean being coerced. We all exert control over other people's actions and we do it because it's the right thing to do.

Influence- Inspiring pupils to believe, to want to succeed for intrinsic reasons, is influencing them.

Engagement- One of the main reasons for poor behavior in a classroom is insipid lessons. Children need to be excited by their learning or lesson content, get involved in what they are expected to do, buy into what they are doing/learning, lose themselves in the learning.

Strategies, systems and routines:

Threshold- meet your pupils at the door, setting expectations before they enter the room.

Strong start: learning begins as soon as they walk in the door, retrieval tasks, morning work etc.

Engineer efficiency: -Teach the children the simplest and fastest procedure for doing classroom tasks, then practice so it becomes routine.

Simplicity- teach them the simplest right way to complete a key classroom task, when they have it, the minutes it shaves off the task is extra learning time, over a term or year this mounts up. Eg sticking in LOs, writing the date, handing out books etc. Having all resources on the desks prior to lesson also helps speed up this process and stops the pauses in lessons that are the opportunities for minds and hands to wander.

Procedures to practice-Lining up numbered steps. Using count up method- 1. stand up, tuck chair and stand behind chair, 2. turn to face the door, 3. Line up in order. Numbering steps helps you control the pace of the transition.

Model and describe: One of the most effective and efficient ways to teach pupils how to complete a procedure is to describe and show them what it looks like. Modelling also needs to take place for other areas pupils need to learn such as the way they request things, respond to teachers & each other, sit, walk, carry themselves, voice control, deal with frustration etc. We need to be modelling what a good one looks like all the time.

Do it again: Give pupils more practice when they are not up to scratch, not just doing it again, but doing it better, striving for their very best. When there is an established expectation- a way things are supposed to be done- doing it again and doing it right or better is the most powerful response.

Climate for learning

Strategies for building character and trust

Positive Framing- get pupils to do better work while motivating and inspiring them by using a positive tone to deliver constructive feedback.

Assume the best- we often assume intentionality behind a mistake.

Precise Praise- differentiate between acknowledgement and praise.

Warm/strict- be both warm and strict at the same time to send a message of high expectations, caring and respect.

Restorative justice- modelling forgiveness and reconciliation.

Emotional constancy -manage your emotions to consistently promote student learning and achievement.

Joy factor-celebrate the work of learning as you go.

Be Seen Looking- prevent nonproductive behavior by developing the ability to see it when it happens and by subtly reminding pupils you are looking.

Make compliance visible- ensure pupils follow through on a request in an immediate and visible way by setting a standard that's more demanding than just compliance.

Least invasive intervention- maximize teaching time and minimize 'drama' by using the subtlest and least invasive tactic possible to correct off task pupils; Nonverbal, positive group correction, anonymous correction, (addressing the solution, not the problem), Private individual correction, Private individual precise praise.

Firm calm finesse- take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.

Use universal language- look for chances to show children that expectations are universal and not personal.

Show your bright face- your bright face is your teaching smile. It says to the children, I like your work, I like being here, I like the people in here, and I pretty confident I'm in charge.

Trust and demonstrating trust are amongst the most important things you can communicate in building relationships with others. Showing trust is self-fulfilling- if you can signal trust, pupils will follow through when you make a request.

Art of Consequence- ensure that consequences when needed are more effective by making them quick, incremental, consistent, and depersonalized.

Strong voice- affirm your authority through intentional verbal and non-verbal habits.

What to do- use specific, concrete, sequential and observable directions to tell children what to do as opposed to what not to do: What to do instructions should have some definite characteristics:

- Specific- outline manageable and precise actions eg instead of pay attention- put down your pencil and eyes on me. This is solution oriented and hard to misunderstand.
- Concrete- clear, actionable tasks that pupils know how to do. Eg sit properly becomes sit up straight both feet on the floor and hands on the desk.
- Sequential-effective directions should describe a sequence of concrete, specific actions.
- Observable-it may be hard to monitor if a child is sitting properly as they can argue they are sitting properly leading to a whole discussion about what this means to you or to them, however sitting straight with both feet on the floor and hands on desk is quite easy to observe they are doing.

Assessment for Learning

AfL focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way for us to take stock during the learning process and can help inform us of how the learning is progressing. Summative assessment and AfL (formative assessment) are not opposing or contradictory practices. That is, the use of AfL in the classroom does not mean you will suddenly stop marking pupils' work; summative assessment will always have a place in educational practice. Instead, they are complementary approaches, as the use of AfL can help pupils perform better on summative assessment tasks and summative assessment can reflect the impact of AfL.

Assessment for Learning is an integral part of the learning and teaching process; and assessment evidence is actually used to: modify teaching to meet the needs of pupils; and improve learning.

Unlike summative assessment, AfL is conducted during day-to-day classroom practice and takes place during learning. It also gives pupils an active role in the assessment process. Pupils work with the teacher to determine what is being learned and to identify what the next steps should be. Both parties then use the feedback (which includes information on how the pupils are learning, their progress, the nature of their understanding and the difficulties they are having) to improve the learning. This emphasis on the pupils' role in the learning process is founded upon the constructivist view of learning, which says: however neatly we may design, package and deliver learning experiences, in the end learning is a process that is instigated and managed by the learner. It's the learner who constructs the learning. No matter what artistry we employ as teachers, learning is still something that learners have to do for themselves.

The impact of AfL on learning independence is as important as its benefits to performance. AfL practices make clear what is being learned, why, and how success will be measured. Pupils who understand their own goals and their role in learning are more independent in managing their learning; they know what to do, how they have to work and take more responsibility for their own learning and assessment. Assessment for Learning helps cultivate these valuable skills by giving pupils a role in determining these components of the learning as well as experience in providing feedback and assessing themselves and their peers. The learning is no longer something they receive; it becomes something they pursue and have a hand in shaping. This benefits learners later in life as well as in the classroom.

AfL places a value on learning for learning's sake and promotes a 'you can do' ethos, because pupils discover first-hand that getting into difficulties and making mistakes is all part of effective learning. Every pupil's confidence is improved because the expectation is that they can achieve. AfL also helps foster a more positive classroom environment. It strengthens teacher-pupil relationships by increasing two-way communication. These high-quality interactions between you and your pupils can make them more motivated to learn and more aware of their learning. And vitally, Assessment for Learning can also improve planning and delivery of learning. This is because AfL practices lead teachers to analyse and make the underpinning rationale for learning explicit to both themselves and pupils. It creates an opportunity to quality assure and amend activities to ensure they meet the learning needs.

Five 'key strategies' that support the implementation of effective formative assessment:

- Clarifying, understanding, and sharing learning intentions-This resonates with the strand of Rosenshine's Principles of Instruction around sequencing concepts, providing models and appropriate scaffolding.
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning-In some ways, this 'strategy' is a one-line summary of most of the rest of Rosenshine's [Principles of Instruction](#). 'Discussions, tasks and activities' covers a lot of possibilities. At the centre of it is the idea of 'responsive teaching'.
- Providing timely feedback that moves learners forward
- Activating pupils as learning resources for one another -All too often teachers create major bottlenecks by forcing all classroom interactions to pass through them. However, if teachers develop strong routines where pupils support each other's learning in a serious structured manner, then the ratio, quality and frequency of student interactions with the knowledge in hand can increase significantly.
- Activating pupils as owners of their own learning- 'Owning your own learning' is at the heart of strong self-regulation and metacognition. These characteristics of effective learning can be fostered by setting up good routines and expectations. Teachers can help pupils to know where they are going and where they are on the curriculum journey.

Simple strategies for AFL: These feedback strategies have been trialled and now adapted as whole school practice to support Afl.

- Golden highlighters (pupil as teacher)
- self-checking
- marking prompt sheets
- exit tickets
- live marking
- other strategies used across school are-title pages/ entry& exit quizzes and end of topic double page spreads, which offer pupils a choice and to be imaginative in how they present what they have learnt.

Some other strategies for Afl: **An open-ended question that gets them writing/talking**-Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, pupils usually answer ‘yes.’ So, of course, it’s surprising when several pupils later admit that they’re lost. To help pupils grasp ideas in class, ask open-ended questions that require pupils that get pupils writing/talking. They will undoubtedly reveal more than you would’ve thought to ask directly.

Ask pupils to reflect-During the last five minutes of class ask pupils to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting. Exit tickets using tools like [Loop](#) make this easy to administer and review student answers.

Use quizzes-Give a short quiz at the end of class to check for understanding (exit ticket)

Ask pupils to summarize-Have pupils summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

Hand signals-Hand signals can be used to rate or indicate pupils’ understanding of content. pupils can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all pupils and allows the teacher to check for understanding within a large group.

Response cards-Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all pupils in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual pupils while teaching the whole group.

Think-pair-share-pupils take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.

3-2-1-pupils consider what they have learned by responding to the following prompt at the end of the lesson: 3) things they learned from your lesson; 2) things they want to know more about; and 1) questions they have. The prompt stimulates student reflection on the lesson and helps to process the learning.

Ticket out the door-pupils write in response to a specific prompt for a short period of time. Teachers collect their responses as a “ticket out the door” to check for pupils’ understanding of a concept taught. This exercise quickly generates multiple ideas that could be turned into longer pieces of writing at a later time. (exit ticket)

Misconception check-Present pupils with common or predictable misconceptions about a concept you’re covering. Ask them whether they agree or disagree and to explain why.

Practice frequency-Check for understanding at least three times a lesson, minimum.

Use variety-Teachers should use enough different individual and whole group techniques to check understanding that they accurately know what all pupils know. More than likely, this means during a single class the same technique should not be repeated.

Make it useful-The true test is whether or not you can adjust your course or continue as planned based on the information received in each check. Do you need to stop and start over? Pull a few pupils aside for three minutes to re-teach? Or move on?

Peer instruction-Perhaps the most accurate way to check for understanding is to have one student try to teach another student what she's learned. If she can do that successfully, it's clear she understood your lesson.

"Separate what you do and don't understand"-Whether making a t-chart, drawing a concept map, or using some other means, have the pupils not simply list what they think they know, but what they don't know as well. This won't be as simple as it sounds—we're usually not aware of what we don't know. They'll also often know more or less than they can identify themselves, which makes this strategy a bit crude. But that's okay—the goal isn't for them to be precise and complete in their self-evaluation the goal is for you to gain insight as to what they do and don't know. And seeing what they can even begin to articulate on their own is an excellent starting point here.