Ken Catholic Schools' Partnership

'Academies in Christ'
Part of the Archdiocese of Southwark

Teaching and Learning Policy

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Our Vision

Believe. Belong. Be Brilliant.

At St Augustine's we expect all of our teaching to strive towards being excellent practice for the pupils in our care.

Jesus said, "I have come that you may have life in all its fullness"

(John 10:10).

Our Teaching and Learning Policy seeks to support and develop all our pupils so that all pupils make excellent progress from their starting points. This is rooted in Gospel values and Catholic teaching. The children experience the joys of life in all its fullness, giving them an excellent springboard for their next step of education and a strong foundation for the rest of their lives.

God said, "You are precious in my eyes and I love you" (Isaiah 43:4).

Our belief in the unique dignity and value of the human person as made in the image and likeness of God underpins the approach to all education at St. Augustine's.
At St Augustine's we continue to foster the children's love and enjoyment of the subject, and seek to reveal and develop their natural talents and interests. All children, including disadvantaged pupils and those with SEND, are supported to achieve through high expectations, excellent models, scaffolding and challenge, and a highly inclusive environment.

As a Catholic school, we recognise that every individual is unique and precious to God. We are therefore dedicated to going the extra mile, so that no-one slips through the net and everyone can flourish.

At our core we aim to model our belief that **every child needs a champion** who will insist on them becoming the best they can possibly be.

We will teach our curriculum through discrete subjects, drawing on high-quality resources. We will ensure that we have strong knowledge and understanding of the subjects we teach and that this makes a greater impact on children's learning.

We will have high expectations of what children should be able to do and what they can achieve. This will be evident through high quality tasks, questioning and books.
We will ensure that our teaching delivery focuses on the learning, and not the lesson plan or the activity.

Rosenshine's Principles of Instruction

At St Augustine's, we believe that potential is limitless, and we have high expectations for every child.

We follow Rosenshine's Principles of Instruction across the curriculum. These are research-based strategies that underpin effective teaching and ensure high levels of engagement

from every single learner, so that every moment of a lesson helps build the skills and knowledge of every child, regardless of their starting point.

Our teaching team use Rosenshine's ten Principles of Instruction during lessons, and this consistent approach ensures every child makes strong progress.

- Begin a lesson with a short review of previous learning ('sticky learning')
- Present new material in small steps with student practice after each step
- Ask a large number of questions and check the responses of all students
- Provide models and worked examples
- Guide student practice of new material
- Check for understanding
- Ensure pupils receive a high success rate
- Provide temporary scaffolds for difficult tasks
- Require and monitor independent practice
- Weekly and monthly review

We will use assessment effectively - to help us understand what children know and are able to do. We will extend that assessment information to plan appropriate learning that closes any gaps swiftly and moves learning on. Ideally this would be at the point of learning.

We will ensure that we allow time to review previous learning, model responses for the children and give them adequate time to practice and embed skills securely and progressively whilst scaffolding new learning. We will help children make connections with learning and model the idea that **'practice makes permanent'.**

We will ensure that we create a classroom environment that is 'constantly demanding more' while affirming children's self-worth.

Our children's successes will be attributed to effort rather than ability.

We will make good use of learning time by coordinating classroom resources and managing the behaviour of our children.

Key visuals and models, including vocabulary, will be consistent and used to support the understanding of abstract concepts and to help children organise their thinking and their work.

Oracy and a focus on vocabulary and language will be evident in all lessons and within the learning environment.

St Augustine's high expectations regarding presentation of work and the use of Standard English (both verbally and written) will be evident in all lessons.

Expectations and Consistency

	Examples of best practice	What it looks like in practice	What it looks like in books/the classroom
Teaching	Short, targeted inputs. Children active – talk partners, whiteboards etc. Worksheets are rarely used. Ping-pong approach to ensure all pupils are actively learning throughout lessons.	Inputs not too long (no longer than child's age in minutes + 2 minutes). Behaviour for learning is good.	Children engaged and on task even when challenged. A good quantity of work in books.
Feedback	Verbal feedback at the point of misconception. GKs highlighted in pink ('tickled pink' – achieved), or Green ('green for growth' – not achieved yet) to show attainment in lesson. **See Learning and Feedback Policy**	The following piece of work should show an improvement based on feedback.	Evidence of children improving after feedback. 'Purple pen' evident from editing and responding to feedback. Opportunities for self-reflection.
Handwriting and Presentation	Handwriting taught explicitly and modelled. GK & Date for every piece of work. Pupil editing – purple pen, one line through	Exposure to good models of handwriting. Poor presentation is not accepted. Handwriting pens Y3-Y6.	All books neatly labelled. No doodling or untidy work. Anything stuck in is done so neatly and looks tidy.

	to cross out if an error is made.		

Planning learning

- Each term, teachers will map out the content of the curriculum to ensure all objectives are covered across the term (see Medium-Term Planning format).
- Expected outcomes for each year group are defined across the curriculum. Assessment data from FFT will be used to determine the starting point for each child and help the teacher decide on what sequence of learning will most likely lead to the realisation of that outcome.
- Learning Objectives (GKs) are a concise statement of what learning will occur, **NOT** a description of an activity. State the main skill, knowledge or understanding the pupils will acquire in the lesson. These are explicit and achievable within the lesson.
- Opportunities for questioning and challenge should be planned for.

Teacher input and modelling

- Teacher modelling must prepare the pupil to undertake guided and independent practice of the intended leaning.
- All lessons must have some element of teacher input. Every pupil must receive input from the teacher during the course of the lesson. Even where learning is almost completely independent and a minimum of modelling may be desirable, effective questioning will structure, stretch and challenge pupil's thinking.

To be useful to the learner, modelling must do at least one of the following:

- Demonstrate step by step, how a process or procedure is performed.
- Explain a concept for pupils to remember, consider, discuss or apply.
- Provide a 'scaffold' for pupils to build upon in their learning task.
- Introduce new subject-specific vocabulary and apply it in context.
- Extend pupils understanding a previously acquired concept in a new context.
- Expose the pupils to the thinking processes that occur in the successful performance of a task.
- Demonstration must be aimed at specific pupils so that the teachers' knowledge of their learning needs informs modelling.
- The teacher should make frequent references to the learning intention and success criteria where appropriate whilst modelling.
- Whilst modelling, teachers should make use of the vocabulary they wish the children to learn.
- Key visuals and models will be used to support the understanding of abstract concepts and to help pupils organise their thinking and their work.
- Modelling may be wholly teacher-led or involve input from pupils. Where modelling has involved input from pupils, the teacher must consider what new input he/she will add to the process.
- Modelling exemplifies St Augustine's high expectations regarding presentation of work and the use of Standard English.

Signals

The team stop signal (one arm raised) helps to stop pupils in a calm manner, ready for what

is next. Teachers will use this and other signals of their choosing to gain the pupils' attention without raising their voice.

Questioning

We gain and maintain pupil's attention through a variety of questioning techniques based on Rosenshine's Principles of Instruction:

- Cold call
- No opt-out
- Check for understanding
- Probing questioning
- Think pair share
- Say it again better
- Whole class response
- ABC – Agree, Build On, Challenge

Questioning should stimulate and encourage children to realise the learning intention.

In the planning process, the teacher should consider what higher order questions will challenge the pupils to develop a new level of understanding that will allow them to apply their skills in new ways. This means that key higher order questions must be developed early in the planning process and should not be seen as 'special extensions'. They are the key questions that will form the core of the learning in the lesson. Lower order questioning is used as a starting point for more probing questions. These might provide the information needed to deal with more probing questions later in the leaning.

The teacher will decide when it is appropriate to direct questions at individual pupils, groups or the entire class. We will not use 'hands up' in lessons and instill an expectation that every pupil should be prepared to respond to a question. When questions are directed at the entire class forms of response may include:

Teachers will plan a variety of questions to enable all pupils to make strong progress.

1. **Challenging Questioning**: questions that challenge and develop understanding at a deeper level:

    - Where we want children to apply a skill the expectation is that an application question will be asked in order to prompt deep thinking
    - Analytical questions should be used to encourage the children to reflect on the learning they have undertaken.
    - Challenge will be enhanced with the use of evaluative questions or prompts that encourage the synthesis of ideas. This will encourage pupils to think more deeply about learning concepts and apply their skills independently to a wider range of contexts.

2. **Adaptive Questioning:**

    - In order to adapt questions for individual learners and abilities, the teacher will have a clear outcome for that pupil in mind. This means that qualitatively

different questions will be directed specifically at different children in the same discussion.

Using rich questioning as detailed above gives more information about what a pupil knows, understands and is able to do. Knowledge gained is key to planning where teachers will take the learning for individuals and groups of pupils.

When making a teacher assessment judgement about a pupil's performance teachers have a wealth of information to assist them including formative and summative assessment. All judgements should be moderated within the team, as a whole school and alongside other schools. Arrangements are made for this over the course of the year. Judgements for each subject are recorded on FFT.

Accountability

At St Augustine's we believe that **every** child will make expected progress across the course of an academic year. Teachers need to be fully aware of **every** child who is not on-track for their 'flight path' and therefore needs to make **accelerated** progress (i.e. from the prior attainment points and/or in order to close any gaps) and ensure that appropriate provision is in place to enable them to do so.

Learning Environment

At St Augustine's we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards and enables pupils to develop independence as learners. Our Learning Environment Guidance in the School Handbook sets out to clarify the common expectations at St Augustine's, so that we provide consistency for all pupils in supporting, whilst challenging pupils to give their very best and develop a shared sense of what high standards look like.

Monitoring

St Augustine's offers all pupils the opportunity to learn and undertake a wide range of learning experiences. The curriculum is intended to engage pupils in the learning process and challenge them to think hard in order to accelerate their learning progress.

The quality of this provision is monitored continually through a termly monitoring cycle. This is achieved through a triangulation process that includes:

- Achievement and progress of pupils
- Work book scrutiny and moderation
- Pupil Voice
- Lesson observations