



**POLICY ON**  
**Teaching & Learning**  
**(including Assessment)**

# My right to learn



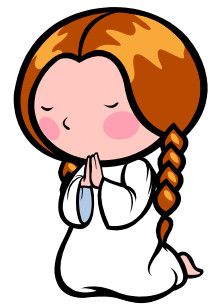
I do not have to earn  
the right to learn.  
It's mine.  
And if because  
of faulty laws  
and errors of design,  
and far too many places where  
still far too many people do not care –  
if because of all these things, and more,  
for me, the classroom door,  
with someone who can teach,  
is still beyond my reach,  
still out of sight,  
those wrongs do not remove my right.



So here I am. I too  
am one of you  
and by God's grace,  
and yours, I'll find my place.



We haven't met.  
You do not know me yet  
and so  
you don't yet know  
that there is much that I can give you in return.  
The future is my name  
and all I claim  
is this: my right to learn.



By Robert Prouty

# ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

## Teaching and Learning Policy

### Introduction

Our Teaching and Learning Policy is made up of a set of policy documents which reflect a consensus of beliefs and are a record of agreements that are fully understood and valued by all staff.

There are several basic principles that guide our Teaching and Learning Policy:

- high quality pupil achievement arises directly from a consistent set of high expectations.
- quality achievement depends upon structured progression which is based upon a continuity of curriculum experience.
- classroom organisation influences directly the quality of children's experience and is reflected in their levels of achievement.
- quality is achieved by encouraging, praising and reinforcing good relationships, behaviour and work, esteeming children as individuals and respecting their rights, values and beliefs.

All the principles embodied in the following documents underpin our work and the skills should be developed systematically as children pass through the school. Our children are entitled to the principles and practices described in our Teaching and Learning Policy and Governors, parents and especially the children should be aware that we hold these ambitions on their behalf.

All elements of the Teaching and Learning Policy should be reviewed regularly.

## Mission Statement

# ***'In Jesus, we love, learn, hope, trust and care.'***

As a Rights Respecting School our focus on values is central to our practice because

- values are integral to the purpose of schools (especially the moral purpose);
- developing sound values is an essential element of the whole child;
- values and beliefs tell us how to behave and give meaning to life;
- 'Good Childhood Report' (Layard, 2009):
  - 'an essential element of education and moral education is to offer a vision and an understanding of a good person and a good society';
  - '...by a good person and better people we mean those who are well-adjusted to themselves, to their families and friends and their wider social environment';
  - ...people who seek to realise their lives fully by seeking fulfilment in helping others'.

As a Rights Respecting School we support an approach that:

- adopts a set of universal and globally-agreed values for all children
  - but the values apply as much to adults as children;
- is based on the common human ethic
  - treat others as you yourself want to be treated
  - do unto others as you want done to you;
- the value of RRS is also recognized by MacGilchrist in 'The Intelligent School' (2006):
  - 'We would place pupils' rights and responsibilities at the heart of an effective school';
- is also reflected in the Cambridge Primary Review, Robin Alexander (2009):
  - 'Respect children's experiences, voices and rights, and accept the UN Convention of the Rights of the Child as the framework for Policy'.

Our aims are:

- to promote self-discipline and to develop self-esteem and the personal values of honesty, tolerance, respect, politeness, perseverance and fairness;
- to promote entitlement and access to equal opportunities for all;
- within the above context, to show tolerance and respect towards people of other beliefs, gender, cultures, races, and social and economic backgrounds;
- to encourage the ability to think and work independently and to co-operate and collaborate with others;
- to encourage the enjoyment of learning;
- to extend the ability to communicate clearly and confidently in a variety of contexts;
- to help everyone acquire the skills, attitudes, understanding and knowledge to make sense of their world in the past, present and future;
- to promote spiritual, moral, social and cultural development;
- to promote and celebrate equality in all we do;
- to encourage the making of informed, discerning choices based on knowledge and understanding;
- to encourage everyone to take responsibility for their own actions.

#### Article 28

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

## **Curriculum Planning**

### Short Term Plans

Our teachers use short term plans on a daily basis. They are a valuable source of information and relate to what is being taught and learnt on the day, and how this is being carried out.

Short term planning is saved each week in the relevant planning folder on the teachers' shared drive. These are regularly monitored by the head teacher, deputy head and subject leaders:

- to ensure that coverage, continuity and progression are evident;
- LI and expected outcomes are clearly stated;
- SC are stated or being created by pupils;
- aspects of learning are developed to increase pupil voice and ensure quality of enquiry.

### Medium Term Plans

Medium term plans are collected in on a (half) termly basis. Literacy and Numeracy planning relates to updated strategies and the Westminster Literacy Scheme. QCA schemes of work and a range of annotated resources are used in planning at this stage. Creative/cross-curricular planning is being developed.

### Long Term Plans

Each year group has a curriculum map that identifies and attempts to make effective links between Foundation subjects and Literacy and Numeracy where possible.

### The Curriculum Map (Long Term Plan)

A curriculum map provides a broad overview of the school curriculum. It shows how the curriculum will be covered over a period of time. It takes the main elements of such things as the National Curriculum, the National Literacy Strategy, the National Numeracy Strategy and the Agreed Syllabus for Religious Education and shows when they will be taught to whom.

The curriculum map will make clear what will be taught to children in each year group. What is important is that it provides the teacher with a long term plan which clearly sets out how the curriculum is covered.

It then provides information to:

- teachers – about what they are expected to teach;

- the head teacher – about overall curriculum coverage and continuity.
- subject co-ordinators – about coverage and continuity in their particular areas;
- Governors, parents, inspectors and children – about the school's commitment to teaching and learning.

When drawing up a curriculum map staff will need to consider the following:

- cross-referencing between subjects;
- identifying where in the curriculum the key skills of Literacy and Numeracy will/can be taught;
- identifying ways in which units of work relate to each other;
- continuity of skills development and progression;
- national time allocations to each unit of work.

## Learning Environment

*'The only way in which adults consciously control the kind of education which the immature get is by controlling the environment in which they act and hence think and feel.*

*We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great deal of difference.'*

John Dewey

## Display and Learning Environment

We believe good displays in classrooms and around the school have many positive values. As a school, we believe providing an enriching learning environment is an essential facet of an effective school because:

- it raises self-esteem;
- it creates a positive and stimulating environment;
- it celebrates work;
- it is a referencing and teaching point;
- it reflects and reinforces learning;
- it gives a positive message and shares the ethos of the school to visitors;
- it encourages appropriate handling of artefacts;
- it raises standards;
- it promotes themes;
- it raises the profile of individual subjects.



## Factors hindering good displays

As a school, we are committed to display work that enriches the school as laid out in our principles for Display and Learning Environment. In practical terms, there are some factors that may hinder good displays. These are listed below with ways to overcome some of the difficulties.

<b>These things hinder us from producing display work to a higher quality than we are already doing.</b>	<b>This is how we can overcome some of these difficulties.</b>
Shortage of work to display.	<ul style="list-style-type: none"><li>• Balancing the curriculum;</li><li>• Providing a broad-based curriculum;</li><li>• Better timetabling;</li><li>• Even some of the 'mundane' work (e.g. core subjects) should be celebrated in display.</li></ul>
Good 3-D display units	<ul style="list-style-type: none"><li>• A selection of display blocks can be bought to be centrally stored then used when needed;</li><li>• Using existing classroom furniture, e.g. tables with drapes or fixed worktops.</li></ul>
Easy access to boards	<ul style="list-style-type: none"><li>• Design of rooms should take into account access (e.g. ensuring boards are not blocked by fixed furniture);</li><li>• Lowering the height of boards.</li></ul>
Preparation time (including the use of TAs)	<ul style="list-style-type: none"><li>• Although TAs' first priorities are to work directly with children, there are possibly times when they could help with display work;</li><li>• Set aside a time each week specifically for display, e.g. a day after school per week. It's important to timetable a slot in a normal week;</li><li>• Children should be trained to help with displaying their own work.</li></ul>
Lack of resources (e.g. staplers, staple guns, staples, staple removers, drapes, paper cutters, different paper sizes, good quality paper, long-arm stapler, Blu	<ul style="list-style-type: none"><li>• All of these can be ordered;</li><li>• Each teacher should have enough resources to make display work easier and therefore quicker;</li></ul>

Tack, glue sticks/PVA, no-fade backing paper in different colours, various borders.	<ul style="list-style-type: none"> <li>• Each teacher to have their own 'display kit'.</li> </ul>
Backing of boards takes too long	<ul style="list-style-type: none"> <li>• Weigh up the quality of the board against what you want out of the display;</li> <li>• Does it need backing?</li> <li>• Think of what the final product will look like;</li> <li>• Use children or another adult to help you with backing paper – e.g. 10 minutes at lunchtime to hold the paper up while you staple and cut;</li> <li>• Use non-fading paper.</li> </ul>
Frequency of changing boards	<ul style="list-style-type: none"> <li>• This will depend on what the display is for. Generally, once every half-term.</li> </ul>
Lack of enjoyment and flair	<ul style="list-style-type: none"> <li>• There are staff who do enjoy putting up stimulating displays. Those who have less confidence could draw on these teachers' expertise;</li> <li>• INSET sessions to share ideas;</li> <li>• Display reference books – e.g. Roger Cole. There are plenty of others too;</li> <li>• Use school camera to photograph displays to build up a portfolio of good display work.</li> <li>• Get ideas when visiting other schools.</li> </ul>
Children not having the skills to back their own work	<ul style="list-style-type: none"> <li>• Set up a programme so that children gradually acquire the skills needed for mounting work effectively and learning the skills of display.</li> <li>• Display co-ordinator to manage and monitor.</li> </ul>
Vandalism (mainly corridors)	<ul style="list-style-type: none"> <li>• As soon as any boards get vandalized, report them to the SMT/display co-ordinator. This will then be raised at the next assembly;</li> <li>• Repairs to be carried out as soon as noticed (e.g. within 24</li> </ul>

	hours); • Display co-ordinator to note/inform/repair.
Accidental damage (mainly corridors)	• Display co-ordinator to note/inform/repair; • Report to relevant class; • Repairs to be carried out as soon as noticed (e.g. within 24 hours).
Proper resources storage (resource room)	• Room to the left just inside entrance to KS2 building will be for all art/display stock. • The design of this cupboard will allow easy access to all stock.

### Creating a focus around the board

- A focus area in a classroom is extremely important. It is here that pupils expect to see you and expect you to give visual stimulus.
- A whiteboard is ideal, but you also need a stack of resources nearby:
  - whiteboard pens of different colours;
  - Blu tack;
  - either a flipchart on an easel or a selection of paper with large, bold coloured pens for children to write with;
  - Numeracy and Literacy resources etc.
- Create space in front of the board, for active participation is another key principle, and children ideally need to be able to stand in groups around the board.

### Clearing out the clutter

- Think about the furniture and equipment in your class.
- How much of it is actually used on a daily basis?
- If it is not being used regularly, it could be centrally stored, creating more space for active learning in the classroom.
- Only have in the classroom what you need.
- Remove the clutter and label everything clearly.
- Insist on tidiness at the end of each session.
- An orderly environment leads to a focus on learning.
- Tidiness gives a message that your classroom is important and valued.

### Organising the space that you have created

- Ensure that there is enough room for each child to get out of his or her seat, stretch, turn around and take a step forward or back.
- Obviously, every pupil needs to know the rules for moving around the room.
- In classrooms all around the country, different people have tried using space imaginatively. Some have been organized with 'learning centres' arranged around different intelligences, so there is a site for work to do with nature and the environment, another for music, another for sharing activities/circle time, story telling, a site for quiet reading or work in silence, art and so on.
- Another school classroom had different zones. 'Come on in' zone: a space where pupils can store personal belongings and which creates a positive feel – plants, pupil artwork, today's schedule. 'Busy zone': a number of spaces which adapt for whole or small group work and which have learning islands organised by the type of work which happens there. 'What's new zone': items of topical interest, photographs, messages, cards, today's birthdays. 'Library zone': classroom reference materials. 'Soft, Safe and Stretch Zone': an area for sitting and working together, free of desks for story telling, circle time etc. 'Moving and Learning Zone': for energising activities including dance, drama and role play.
- The space you work in is yours. It should say something to your pupils about how you value them and your learning.

Every class in our school should have:

- Desk/table and chair for every child (appropriate to age);
- 2D display boards at an appropriate height;
- Literacy and Numeracy area;
- Teacher's area;
- Carpet;
- Tray for every child in KS1 and KS2;
- Large whiteboard in every KS1 and KS2 classroom;
- A topic area;
- Drinking water;
- A clock;
- Appropriate stationery and storage for these;
- Easy access to OHP and screen (i.e. facility to use OHP effectively;
- Bin;
- Plants;
- Effective storage facility for all books;
- Shared drying racks for 2D artwork;
- Storage space of 3D artwork in process of making and for drapery (when appropriate);
- Sink/wet area;
- Scissors (LH/RH) and scissors storage;
- Adequate lighting and ventilation;
- Space for effective display/learning areas;
- Space to organize furniture for circle time.

## A Rights Respecting Classroom

We aim to create a positive learning environment that supports our drive to create St. Dominic's Catholic Primary School as a Rights Respecting School'.

Our aims are that:

- children and teachers negotiate and agree a classroom Code of Conduct expressed in terms of Rights and Responsibilities. These are our Classroom Charters.
- Children have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also comment on what might hinder their learning or not prove helpful to learning
- Children are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of each other's work
- Children have responsibility for aspects of their classroom organisation
- Children have opportunities to make choices in their learning
- There is a strong emphasis on mutual support and collaboration
- Teachers make use of a wide variety of teaching strategies and routes to learning, recognising that children may differ in their preferences for how they learn
- TAs are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with children
- Behaviour is good and improving as everyone recognises and respects the rights of all to their education
- Teachers and TAs model rights respecting behaviour e.g. they listen well to pupils views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions
- Displays are used to reinforce awareness of rights, respect and responsibilities in relation to each other and others locally and globally
- Children respect and value each other's differences and similarities and support each other
- We provide high status and time given to Pupil Voice issues e.g. our school council and Circle Time
- Every child has an equal opportunity to make progress to the best of their abilities

### **Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Assessment for Learning

*'The purpose of the assessment process is to make explicit children's achievements, celebrate their achievements, then help them move forward....'*

Hutchin, 1996

Two types of assessment:

1. Summative assessment provides a summary **of** the child's learning and development at a point in time. It is used in pupil progress data and meetings and for transition records.
2. Formative assessment is assessment **for** learning and is used to *inform* planning. It is based on **observing** all aspects of children's learning.

'Research shows that the more knowledge the adult has of the child, the better matched their support and the more effective the subsequent learning' (REPEY 2002)

Making assessment for learning effective in the early years:

- The starting point for assessment is the child, NOT a predetermined list of skills;
- Observations are records that show what the child CAN do – significant achievement – not what she/he can't do;
- Staff observe children's learning as part of their daily routine;
- Observations are analysed to highlight achievements, needs for further support and used for planning 'what next?';
- Parents' contributions to the assessment process are central;
- Children are involved and encouraged to express their own view on their achievements.

As a Rights Respecting School we believe that children have a right to be involved when adults are making decisions about their learning.

'Pupils should be encouraged to review and record their own progress ... Assessment through reflection and self-evaluation offers opportunities for pupils to learn how to make positive contributions to their own and others' learning. This makes assessment an active and contributory process – a process where the pupil's role is participatory...' (DfES/QCA guidance paper).

## What is Assessment for Learning in the Foundation Stage?

Assessment for learning in the Foundation Stage includes:

- Formative assessment based on observations and other evidence of learning;
- Discussions with the children about their learning wherever possible and;
- Involving them in self-assessment;
- Assessment used to inform planning'
- Involving children in planning their next steps.

Foundation Stage assessment for learning is different from assessment for learning with other age groups because:

- 'Given the open-ended and play-based nature of many of the learning experiences that children encounter within the Foundation Stage, it may not always be appropriate to share learning objectives with children before they begin activities.' (Building the Foundation Stage Profile video training materials [2003, p22]);
- In the Foundation Stage, 'there should be opportunities for children to engage in activities planned by adults and also those that they plan and initiate themselves' (CGFS, p11);
- Best outcomes for children take place in settings which provoke a near equal balance of practitioner-initiated group work and learning through freely chosen play (EPPE, Technical paper 10, 2004);
- Freely chosen play activities provided the best opportunities to extend children's thinking. (REPEY, 2002).

'The Foundation Stage Profile links very nicely to the Foundation Stage Curriculum, so all we've done is to tie it into our curriculum planning'  
Quote fro CD-ROM: 'Observing children: building the profile 11'.



## Marking and providing feedback to pupils

Effective marking will:

- Provide feedback to pupils about their work promptly and regularly;
- Quality written feedback to pupils is expected at least twice a week in Numeracy and Literacy books (other subjects may include R.E. and topic work):
- Include both oral and written feedback as appropriate;
- Focus the response on the learning intention and criteria for success;
- Provide pupils with opportunities to assess their own and others' work and give feedback to one another;
- Ensure that pupils understand their achievements and know what they need to do next to make progress – build a positive working dialogue.
- Use the information gained together with other information to adjust future teaching plans:
- Seek reinforcement;
- Depend on regularly reviewing the policy, making sure that it is understood by new members of staff so the practice continues to reflect school policy.

## Feedback – Spoken and Written

- 'Feedback for learning' is a better description than simply 'feedback' as it encompasses the processes of review and next steps.
- Pupils must be clear about expectations – do the children really know what it is they have to do?
- Feedback must be given against the initial LI and SC.
- Examples of feedback strategies include:
  - getting pupils to give their personal understanding of the learning intentions and what they need to do;
  - prompting an exchange of comments between teacher and pupil (e.g. 'I'll tell you one good thing about your work, and you then tell me one...');
  - feedback sandwiches:
    - Contextual statement:* 'I liked your description of .....  
(**W**hat **W**ent **W**ell) character'
    - Interactive statement,* e.g. a question about the work.  
(**E**ven **B**etter **I**f).....
- Feedback should be teacher-to-pupil, pupil-to-teacher and pupil-to-pupil, involving dialogue. Pupils should be supported to move from 'I'm proud of this piece of writing because I used some very descriptive words'. The more pupils refer to learning intentions in their self-assessments, the more effective the teachers know their teaching is.
- Be prepared to tackle how you use feedback and how the pupils respond to it. Social and educational cultures are very powerful and tend to reinforce precisely the opposite kind of message from the one you would like to convey. Work on building confident relationships as a foundation for the risky business of being honest about what you think or the pupils' work, so that they can learn to be honest too.
- Schools need to work with parents to explain changes to marking policy and practice. Help them engage with the use of targets as a way of bringing motivation and direction to pupils' learning activity.

**Key: Be creative in finding activities that stop the pupils from seeing feedback as a dull judgement or nit-picking criticism, and help them see feedback as one of the ways they can work with you to achieve higher standards.**

### Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

## Assessment for Learning in Practice: Criteria for observation

Assessment strategies which promote learning are:

- Rich questioning;
- Effective feedback and marking;
- Peer and self-assessment;
- Regulating learning.

STRATEGY	EVIDENCE
Rich questioning	<ul style="list-style-type: none"> <li>• Hands down; teacher selects pupil(s) to answer.</li> <li>• Wait time; all pupils have the opportunity to think before answering.</li> <li>• Pupils encouraged to consult in their group/with a partner in order to formulate an answer.</li> <li>• Teacher involves a number of pupils in the answer to a single question creating the opportunity for discussion, e.g. 'What do you think?' 'Do you agree with that answer?' (Socratic questioning)</li> <li>• Use of wrong answers to develop understanding.</li> <li>• Appropriateness of questions; fitness for purpose.</li> <li>• Quality of responses, i.e. good question stems, e.g. 'Why does...?', 'What if...?', 'How would you...?', 'Could you explain...?'.</li> <li>• Opportunities for pupils to formulate questions.</li> </ul>
Effective feedback and marking	<ul style="list-style-type: none"> <li>• Feedback focuses on learning intention(s).</li> <li>• Evaluative comments which indicate how to improve.</li> <li>• Opportunities for/evidence of follow up.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Written comments in book.</li> <li>• Oral feedback when returning books, individually or collectively.</li> <li>• Oral feedback in plenary sessions, individually or collectively.</li> <li>• Oral feedback pupils engage in a task (See Regulating learning).</li> </ul>
Peer and self-assessment	<ul style="list-style-type: none"> <li>• Opportunities for pupils to reflect.</li> <li>• Pupils requested to read through/mark their own work.</li> <li>• Teachers making mark schemes/assessment criteria explicit to pupils.</li> <li>• Pupils using mark schemes/assessment criteria to evaluate their own work.</li> <li>• Pupils' use of traffic lights.</li> <li>• Response partners.</li> <li>• Groups marking work, e.g. homework.</li> <li>• Whole class review of work, e.g. in plenary.</li> <li>• Small group work; evaluation and support. Note appropriate composition of groups.</li> </ul>
Regulating learning	<ul style="list-style-type: none"> <li>• Circulating whilst pupils are engaged in task, involving assessment and intervention which employs one or more assessment strategy(ies) (as in introduction) which take learning forward.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Good use of time; teacher's ability to engage with a number of pupils, rather than becoming 'stuck' with one or two pupils.</li> <li>• Teacher's awareness of the needs of the rest of the class whilst engaging with individual pupils.</li> <li>• Judgement about whether or not to intervene.</li> <li>• Appropriate strategies employed, e.g. questioning, feedback, redirecting learning, facilitating self-assessment exemplification, scaffolding etc., leading to improvement.</li> <li>• Teacher's recognition, as appropriate, of need/opportunities for group or even whole class teaching input.</li> </ul>

Examples of effective LI and SC (Shirley Clarke)

<b>RECEPTION</b>		
Learning Objectives	Context	Success Criteria
To be able to count reliably a set of random objects to 10	Buttons	<ul style="list-style-type: none"> <li>Count one by one</li> <li>Move each one as you count</li> <li>Put them in a line to check</li> </ul>

<b>YEAR 5</b>		
Learning Objectives	Context	Success Criteria
Write persuasively using different techniques	Letter to local MP regarding pollution	<ul style="list-style-type: none"> <li>a statement of your viewpoint</li> <li>a number of reasons for this with evidence</li> <li>a number of reasons from an alternative standpoint</li> </ul> <p><i>continued...</i></p>

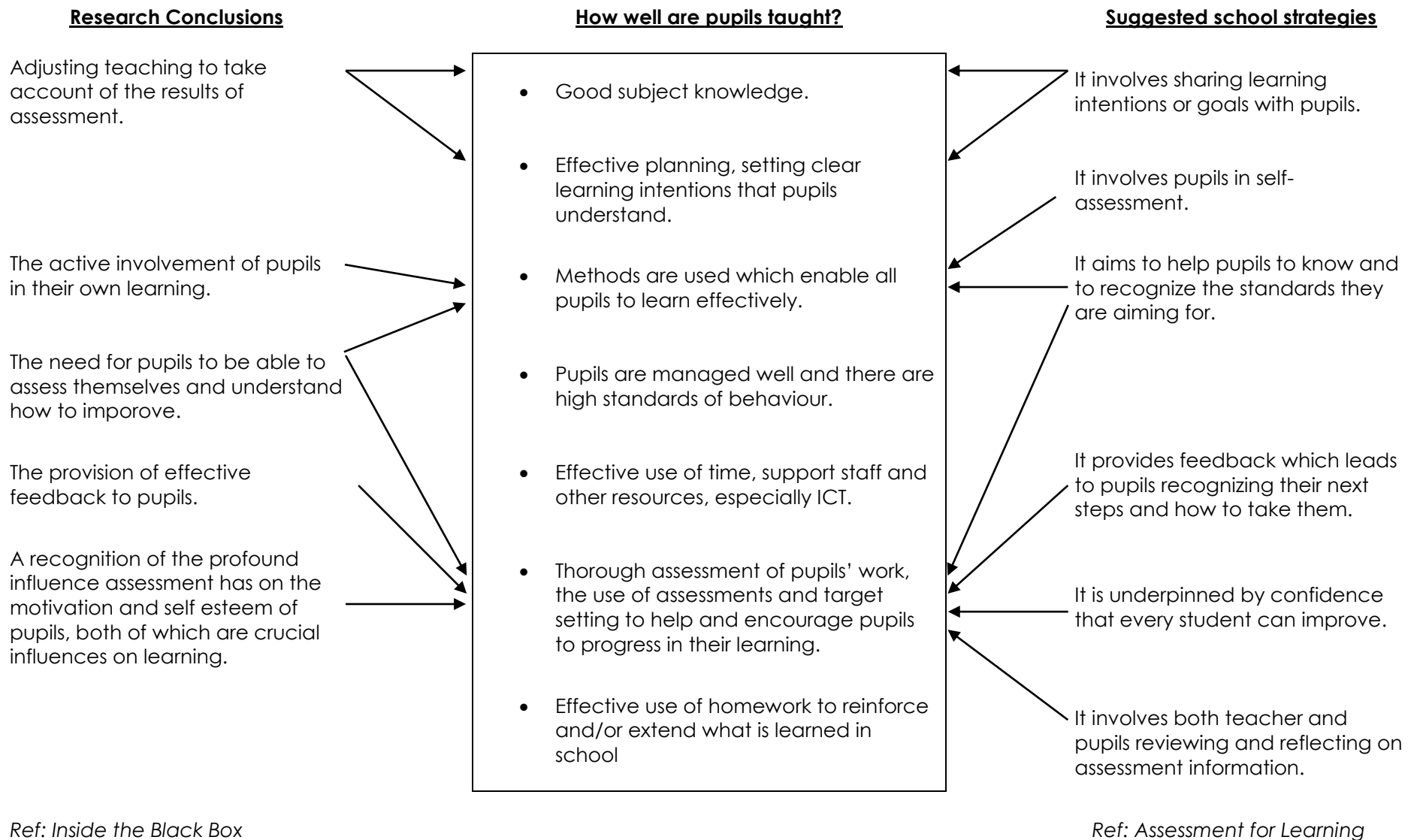
<b>YEAR 6</b>		
Learning Objectives	Context	Success Criteria
Write persuasively using different techniques	Letter to local MP regarding pollution	<ul style="list-style-type: none"> <li>attempts at striking up empathy with the recipient</li> <li>recommended alternative action</li> <li>summary</li> <li>reasoning connectives</li> </ul>

<b>ANY AGE</b>		
Learning Objectives	Context	Success Criteria
To write a complete story	Story Title	<ul style="list-style-type: none"> <li>an effective opening</li> <li>an effective ending</li> <li>effective characterisation</li> <li>series of events</li> <li>use of powerful verbs, adjectives, similes and/or metaphors</li> <li>check grammar and spelling etc.</li> </ul>

### Key features of effective feedback

- Effective feedback consists of information about the learning intention of the task, pointing out success and improvement needs against the learning intention.
- Limit the task demands and subsequent feedback: give feedback only about what children were asked to pay attention to – do not give feedback on what they were not.
- Ask children to focus on one factor at a time rather than all at once.
- Focus on spelling in other contexts releasing children from spelling as a constant criterion – children spell correctly when they know how to spell the word, not when they don't.
- For distance marking:
  - make sure they can read it;
  - make sure they can understand it;
  - give set lesson time for children to read it and for focused improvements to be made (response time) at least twice a week.
- Use a 'closing the gap' prompt to structure improvement points, either:
  - a reminder prompt;
  - a scaffolded prompt;
  - an example prompt;
  - and/or use of Bloom's Taxonomy
- Avoid external rewards, which act as a grade, demotivating the less able.

## Assessment is an essential part of teaching and learning



## Teachers' Self-Assessment

Connect effective classroom practice with the expectations embedded in the literacy and numeracy initiatives and with best practice across all learning areas. The matrix below illustrates how the principles of assessment for learning could be developed across different areas of learning.

<b>Professional Development/ Methodology Implications</b>	<b>Literacy</b>	<b>Numeracy</b>
<b>Sharing learning goals/intentions with pupils</b>	<ul style="list-style-type: none"><li>• Share LIs at the beginning of lesson and where appropriate during the hour, in language that the pupils can understand.</li><li>• LIs and SCs should be visible on IWBs at all times during a lesson.</li><li>• These intentions should form the basis for questioning and feedback during the plenary, and inform future planning.</li></ul>	<ul style="list-style-type: none"><li>• LIs up and referred to often during the lesson.</li><li>• Translated into words that pupils can understand.</li><li>• Time for reflection on LI – usually during the plenary.</li><li>• If LI has not been met, pupils must have confidence that pupils and teacher will be able to do something together – adjust next lesson or adjust next medium term plan.</li></ul>
<b>Involving pupils in self assessment</b>	<ul style="list-style-type: none"><li>• Pupils talk about what they have learned.</li><li>• Use of feedback and marking linked to LIs.</li><li>• Pupils discussing together or working together.</li><li>• Time given to reflect on learning.</li><li>• Next steps identified on a group or individual basis.</li></ul>	<ul style="list-style-type: none"><li>• LIs used by pupils to reflect on work.</li><li>• What have you learned?</li><li>• Do you know more now than when you started?</li><li>• Pupils explaining the steps in their thinking, e.g. How did you get that answer?</li></ul>

<p><b>Help pupils to know and recognise the standards they are aiming for</b></p>	<ul style="list-style-type: none"> <li>• Showing work that has met criteria (e.g., visualiser)</li> <li>• Giving clear success criteria to pupils. These will support the LI.</li> <li>• Teacher modelling good handwriting, writing and reading.</li> <li>• Next steps identified for group or individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Be explicit about the amount of work you expect the pupils to do in a given time.</li> <li>• Show what it should look like – model on board, e.g. setting out steps in a calculation underneath each other.</li> <li>• Have clear expectations about how work will be set out and presented.</li> <li>• Displays of pupils' work, especially showing the process.</li> </ul>
<p><b>Provide feedback which leads to pupils recognising their next steps and how to take them</b></p>	<ul style="list-style-type: none"> <li>• Oral feedback is the most effective.</li> <li>• In oral or written feedback, identify what the pupil has done well, what they need to do to improve and how to do it.</li> <li>• Setting next steps for groups or individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment – work with a partner: can you follow the steps in their calculation? Give feedback to your partner.</li> <li>• Instant feedback, especially with the oral and mental starter, e.g. number cards, whiteboards etc – everyone has a go, easy to differentiate.</li> <li>• Marking comments.</li> </ul>



Encourage teachers to identify and reflect on their own and each other's classroom daily activities to help children learn through clarifying expectations, providing specific, constructive and timely feedback and identifying next steps.

Here are some questions teachers can use to reflect on their own classroom practice. These could be part of the head teacher's observation schedule.

- Is the teacher clear about the expected learning intentions and/or outcomes and are these shared with pupils at the start of teaching?
- Does the teacher show and model what 'good' work looks like, to help illustrate these expected outcomes in practice?
- Does the feedback provided by the teacher – both oral and written – relate to these shared intentions?
- When work is 'marked' does the marking suggest how the work can be improved?
- Are teachers and children talking about how feedback leads to next steps for learning improvement?
- Are these next steps referred to as a guide to improving both teaching and learning?
- Do teachers use what they find out from assessment to adjust their plans?

#### Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

## **Inclusion statement for St. Dominic's Catholic Primary School**

Inclusive education means enabling all children to participate in the life and work of our school to the best of their abilities, whatever their needs.

We aim to;

- Value all students and staff equally.
- Increase the participation of children in, and reducing their exclusion from the cultures, curricula and community of our school.
- Restructure the cultures, policies and practices in our school so that we respond to the diversity of children in our community.
- Reduce barriers to learning and participation for all our children, not only those with impairments or those who are categorised as having 'special needs'.
- Learn from attempts to overcome barriers to the access and participation of particular children to make changes for the benefit of children more widely.
- View the difference between children as resources to support learning, rather than as problems to be overcome.
- Acknowledge the right of children to an education in their locality.
- Improve schools for staff as well as for pupils.
- Emphasise the role of schools in building community and developing values, as well as in increasing achievement.
- Foster mutually sustaining relationships between schools and communities.
- Recognise that inclusion in education is one aspect of inclusion in society.

## Inclusion

- Every student is entitled to a positive meaningful learning experience.
- Every teacher and all support staff have a responsibility to meet the educational needs of all students.
- SEN/SEAL/G&T information must be recorded and used by teachers to inform and enhance learning and teaching.
- Every teacher is responsible for promoting Literacy, Numeracy, Citizenship, Life Skills and ICT to enhance learning and teaching.

Every student at our school has the right to receive the highest quality education. It is our collective responsibility to ensure that all their educational needs are met. Ensuring inclusion involves:

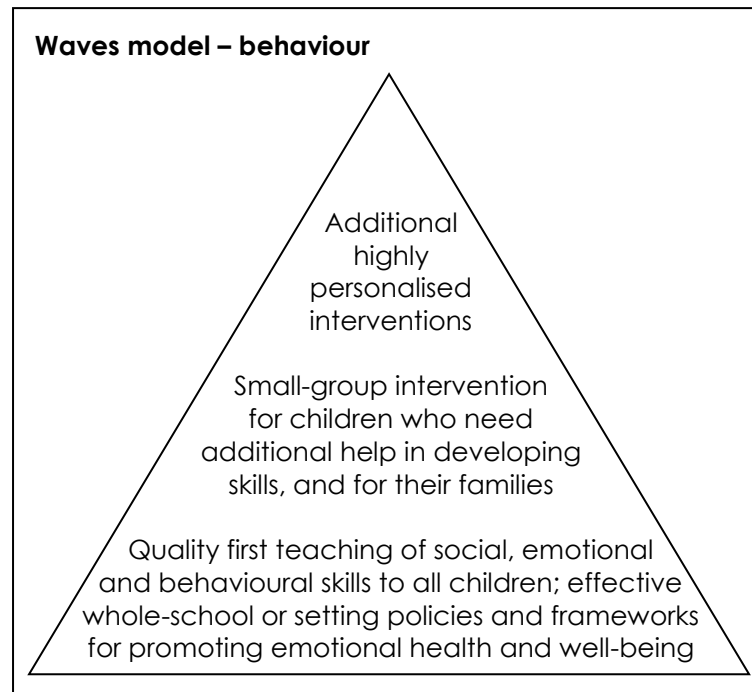
- setting and explaining suitable differentiated learning challenges;
- responding to students' diverse learning needs;
- working to overcome potential barriers to learning;
- setting parameters that ensure students feel safe and valued in their environment whether in a pastoral or academic sense, inside or outside the classroom;
- all staff are responsible for implementing The Every Child Matters agenda in all elements of school life.

## Supporting Learning

- Every teacher, in whatever role, has a responsibility to support students in their learning;
- Students' learning, personal development and achievement is supported and celebrated in a number of different ways across the school;
- The celebration of achievement is as important as the raising of a concern in promoting positive behaviour and learning.
- If an academic concern arises it should be referred to the SENCo. If there is a concern over the well-being of a student, (the problem is of a personal or serious nature), it should be referred immediately to the Child Protection Officer or a member of the LT.

At St. Dominic's we recognise and understand that all adults have a key role in constantly nurturing and maintaining a socially and emotionally safe environment.

We understand the levels of help available for children that may be vulnerable and at risk of underachieving, and how to trigger the appropriate support.



### **Wave 1**

Would involve a school planning to create a socially and emotionally safe environment and providing opportunities for children to learn social and emotional skills.

### **Wave 2**

Would involve providing small-group help for children with specific difficulties. This might be for children whose difficulties are short-term (for example, children going through particularly difficult life events such as bereavement, parental separation or divorce, and so on) or for children who are considered emotionally more vulnerable – for example, anger management groups, assertiveness groups, nurture groups. There are many publications that provide advice and support for this type of work.

### **Wave 3**

Would involve providing individual work or support for a few children who need more intensive help with managing their feelings.

- Behaviour is contextual and interactive. The choices we make in responding to children's behaviour are crucial in influencing the choices children make about how they will behave and learn. The more we are aware of and manage our own emotional responses to inappropriate behaviour, the more likely we are to be able to maintain a calm classroom and enable children to reach their potential.
- Children's behaviour is underpinned by the stage they have reached in social and emotional development, the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical development.
- We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills.
- Positive recognition and reinforcement of appropriate behaviour and attendance are likely to elicit continued positive behaviour and attendance. We need to have clear, robust systems of positive recognition established in our classrooms.
- Positive relationships with children are key to positive behaviour and regular attendance.

## Self-esteem and Self-belief

As a staff we believe that self-esteem and self-belief:

- are learned, not inherited;
- are reinforced through the everyday experiences of the learner;
- are capable of dramatic change;
- affect all thinking and behaviour;
- impact on learning and performance;
- can be built and developed with interventions which disrupt the downward cycle of limiting beliefs and negative self-talk;
- when low in teachers, will be communicated to learners both consciously and unconsciously.

## The Five Essentials of Positive Self-Esteem – B.A.S.I.S.

Each pupil is part of the group and their contribution, whatever its nature, is valued – they  
fell a sense of **B**elonging.

Pupils are encouraged to set and work towards their own achievable goals and reflect on their progress as they do so – they are learners with **A**spirations.

The classroom and the learning environment are safe havens for learning where there is consistency in expectations and standards – they learn with **S**afety.

A realistic level of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform – they are building an **I** identity and a recognisable individuality.

Mistakes are valuable learning tools in an environment where one can take risks and achievement is valued – we reinforce **S**uccess and learn from 'failure'.

## Belonging

*"When we ensure each pupil is part of the group and their contribution, whatever its nature, is valued, we generate a sense of belonging. Many people do not get this strong sense of belonging in their lives. They may come from home environments where there is inconsistency in the demonstration of affection. There may be little or no consistency in the outward manifestations of belonging: no sense of family, no protocols of behaviour, mealtimes, bedtimes. If such children do not get this at home, where will they get it? Some attach their affiliations, generate their belonging, through inappropriate friendships, through cliques, through gangs or through taking sides."*

Smith and Call: The Alps Approach, 1999

In what ways do our classrooms offer a sense of belonging?

- Circle time: sharing news, collaborative games
- Each child has their own private space in the classroom – e.g., drawers, coat pegs
- Use of children in the day-to-day running of the classroom
- Bonding activities to help class gel and form an identity
- Displays of faces/photographs
- Displays of work that include everyone
- Emphasis on inappropriate behaviour rather than the child
- Treating each child equally adhering to guidelines that apply to all
- Creating a caring atmosphere
- Making time for teacher/class to listen to the child
- Welcoming every child by name

## Identity

*"Value your pupils as individuals. We do this when we differentiate classroom learning. We do this when we individualise feedback. When a child hits his or her personal target and the rest of the class cheers, we are recognising individuality and affirming identity. A strong sense of identity means that the learner has the beginnings of knowledge of their own strengths and weaknesses, and emerging value and belief systems. They have an inner resilience which makes them less susceptible to becoming disillusioned and self-doubting. They achieve more."*

Smith and Call: The Alps Approach, 1999

We build a sense of identity at classroom level by:

- Positive use of everyone's name – reinforced by age-appropriate activities;
- Awareness of child as part of a family – reinforced by circle time, topic, e.g. family/growth;
- Identifying and celebrating individual strengths;
- Being aware of the children's hopes, wishes and dreams, and fostering their self worth;
- Appropriately encouraging independence at work, play and social interactions;
- Aiming to identify each child's particular learning styles to enable appropriate differentiation;
- Sharing some of your outside interests and enthusiasms and taking an interest in theirs.



## Teamwork

*“Effective teams are groups of people working together with common goals and who achieve more than they could a individuals.”*

Brighthouse and Woods, 1999

How do successful teams work?

- Shared perceptions
- A common purpose
- Agreed procedures
- Commitment
- Co-operation
- Resolving disagreements openly by discussion

These points are not simply a list of factors, they are actually principles of procedure. They make up the ground rules which ALL team members need to accept and practise.

Along these ground rules are other ways of working together that help teams to be effective.

- Knowing why we are working together  
(e.g., keeping to the matter at hand and understanding the task)
- Leadership  
(leadership is not there to dominate the team, but to play a full part and to enable the team to function well)
- Preparation  
(staff must be prepared to contribute)
- Use of time  
(e.g., starting and finishing on time, keeping focused etc)
- Establishing and understanding  
(ensuring good two way communication between team members. Members need to listen to one another, think about what is being said, try to develop their ideas about what is being said. In a phrase, ACTIVE LISTENING is essential.)
- Ask for clarification if you don't understand anything.
- Keeping on track

(don't wander of the subject. Stay on task. It will be the teacher's task to remind you if you are straying off course and diverting the discussion etc)

- Using experience and skills  
(using and learning from others' experience and skills)
- Facing differences  
(some differences are bound to emerge from time to time. A contrary view helps members to represent their ideas and in the long term usually helps to build stronger understanding. When conflict emerges, all team members have a part to play in reconciling disagreements, reducing tension and building compromises.)
- Check for agreement  
(leaders should ask members if they agree to decisions and proposals. Do not assume silence means assent, unless you actually say so.)

## Advantages of teamwork for our staff and children

There are many advantages of teamwork for our school staff, including:

- Agreeing aims;
- Sharing expertise and skills;
- Motivating members of the team;
- Increasing participation;
- Improving communication;
- Improving decision making;
- Improving relationships.

There are also advantages for our children. They will undoubtedly notice how the adults in our school relate to one another. Hopefully, they will witness positive relations among the staff. For those children who have experienced strained or dysfunctional adult relationships in their home, such models are especially important. But positive and cohesive relations among staff members are always important because these influence what our school, as an organisation, is like to live and work in. Where there is healthy teamwork and staff collaboration, our pupils will experience a stronger sense of community and will begin to appreciate what membership involvement and citizenship mean and look like.

*“The quality of teaching and learning is at the heart of the school improvement and real, lasting change can only come from what teachers and learning assistants do consistently in classrooms and other learning areas in the school.”*

Brighouse and Woods, 1999

In our school, we agree that our central purpose and the focus of all our endeavours is raising the achievements of pupils and we engage in collaborative activity to ensure this. Principles will be turned into processes and practices and once agreed strategies will be implemented. They will be constantly monitored, reviewed and adjusted again in the light of the evidence. There will be high expectations for everybody, as both learners and teacher, and the head teacher in particular is a leader of learning. There will be a learning and teaching culture in the school which is constantly being nourished and developed on their previous best, with reference to the best knowledge and practice available, and committing themselves to regular self-evaluation.

## **Monitoring of Teaching and Learning**

### Why? – A management perspective

Monitoring, evaluation and review will help schools to:

- ensure agreed policies are implemented;
- assess the effectiveness of teaching and learning;
- improve curriculum content and delivery;
- check whether systems are operating and how efficiently;
- celebrate and share good practice;
- identify areas for development/improvement;
- plan and provide relevant support and development through INSET, to raise staff confidence and expertise;
- provide information on development and school improvement to;
  - government;
  - LEA;
  - Ofsted;
  - governors;
  - parents;
  - children;
- provide evidence that will inform the School Improvement Plan.

### Why? – A teacher's perspective

- developmental
- positive
- focused
- Ofsted compatible
- owned
- professional

### Terminology

Monitoring	-	a systematic gathering of evidence over a period of time
Evaluation	-	judgements based on the evidence gleaned from monitoring
Review	-	to look back over the evidence and make judgements about the current situation and decide what...
Action	-	will be taken as a result of the monitoring and evaluation process

## Who monitors?

### The role of the Head and Deputy in monitoring

The head teacher's role is crucial to the effectiveness of the school and to the success of the monitoring function.

The head and deputy need to:

- understand and articulate the cyclical nature of the process of raising standards;
- ensure that the SIP contains SMART success criteria (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-limited);
- work with others to design clear mechanisms for monitoring – (what, when, who and how?);
- take an active role in monitoring;
- regularly report back to staff, governors, parents and pupils on progress towards reaching targets;
- contribute to and oversee the process of target-setting and targeting.

### The phase/subject leader's role in monitoring

*'A subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice ... The degree to which a subject leader is involved in monitoring to provide the range of information for evaluation will depend on school policy and be influenced by the size of the school.'*

National Standards for Subject Leaders – Teacher Training Agency

All phase/subject leaders need to undertake a range of monitoring activities in line with priorities set out in the SIP.

Phase/subject leaders need to:

- know the characteristics of high quality teaching and learning in the subject, and strategies for improving and sustaining high quality teaching, learning and achievement for all pupils;
- be familiar with the statutory curriculum requirements for the subject;
- ensure teachers have high expectations for pupils in their subject;
- ensure that planning covers all aspects of their subject to ensure continuity and progression;
- know the strengths and weaknesses of assessment in their subject;
- know how to use comparative data, and information about pupils' prior attainment, to establish benchmarks and set targets for improvement;

- be familiar with the different forms of monitoring, observation, looking at outcomes, talking to pupils and analyse data and results from monitoring to inform development planning;
- share results with the head teacher, staff and governors.

It is important to recognise that demands on phase/subject leaders in primary schools can be extensive. The phase/subject leader's role needs to be extensively negotiated to ensure a realistic expectation both of the role and of the individual.

### The role of the teacher in monitoring

Teaching and learning are at the heart of a successful school. The quality of teaching directly affects the standards achieved by pupils.

Teachers need to:

- ensure that their teaching reflects planning and relates to statutory subject requirements, scheme of work and school policy;
- understand the characteristics of good teaching;
- use a range of teaching styles appropriately;
- implement the school's assessment policy;
- record results of relevant assessments to inform targeting;
- set achievable targets for groups and individual pupils;
- understand their role in achieving whole-school targets within the SIP.

### The governors' role in monitoring

- Identify key indicators against which to monitor and evaluate success;
- Ensure that they are given the appropriate information to enable them to assess the current position of the school, using local and national comparative data;
- Introduce effective systems for monitoring the curriculum and the implementation and review of curriculum policies to ensure statutory requirements are met;
- Monitor the progress of actions in the School Improvement Plan via the head teacher's report on a termly basis;
- Ensure that statutory targets are set and monitor the progress towards these targets on a regular basis.

## **How do we monitor?**

### Ways of gathering information

- systematic checking, e.g., resources;

- discussion with pupils, teachers, parents, governors and the LEA;
- interviews;
- observations;
- curriculum audit;
- time audit;
- systematic sampling of pupils' work;
- pupil tracking;
- analysing assessment results;
- analysing national and local comparative data;
- questionnaires to parents/pupils/staff/governors;
- visual evidence, e.g., drawings/photographs/displays;
- reporting – written/oral;
- self-reflection.

### Key questions to ask

- Are we doing what we say we do?
- What is the value of what we do?
- Where do we need to go next?

## **Observation as part of monitoring**

### Generally

Incidental observation is going on all the time. More purposeful observation needs deliberate detachment, a specific focus and criteria clarified in advance. Staff being observed need to be consulted and to be clear about the purpose and the criteria. It is also important to remember that observation can only be a sample and what you see may not be representative or may be influenced by your presence.

### Lesson observation

Direct observation of teachers' teaching and pupils' learning is a rich source of evaluative information. It is important for improvement because:

- it contributes to an overall picture of the school;
- the quality of teaching and learning can be effectively monitored;
- it acknowledges the strengths in a teacher's practice;
- it helps a teacher to identify areas in which they would welcome support;
- it identifies strengths and weaknesses across staff giving a whole-school profile which highlights training needs;
- it evaluates effectiveness of agreed whole-school policies;
- it enables feedback to be given on the quality of learning experiences being offered to pupils;

- unintended outcomes, not apparent in curriculum and lesson planning, can be seen;
- it promotes professional dialogue between the observed and the observer to clarify and interpret the criteria to be applied.

### **Possible focus**

- pupils' understanding of learning objectives of the lesson;
- match of task to pupils' abilities;
- monitoring pupil progress;
- effective questioning;
- starting lessons;
- finishing lessons;
- appropriateness of teaching method to task;
- methods of assessment;
- class management and organisation;
- on-task/off-task behaviour;
- balance of boy/girl involvement;
- children supporting each other in their learning;
- pupils with learning difficulties in mixed ability groups;
- another of your choosing.