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**Teaching and Learning Policy 2018**

**Mission Statement**

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**At SS John & Monica’s, we learn through**

**the example of Jesus to**

**Love, Respect, Understand and Value each other.**

**Policy on Teaching and Learning**

**Ss. John and Monica is a Catholic School enriched by a variety of cultural and faith backgrounds. It is founded on a partnership with parents and parish.**

**INTRODUCTION**

At SS. John and Monica Primary School we are committed to high quality teaching and learning to raise standards of achievement for all our children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

This policy should be read in conjunction with our subject policies.

**PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At SS. John and Monica’s we recognise that education involves pupils, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

* provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
* recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
* ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
* provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
* provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of all pupils;
* develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
* encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
* develop confidence and capacity to learn and work independently, creatively and collaboratively;
* develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
* encourage children to respond positively to the opportunities, challenges and
* responsibilities of a rapidly changing world;
* encourage children to value the diversity in our society and the environment in which they live;
* encourage children to become active and responsible citizens, contributing positively to the community and our British Values..

**LEARNING ENVIRONMENT**

Our learning environment reflects the mission of our school. At SS. John and Monica’s our aim is to:

* provide a calm, caring and effective working environment, in which each child can produce their best work;
* provide a welcoming environment, in which courtesy, kindness and respect are fostered;
* encourage, praise and positively reinforce good relationships, behaviours and work;
* foster and promote good relationships and a sense of belonging to the school community;
* value and celebrating pupils’ success and achievements;
* provide positive role models;
* develop links with all stakeholders and the wider community;
* and work as a team, supporting and encouraging one another.

**ROLES AND RESPONSIBILITIES**

Teachers will endeavour to:

* provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
* recognise and be aware of the needs of each individual child according to ability and aptitude;
* ensure that learning is progressive and continuous;
* be good role models, punctual, well prepared and organised;
* keep up-to-date with educational issues;
* provide clear information on school procedures and pupil progress;
* have a positive attitude to change and the development of their own expertise;
* establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.

Parents are encouraged to support their child’s learning by:

* ensuring that their child attends school regularly, punctually, well-rested and in good health;
* ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
* providing support for the discipline within the school and for the teacher’s role;
* participating in discussions concerning their child’s progress and attainment;
* ensuring early contact with school to discuss matters which affect a child’s happiness, progress and behaviour;
* support the school’s homework policy and give due importance to any homework;
* ensuring that all contact addresses and telephone numbers are up to date and correct;
* allowing their child to become increasingly independent as they progress throughout the school;
* informing the school of reasons for their child’s absence;
* actively support the Home-School Agreement.

Pupils are encouraged to support the school’s aims by:

* attending school regularly and punctually;
* being organised, bringing necessary equipment, taking letters home promptly, etc;
* conducting themselves in an orderly manner in line with the expected behaviour policy;
* take increased responsibility for their own learning and complete homework.

**PLANNING**

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At SS. John and Monica’s we are committed to following the programmes of study as required by the National Curriculum 2014.   We follow a cross curricular approach to learning where possible with teachers ensuring breadth and balance to the curriculum. All staff are committed to the use of cross curricular opportunities to enhance learning. ‘Themes Days’ and Enabling Enterprise days are planned across the year.

Some subjects are taught through a topic approach and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

At SS. John and Monica’s we are committed to raising standards in Speaking, listening, Communication, Reading, Writing and Mathematics. Daily lessons in these key areas of learning are timetabled, planned following agreed practices and delivered across the school.

**ORGANISATION**

The learning environment is a key feature of effective teaching and learning.

Opportunities will be made for:

* whole class teaching;
* group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
* one to one teaching;
* conferencing, debate, discussion;
* peer to peer support;
* collaborative learning in pairs or groups;
* independent learning;
* booster support;
* challenge and extension during all lessons is planned into all lessons.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

* resources in each area will be grouped according to curriculum subject;
* book corners will be comfortable and attractive;
* visual timetables, working walls, word of the week and subject specific vocabulary will be displayed;
* pupils will be involved in the maintenance and care of all equipment and resources.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the Head teacher. Students are welcomed into school and provide extra support across the school.

**SCHOLASTIC EXCELLENCE**

Excellence is celebrated in display and performance. Each class will display work in the hall during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance writing standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work, performance or display should represent their highest standards of personal achievement.

‘Star of the Week’ awards are given weekly, and children are named in the Newsletter to celebrate individual academic or personal achievement. Golden Book Assemblies are held each half term.

Individual excellence and achievement is recognised at the end of each half term with children receiving Reading and Mathematics champion awards and certificates for personal achievement.

**DIFFERENTIATION**

Quality First Teaching is our first step when providing differentiation. This is achieved by providing;

* Secure positive relationships between staff and pupils;
* highly focused lesson design with sharp objectives;
* high demands of pupil involvement and engagement with their learning;
* high levels of interaction for all pupils;
* appropriate use of teacher questioning, modelling and explaining;
* an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
* an expectation that pupils will accept responsibility for their own learning and work independently;

To ensure that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

* pace;
* level;
* content;
* sequence and structure;
* task;
* relevance;
* resources;
* extension;
* outcome;
* group work;
* discussion;
* teacher/ adult support.

At SS. John and Monica’s school we endeavour to ensure all pupils achieve their full potential. Our more able pupils are provided with the appropriate challenge, stimulation and enjoyable education, based upon high teacher expectations.

(See attached Appendix 1 More Able and Gifted Policy)

The Graduated Approach underpins our provision for our SEN children. The SEN Code of Practice 2015 states:

* The emphasis is on high quality whole class provision therefore reducing the need for additional provision
* High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Quality First Teaching is our first step in ensuring SEN provision by providing:

* highly focused lesson design with sharp objectives
* high demands of pupil involvement and engagement with their learning
* high levels of interaction for all pupils
* appropriate use of teacher questioning, modelling and explaining
* an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
* an expectation that pupils will accept responsibility for their own learning and work independently.
* Supportive and positive relationships between staff and pupils

(See attached Appendix 2 Differentiation and SEN Provision 2018)

**HOMEWORK**

Homework is considered to be a valuable element of the learning process.

At SS. John and Monica’s school we believe that homework should be set:

* to involve parents in their children’s learning;
* to help parents keep abreast of what their child can and cannot do;
* to take advantage of the home context to apply learning;
* to encourage children to talk about their work to their parents and explain what they are doing and how;
* to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
* to prepare children for secondary school experiences of homework;
* to view learning as a lifelong process and not just restricted to school hours.

The schools agreed practice for homework is that homework is set on a regular basis, for all years, in line with our homework policy.

(See attached Appendix 3 Homework Policy)

**ASSESSMENT**

Regular assessments are made of pupils’ work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child’s progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage in Years 2 and 6 through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial Baseline assessments are completed in EYFS on entry and the Foundation Stage Profile is completed at the end of the Reception year.

Formative ongoing teacher assessment is a key feature of our teaching and learning. We recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and is a key element in teaching and learning for greater depth.

All results from assessments are analysed by the Head teacher and SMT; these assessments are used to inform future planning and the School Improvement Plan.

Formative ongoing teacher assessment is a key feature of our teaching and learning.

(See attached Appendix 4 Assessment)

**FEEDBACK and MARKING**

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

* helps children understand how to improve and comments aim to be positive and constructive;
* is often done while a task is being carried out through discussion between child and teacher;
* Misconceptions in learning are addressed by the class teacher and LSA during lessons.

**MONITORING**

Pupils’ work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, SLT and Head Teacher. 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 Head Teacher will observe lessons in a specified curriculum area on a regular basis. The Performance Appraisal cycle informs learning and teaching.

Effective learning is ensured through the process of monitoring successful teaching. Successful teaching takes account of children’s prior learning and must ensure continuity and progression.

**EFFECTIVE TEACHING and LEARNING STRATEGIES**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

* provision of an integrated curriculum;
* teacher observation;
* discussion and questioning (open and closed as appropriate);
* previewing and reviewing work;
* interactive teaching;
* conferencing;
* listening;
* mind mapping;
* providing opportunities for reflection by pupils;
* demonstrating high expectations;
* providing opportunities for repetition/reinforcement;
* providing encouragement, positive reinforcement and praise;
* making judgments and responding to individual need;
* intervening, as appropriate, in the learning process in order to encourage development;
* providing all children with opportunities for success;
* using a range of communication strategies – verbal and non-verbal.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

* investigative work is used;
* children are encouraged to communicate findings in a variety of ways;
* opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning;
* collaborative and interactive learning opportunities are key to all lessons.

At SS. John and Monica’s we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

* investigation and problem solving;
* research and discovery;
* questioning and inquiry;
* filed work and visits to places of educational interest;
* creative activities;
* debate, role play and performance;
* design and making things;
* participation in athletics or physical activity;
* computing skills;

Thinking skills will also be developed across the curriculum. This will include:

* creative thinking;
* enquiry;
* information processing;
* reasoning;
* evaluation;

**LEARNING STYLES**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

* investigation;
* experimentation;
* listening;
* observation;
* talking and discussion;
* asking questions;
* child-initiated play;
* practical exploration and role play;
* retrieving information;
* imagining;
* repetition;
* problem-solving;
* making choices and decision-making.

We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a ‘Growth Mindset’ and the ‘Zone of Proximal Development.’

Planning will incorporate as many styles of working as possible. These styles include:

* individual learning;
* collaborative learning in small groups, or pairs;
* one to one learning with an adult, or more able pupil;
* whole class;
* specialist and targeted support;
* interventions and booster support;
* independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

**RESOURCES**

We believe at SS. John and Monica that our staff are our most precious resource when ensure high quality teaching and learning for all. LSAs are used across the school in the classrooms to support the delivery of quality first teaching and learning. Targeted and specialist support is delivered through effective and timetabled interventions.

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

* there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
* all children know where classroom resources are kept and the rules about their access and use;
* children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
* the library, computer suite and Forest school are valued resource and used appropriately;

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

**ENRICHMENT**

At SS. John Monica’s the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children’s experiences and support learning across a range of subject areas. These include:

* educational class visits;
* residential trips;
* Enabling Enterprise theme days and visits;
* retreat days;
* visits to places of worship;
* sports and competitions;
* topic theme days;
* R.E. theme weeks/days.

Policy date: 2/3/18

**(Appendix 1)**

**SS. John and Monica’s Differentiation and SEN Provision 2018**

**The SEN Code of Practice 2015 states:**

* The emphasis is on high quality whole class provision therefore reducing the need for additional provision.
* Teachers are responsible for the progress of pupils in their class.
* High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

**Quality First Teaching is our first step in proving this provision:**

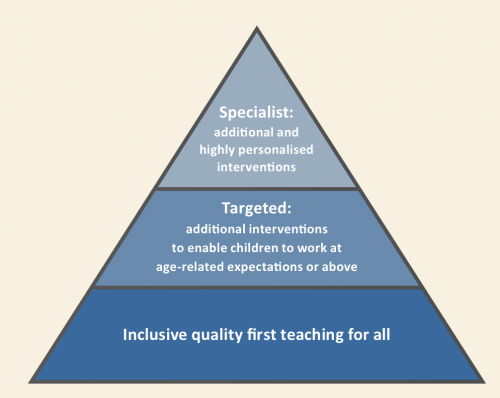
* highly focused lesson design with sharp objectives
* high demands of pupil involvement and engagement with their learning
* high levels of interaction for all pupils
* appropriate use of teacher questioning, modelling and explaining
* an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
* an expectation that pupils will accept responsibility for their own learning and work independently
* positive relationships between staff and pupils.

**Our provision ensures:**

* **Access** thinking about the varying NEEDS of pupils) considering individual, and sometimes group barriers to learning (e.g. writing, reading, dyslexia, ASD, behaviour) and looking for ways to remove those barriers.
* **Awareness** of a range of teaching styles and approaches to ensure multi-sensory learning, making explicit links to prior and upcoming learning and how all this fits into real life (creating the big picture.)
* **Early Identification** discussions with parents/carers, children. Notes are taken and kept on the school’s SEN School Support information system and given to parents.

**Our differentiated provision strategies include the following:**

* Access -including the physical space
* Dialogue and Content
* Teaching and Learning style
* Level
* Pace
* Response
* Group Work
* Support
* Sequence and Structure

**The Graduated Approach underpins our provision**

**Access**

**The same or similar activities are presented to students but material is presented in different ways according to individual need.**

For example:

* + Dyspraxic child having access to a word processor;
  + A limited writer having access to a voice recorder to remember ideas;
  + A child with visual or hearing need being situated towards the front of the classroom sitting directly in front of the board to enable close monitoring/ development of listening skills;
  + Lack of noise quiet spaces available;
  + Visual timetables;
  + If required the opportunity to access an individual workstations.

**Dialogue**

**The most regularly used form of differentiation is by dialogue.**

For example:

* Exceptionally able students often only need to have a basic outline of the work explained to them. This can be a quite sophisticated explanation which sets high expectations and assumes high levels of understanding. Less able students will need a full explanation, with more detailed examples and perhaps illustration of the ideas and expectations.
* The use of targeted questioning to elicit a range of different responses, including high-level responses from exceptionally able students and small group discussions, can also raise the challenge.

**Content**

**Pupils work on various aspects of the same subject matter.**

For example:

* During a writing session, a small group of children learn about the subject-verb relationship within a sentence whilst the rest of the class write according to the main objective of the lesson;
* A child may be working on the same piece of reading as the class but may have support to improve their scanning skills;
* Questions are directed according to level of child ( e.g. Blooms Taxonomy )
* Different texts for the same objective i.e. Pie Corbett models
* A variety of tasks are set which relate to the same activity. Exceptionally able students can begin at a higher level, miss the first activities or move through the work at an increased rate. This may also mean missing out some of the work.

**Teaching and Learning style**

**The teachers and LSA being aware of various teaching and learning styles of individual children; using visual, auditory, kinaesthetic or preferably a combination of all three approaches.**

For example:

* A child who finds word construction difficult may use an Alpha Ark with magnetic letters to construct CVC words;
* A lesson involving writing- starting with a picture to stimulate imagination but more specifically targeted towards a group of children who find visualisation of ideas difficult,

**Level**

**Teachers are ensuring pupils following the same course of work at different levels.**

For example:

* Pupils follow the work at their own pace. Computer assisted learning can help the children learn at their own pace.
* Groups or individuals working on their reading/ spelling skills according to their own level using a program, which has been set up according to their needs.

**Pace**

**Pupils may undertake similar work but at their own speed. Core work is taught and discussed in a lesson – the pupils can then follow this up in semi-structured time (i.e. a project)**

For example:

* A child learns about the Romans as part of a school topic. They are then taught some study skills and are asked to assemble some type of individually constructed project.
* When asked to work at pace, some exceptionally able students move onto high-level work quickly and therefore stretch their abilities. By contrast, when they are allowed more time to complete tasks SEN children can achieve increased levels of attainment and more highly ‘finished’ or inventive outcomes.

**Response**

**Pupils may be encouraged to respond to the teaching in their own or preferred ways.**

For example:

* One child may think to respond to a task using a writing task. One child may use a word processor to record their ideas. One child may use voice activated software to record their ideas.

**Group Work**

**Grouping may involve two pupils through to larger numbers.**

The groups should be directly linked to the requirement of an activity or pupil needs. For some pupils working collaboratively with other pupils without staff support is particularly valuable. This is where grouping is effective in overcoming ‘learned dependency.’

**Support**

**Learning Support Assistants are used to support teaching and learning.**

LSA are a very precious commodity and teacher should consider how time will be shared between all pupils and what will children gain from working with a LSA.

**Sequence and Structure**

**Learning is broken down into smaller and manageable elements (task analysis).**

For example:

* The introduction of a lesson is broken down into small manageable steps to allow children with language difficulties to process the information;
* A piece of writing is taught using a sequence of pictures supplemented by a flow chart.

**(Appendix 2)**

**More Able & Gifted**

At Ss. John & Monica,we recognise the need to provide equality of opportunity for pupils of all abilities in order to maximise their potential. We are committed to helping all our pupils to develop their personalities, skills and abilities, both intellectually and socially and to providing teaching which makes learning challenging and enjoyable.

Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

Providing for the gifted and talented pupils in our schools is a question of equity - as with all other pupils, they have a right to an education that is suited to their particular needs and abilities. They need to be presented with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive of those who may, in years to come, break the boundaries of what we know and understand today.

**SS John & Monica’s Aims**

* To ensure that more able pupils are provided with an appropriate, challenging, stimulating and enjoyable education, based upon high teacher expectations
* To offer children opportunities to develop their specific skills and talents through provision of opportunities and guidance that is sensitive to their ways of learning and allows potential to be turned into performance
* To provide equality of opportunity for children, enabling them to reach their intellectual, personal, social, creative, physical and emotional potential

We have agreed to define the ‘more able’ child as the child who works in the top third of each class; this will enable us to target both classroom and extracurricular subject specific provision most effectively.

High ability has often been categorised in six areas:

·        Physical talent (sport)

·        High intellectual ability

·        Mechanical ingenuity

·        Acquisition and command of language

·        Outstanding leadership and social awareness

·        Creativity

·        Visual and performing abilities

More able children often display some of the following characteristics:

* Often learns new ideas and concepts quickly, or may already know most of what they are being asked to learn
* May show a dislike of repetition of concepts and of closed tasks
* Inclined to choose unusual methods of working
* Often reluctant to record things if they see no purpose in doing so
* May be creative on offering ideas and solving problems
* Often shows an unusual and well developed sense of humour
* May resent the imposed restrictions of the timetable if interested in a task
* Displays curiosity and asks more questions
* May tend to perfectionism
* Often capable of higher levels of thinking
* Shows more analytical thinking and reasoning
* May have particularly wide vocabulary and be verbally fluent
* May show an interest in ideas and concepts which are expected from an older group of pupils
* May show high levels of sensitivity and empathy
* May show unusually extroverted or introverted behaviour
* Persisted, resourceful and highly motivated
* Highly artistic or musical
* Original, imaginative, creative

**Subject-specific skills and learning behaviours demonstrated by more able pupils**

**English**

· Shows a perceptive critical faculty that enables connections and judgments to be made within and between texts

· Asks questions to challenge and deepen complex ideas; recognises and accepts ambiguity

· Uses an unusually wide vocabulary, with accuracy; is confident enough to experiment, both in speaking and writing

· Is passionate about reading and open to new genres, authors and ideas

· Expresses ideas succinctly, sometimes elegantly but may feel detail or support is so obvious as to be unnecessary

· Identifies the main issues in debates and devises strategies quickly to deal with them, in many roles, perhaps in original ways

· Is prepared to listen to and learn from others, and has the emotional intelligence to draw ideas from others and build on them without dominating discussion; understands registers instinctively and can react creatively to others’ ideas to mediate and develop them

**Mathematics**

· Develops individual non-standard methods for solving problems and may skimp on explanations but be able to justify them

· Sees the implications of concepts quickly, but may complicate problems by thinking of other implications or restrictions

· Takes unexpected sidelines or develops short cuts, by making connections to different branches of maths and applying them creatively

· Examines the strategies adopted when investigating within mathematics itself or when using maths to analyse tasks

· Works quickly and may make mistakes in calculation but may also consider the elegance and efficiency of alternative lines of enquiry or procedures

· Includes mathematical justifications, distinguishing between evidence and proof, and explains their solutions to problems involving a number of features or variables

**Provision**

In school

In accordance with Excellence in Cities guidance, we are committed to creating, implementing and monitoring a distinct teaching and learning programme for our gifted and talented and more able pupils. This programme is specifically designed to cater for the identified, specific individual learning needs of our cohort of children. The programme will be distinct and discernibly different from that followed by pupils who are not part of the cohort, recognising that distinctiveness and difference can be achieved through effective use of differentiation in all settings and exploiting opportunities for curricular flexibility.

We are ready to adopt a range of organisational approaches in response to the pupils’ needs and aspirations in order to provide the optimum teaching and learning conditions for our G&T pupils. It is acknowledged that not all classes will have gifted pupils but all classes should have talented and pupils that they can identify.

We intend to offer our G&T children appropriate support, challenge and equality of opportunity in all aspects of their school life. Opportunities for curriculum enrichment (breadth) and extension (depth) are written into schemes of work and specific provision is made explicit in differentiated curriculum planning. Staff have access to the classroom quality standards for Gifted and Talented Education and these standards are good indicators towards personalising learning.

In creating a more challenging classroom environment, possible strategies include:-

* High expectations of possible achievement of ALL pupils so that every child has the opportunity to reach and exceed their full potential
* Organisation – grouping, setting, support staff, use of ICT, etc, to enable working with pupils of like abilities
* Differentiation – to ensure that tasks for ALL pupils are sufficiently demanding and that ALL children access work at an appropriate starting point – teachers try to include children in the planning process wherever practicable.
* Enrichment – building enrichment and extension activities into existing lessons and, possibly, in different or additional lessons and including a range of extra-curricular opportunities.
* Acceleration or fast-tracking to enable pupils to make much more rapid progress than their peers
* Open-ended questioning and activities
* Developing higher-order thinking and learning skills
* Self-evaluation, reflection and target-setting
* Individual work or withdrawal, if appropriate but preferably ALL children should be taught together in a shared learning environment that starts with the premise that ALL children should strive to reach the most difficult LOs.
* Providing pastoral support, including strategies for time management and study skills and where appropriate, involving learning mentors or classroom assistants
* Using ICT to extend and/or personalise activities – offering a wider range of resources or activities
* Allow the display of children’s’ knowledge in a variety of forms – presentations, pictures, music, dance, videos, web pages, etc
* Opportunities to display learning to others
* Out of class extension and enrichment activities that could include opportunities for problem solving activities and collaborative learning
* Additional resources to allow opportunities for self-supported learning
* Creative opportunities with time and space to experiment
* Opportunities for children to use their abilities for the benefit of other pupils/staff/whole school/community

Out of school Provision

G&T children are able to access a range of after-school clubs (some of which are specifically catering for them) ‘Out of School Hours Learning’ initiatives, Summer schools, Master classes and Cluster Club initiatives. The G&T coordinator informs parents of opportunities to attend such events as they arise.

Where a G&T child has a particular ability or exceptional talent in a subject not catered for in either the National Curriculum or through after school activities, the school will endeavour to facilitate and encourage the child’s ability through outside school contacts.

**(Appendix 3)**

**Homework**

The Governors and staff of SS. Johan and Monica Catholic Primary School believe that homework is an important aspect of a child’s education. We believe it encourages children to realise that learning can take place outside the classroom as well as promoting independent learning thus encouraging the child to take great responsibility for their personal progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child. This policy is based on current government guidelines which emphasise the importance of homework and how it helps your child to learn. The guidelines include how much time pupils might reasonably be expected to spend on homework.

While most parents do appreciate the value and importance of this homework, a few feel that we do not set enough whilst others feel there is too much! The amount and type of homework we set is at a level which we believe to be reasonable and manageable as well as in line with the guidance provided.

**Aims**

Homework is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose.

• It reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;

• It encourages self-discipline as the children take responsibility for their learning;

• It promotes independent learning;

• It provides teachers with the opportunity to support and extend individual children;

• It sets standards for life and children become accustomed to working at home, preparing them for secondary school and futures employment;

• It encourages children to share their learning with parents and carers;

• It encourages parents and carers to become involved with their children’s learning

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school. We recognised that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing ‘down time’.

**Reading**

We would hope that children read daily (alongside the schedule that follows) and that reading for pleasure is valued at all times and is not just confined to the total time spent completing homework. This would include fostering early reading skills, where appropriate. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children’s books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

**Homework Schedules**

Homework is given on a regular basis across the school. From time to time, homework may vary in response to a particular activity such as an educational visit or some topic based research. Homework content may be set as a written piece of homework or may include reading, games and activities to reinforce Literacy, Maths or other skills. This homework may also be completed online using mathletics or readingeggs/express. The homework set is decided by each class teacher, as they have the best understanding of the needs of the different children in their class. On occasion class teachers may feel that additional homework tasks may be beneficial such as extra handwriting practice or additional multiplication fact revision.

For older children homework may include completing work set, finding out information, preparing a presentation, designing and/or making something, trying out a simple scientific experiment and solving problems.

**Year Group Guidelines**

|  |  |  |
| --- | --- | --- |
| Year group | Guideline Amount | Tasks/activities |
| Reception |  | Children will read daily (two books weekly)  Spellings/sounds will be set weekly |
| Year 1 | I hour weekly | Children will read daily (two books weekly)  Spellings/sounds will be set weekly  English Task/Maths task weekly |
| Year 2 | I hour weekly | Children will read daily (two books weekly)  Spellings will be set weekly  English Task/Maths task weekly |
| Year 3 | I ½ hours weekly | Children will read daily  Spellings will be set weekly  English Task/Maths task weekly  *\*This alternates between written homework using homework booklets and online activities such as readingeggs and mathletics* |
| Year 4 | I ½ hours weekly | Children will read daily  Spellings will be set weekly  English Task/Maths task weekly  *\*This alternates between written homework using homework booklets and online activities such as readingeggs and mathletics* |
| Year 5 | 25-35 minutes daily | Children will read daily  Spellings will be set weekly  English Task/Maths task weekly both online (reading eggs/mathletics) and written (homework booklets)  Home learning projects to be completed throughout the term |
| Year 6 | 30-60 minutes daily | Children will read daily  Spellings will be set weekly  English Task/Maths task weekly both online (reading eggs/mathletics) and written (homework booklets)  Home learning projects to be completed throughout the term  In preparation for the demands of secondary school, Year 6 may also be given further homework daily in the spring and summer term to ensure that they are ‘secondary ready.’ |

**(Appendix 4)**

**Assessment**

At SS John & Monica’s we feel that excellence in assessment lies at the heart of improving pupil achievement and giving each child success against their previous best. We strive to ensure that we are aware of the development of each individual child and we work together with parents and pupils to ensure that each child achieves their full potential.

Assessment helps us to identify the needs of every individual pupil. This information will help us to plan future learning experiences and to facilitate continuity and progression between years and institutions by providing information for other teachers. We will have evidence of what the child knows, understands and can do and wherever possible we will involve pupils in the reviewing of their own progress. This gives us, and the pupils, the opportunity to recognise and give credit to a wide range of achievements, and to help the pupils identify areas where more development is necessary.

At SS. John & Monica’s we will continue to make a distinction between:

* Assessment of Learning
* Assessment for Learning

Assessment of learning is required to ensure that children and teachers are making the required achievements. This is the data collection and analysis that is done – who can do what.

Assessment for Learning is the cornerstone of our provision – What can you do? What do you know already? What do you need to know? How will you do it? How did you do it? How do you know it is good/needs improvement? What will you do next? What would you do differently? What do you know now that is new? The Learning Outcome is clearly shared with children at the beginning and during all lessons, children share in the process of deciding what will be the steps to achieving the LO and this success criteria is used as a tool for marking. The process of LO and Success Criteria is present in all activities to teach pupils how to learn. We are aiming to give children the lifelong skill of self evaluation and understanding of their own learning style and needs. Our children will leave SS. John & Monica’s as independent and resilient learners.

Our aims for assessment include the following:

1 To assess the effectiveness of teaching and learning

2 To improve both the content and delivery of the curriculum.

3 To monitor curriculum content and delivery.

4 To identify areas for development/improvement.

5 To plan and provide relevant support and development through INSET, to raise staff confidence and expertise.

6 To provide information on development and school improvement to: Government, HMI/OFSTED, Local Authority, Governors, Staff, Parents and Pupils

7 Provide evidence that will inform the School Development Plan.

8 To provide a baseline for teaching.

9 To help identify learning needs strengths and weaknesses.

10 To ensure continuity across the curriculum and classes enabling us to build on previous work and progress.

11 To give children and parents regular, detailed and comprehensive information on pupil achievement and progress.

12 To allow the pupils to assess their own work and that of their friends – understanding what to look for in each piece of work and sharing ideas amongst each other about their work and how to improve.

13 To ensure that the contribution of each member of staff is valued.

14 To ensure that formal and informal assessment of pupils work is undertaken as part of normal teaching.

15 To ensure that information gained from assessment will be used to influence teaching and learning strategies

The programmes of study within the National Curriculum set out expectations at the end of each key stage. Our curriculum includes an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

**Key Principles of Assessment at SS John & Monica’s**

To provide effective support in the classroom, assessment should

* Be integral to the processes of curriculum planning, teaching and learning.
* Motivate learners!
* Take account of previous levels of pupil performances; be capable of detecting any significant changes and then putting appropriate interventions in place (in planning and teaching) to address the areas of weakness.
* Create flexible planning within the National Curriculum orders, where teachers feel confident to make changes, additions or deletions from intended Learning Objectives in order to meet the needs of the children.
* Indicate learning successes and identify weaknesses.
* Focus upon learning processes as well as learning outcomes so that children learn skills in learning not just knowledge.
* Be based on clear and concise success criteria that may have been set by child or teacher or both in negotiation.
* Be objective and consistent.
* Provide valuable feedback to the child about their progress and allow an opportunity for them to feedback too.
* Allow the children to be actively involved in their learning – from planning to delivery.
* Allow self and peer assessment, making the children confident to talk about their learning and share the skills in achieving success with their peers.