



DIOCESE OF CHICHESTER
ACADEMY TRUST

Teaching and Learning

Date Agreed:	September 2018
Review Date:	September 2022
Type of Policy:	Academy Policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	November 2021	BD/AB			Amalgamation of T& L and feedback policies
2	April 2022	BD/AB			

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

The St. James' Vision

Learning in the family of Jesus, through Love, Hope and Forgiveness.

“with God all things are possible.” Matthew 19:26

I. Policy Aims

St. James' CE Primary Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of love, hope and forgiveness, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The Academy works towards these aims by:

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

Teaching and Learning Policy Introduction

- a) Teaching and Learning are the key functions of our Academy.
- b) At St. James' CE Primary Academy we work towards the aims of the Academy through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the Academy environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; Teaching and Learning should not just be seen as an isolated activity that happens in a classroom.
- c) We believe that:
 1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
 2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
 3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
 4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Teaching and Learning at St. James' and that these are consistently applied in order to:

- Promote high quality teaching and learning across the Academy;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the St.James' community: children, parents/carers, staff and Governors.

Academy Staff

To support the aims of the Academy through:

- Promoting positive relationships between all members of the St. James' community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the Academy through:

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

Parents and Carers

To support the aims of the Academy through:

- Promoting positive relationships between all members of the St. James' community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in Teaching and Learning.
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with their homework activities including reading and helping their children improve skills, by using the home/school diaries effectively.
- To praise their children for the good things that they do in school;
- To communicate and work with the academy whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the Academy through:

- Promoting positive relationships between the Governing Body and all other members of the St.James'' community including; children, their parents/carers and staff;
- To appoint a designated link governor who will:
- meet with the Principal and Vice Principal at least once a year to find out about;
- the school's systems for planning work, supporting staff and monitoring progress; • the allocation, use and appropriateness of resources;
- Progress and attainment of all pupil groups.
- Visit the Academy and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Teaching and Learning Policy annually.

Implementation of the Teaching and Learning Policy

A. What is 'good learning'?

At St James' CE Primary Academy we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision in a Christian environment.

B. What is 'good teaching'?

At St James' CE Primary Academy we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress. This is evident through dedicated weekly Feedback sessions;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.

- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

C. What is a 'good lesson'?

At St. James' CE Primary Academy we believe that a good lesson should comprise of the following elements;

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

Curriculum Planning

With the introduction of our new and adaptive curriculum, we have the flexibility to react to our children's needs. We have **the foundation of St. James' curriculum**, are our hallmarks which:

1. develops the whole person - knowledge, skills, understanding and attitudes - reflection
2. is filled with rich first-hand purposeful experiences - questioning
3. is flexible and responsive to individual needs and interests - independence
4. encourages the use of environments and expertise beyond the classroom - creativity
5. makes meaningful links between areas of knowledge across the curriculum and the major issues of our time - teamwork

1) St. James' CE Primary Academy planning is based on the following requirements:

- The new Primary National Curriculum 2014;
- the Early Years Foundation Stage Framework ;
- Living Difference and Understanding Christianity Syllabus' for Religious Education; • various Schemes of Work for Physical Education; and most importantly;
- the needs of the children we are teaching.

2) *Long Term Planning*

- Our 'Whole School Curriculum Map' and individual Year Maps, decided at the start of the Academic Year plots the content covered from reception to year six for each individual year group and each curriculum area;
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

3) *Medium Term Planning.*

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, to meet the needs of our own children.
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

The Role of Teaching Assistants

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

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;

- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with IPPs.

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Positive Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment. The school has adopted a Ready, Respectful, Safe model to remind children of the school's expectations.

Assessment, Record Keeping and Reporting

1. Children's standards and achievements across the curriculum are assessed in line with the Academy's feedback Policy. Assessment for years 1-6 includes:
 - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to next steps / targets (as agreed in Feedback Five sessions) and Success Criteria and self and peer assessments of understanding, outcomes and progress.
 - b) Highlighting of children's work in yellow and blue (regularly in line with School expectations).
 - c) Formal assessments for English and Mathematics at the end of every half term and further assessments for particular aspects of the curriculum as necessary. These are recorded on School Pupil Tracker Online.
2. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
3. Assessments are used by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development. These are discussed in half termly Year group meetings.
4. All children in years 1-6 have weekly individual Feedback sessions for assessment targets both in terms of National Curriculum and within on-going assessment. Progress against these targets is reviewed regularly by the class teacher, Subject Leaders and other senior Leaders. This information is used by each of these to affect provision and school development.
5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
6. Summative Assessment
The school has various formal assessments throughout the year. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
7. Formative Assessment
 - a) Assessment opportunities are central to the planning and organisation of each lesson.
Key elements of this are:
 - Recap of previous knowledge at the start of lessons;
 - Adult observation of children's responses to questions;
 - Adult observation of children on task;
 - Use of success criteria against learning;
 - Continuous feedback throughout the lesson;
 - Self and peer assessment;
 - Plenary activities;
 - Highlighting linked to learning and steps to success and giving indicators for improvement of work.

- b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson will be given additional support.
8. Record Keeping
- Records are kept of all summative assessments undertaken and of other assessments throughout the year; the results are stored on SPTO to provide help with baseline assessments.

Inclusion (please refer also to the School's SEND Policy)

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

Feedback

- a) Feedback is a key function of our Academy.
- b) At St. James' CE Primary Academy our policy is underpinned by evidence from the Education Endowment Foundation and other expert organisations. The EEF research shows that effective feedback should:
 - Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
 - Be specific, accurate and clear
 - Encourage and support further effort
 - Be given sparingly so that it is meaningful
 - Provide specific guidance on how to improve and not just tell students when they are wrong.

Aims

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning.
- Written comments are not essential and should only be used where they are accessible to children according to age and ability.
- Feedback delivered closest to the point of action is the most effective, and as such feedback delivered in lessons is more effective than comments made at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom.
- Feedback aims to provide an appropriate level of support to pupils in lessons, allowing them to make good progress.
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by the teacher, whether it be highlighted, written or verbal feedback.

Implementation of Feedback

- There is no longer an expectation for marking with long written comments requiring next steps and targets etc.
- Essential teacher time freed up to allow more planning, preparation and thinking time to respond to the needs of all children.
- Interactive exploratory discussion, modelling and immediate feedback are given greater importance than delayed written responses.

- High professional responsibility to ensure the feedback opportunities are efficient, regular, high quality and developmental.

The teacher and TAs will use highlighters all week during learning to quickly identify elements of children's work that are positive or need development – often this will be linked to the Intent and Implementation questions addressed in the planning. Specific areas to focus on could be identified to TAs or volunteers with guidance from the teacher. The highlighting will serve to alert the child immediately, but also to flag areas the teacher may choose to pick up during feedback.

Highlighters will be used across all lessons: 'Bye, Bye Blue' for developmental areas, and 'Hello Yellow' for areas to celebrate.

Highlighting should be focussed and clearly related to the specific learning of the subject and/or lesson.

- A green pen will be used by teachers and teaching assistants to provide any written feedback in books. If a child has received verbal feedback, this could be marked with a 'V' in their book.
- Children will be explicitly talked through the process and learn what expectations are and how they are expected to respond.
- Every child to receive meaningful feedback at least once a week, focussed principally on Maths or English skills development, also including RE and non-core subjects. Teachers or Teaching assistants must ensure that each child gets meaningful feedback and next steps on their learning either individually or as part of a group. This can be verbal or written according to the needs and understanding of the child(ren).
- English and Maths books are expected to be marked at least three times a week for each book. At a minimum, there should be highlighting for this. It can also include a 'V' for verbal feedback and any written comments as part of the weekly cycle. Again, this can be done during lessons, interventions and subsequent to a lesson.
- There should be highlighting in foundation books, particularly RE. It is important that highlighting in foundation subjects relates to the skills within the subject itself or learning intention, as opposed to just spelling or grammar mistakes.
- Feedback is strongly positive and reassuring. The child must know that the teacher likes and values their work.
- The feedback could include a weekly challenge and target that builds from the discussion had. It will have included some modelling by the teacher to demonstrate and explore what success looks like and hints or tricks to make it work.
- Children should have an understanding of their 'next steps' and should be able to articulate their learning.

Feedback in Practice

We have set out how feedback is given in three ways:

1. **Immediate** feedback – at the point of teaching (to individuals or groups). This will generally be through highlighting or verbal feedback.
2. **Summary** feedback – at the end of a lesson/task (to groups or the whole class)
3. **Review** feedback – away from the point of teaching (including written comments).

Feedback could be:

- Reactive, off the cuff feedback in lessons. Not planned but responding to identified misconceptions as the adult works the room.
- Pre-planned individually focussed feedback based on a prior book look or identified misconception through classroom discussion.
- Pre-planned group feedback based on a shared misconception that can be modelled, unpicked and corrected for immediate impact.

Expectations and Monitoring

Dialogue is an essential part of early development of feedback and children should be able to talk positively about both 'Hello Yellow' and 'Bye Bye Blue.'

The building of relationships with children is pivotal, so that they feel safe and secure, to make mistakes and to learn from them. The Ready, Safe, Respectful ethos should ensure that children are able to see mistakes as points of growth and learning and share with both staff and their peers.

- **Pupil voice interviews**, through a series of these, it will be possible to measure responses and attitudes to learning. This will lead to a visible improvement in progress in books. The ownership of Next Steps/ Targets and the accessibility of Success Criteria will also be measured.
- **Learning walks** will focus on the provision of high challenge and engaging learning for all children , with the expectation that standards will go up and practice should improve.
- **Book looks** will evidence progression in learning and next steps being achieved.

Assessment and evaluation

After the lesson, good assessments made by the teacher will include:

- Evaluating whether all the children or groups of children achieved the learning intention and met the lesson's success criteria, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why.
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again. This could be done as an independent task during a Feedback five session after further input;
- Highlighting parts of the children's work, clearly stating what they have done well and what the next stages in their learning are (using the Yellow and Blue highlighters);
- Using assessment to inform future feedback and next steps in learning and the assessment for Reading, Writing, GPS and Mathematics to regularly moderate and ascertain whether the child is at Age Related Expectation and what is needed in order for them to achieve this.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our feedback processes. During lockdown, our support team showed how capable they were of feeding back to children and supporting their learning.

Key elements of their role are to model, give verbal or highlighted feedback:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Supporting children with IPPs.

Under the guidance of the teacher, additional adults within the room can play a key role in highlighting the children's learning (often with a focus on the Intent and Implementation elements of the teacher's planning). In some cases, they will be confident and skilled enough to provide broader subject specific feedback that can then be recorded as the Feedback 5 target for that week. This will be with the agreement of the teacher.

Behaviour Management

We believe that excellent standards of behaviour are central to effective feedback. Our Positive Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment. This is essential in the feedback process.

Assessment, Record Keeping and Reporting

1. Children's standards and achievements across the curriculum are assessed in line with the Academy's feedback Policy. Assessment for years 1-6 includes:
 - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to next steps / targets (as agreed in Feedback Five sessions) and Success Criteria and self and peer assessments of understanding, outcomes and progress.
 - b) Highlighting of children's work in yellow and blue (regularly in line with School expectations).
 - c) Formal assessments for English and Mathematics at the end of every half term and further assessments for particular aspects of the curriculum as necessary. These are recorded on Target Tracker . Summative testing will take place with termly PIRA and PUMA tests.
 2. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
 3. Assessments are used by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development. These are discussed in half termly Year group meetings.
 4. All children in years 1-6 have weekly individual Feedback sessions for assessment targets both in terms of National Curriculum and within on-going assessment. This is recorded in the class Feedback folder. Progress against these targets is reviewed regularly by the class teacher, Subject Leaders and other senior Leaders. This information is used by each of these to affect provision and school development.
 5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
 6. Summative Assessment
- The school has various formal assessments throughout the year. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
7. Formative Assessment

a) Assessment opportunities are central to the planning and organisation of each lesson.

Key elements of this are:

- Recap of previous knowledge at the start of lessons;
- Adult observation of children's responses to questions;
- Adult observation of children on task;
- Use of success criteria against learning;
- Continuous feedback throughout the lesson;
- Self and peer assessment;
- Plenary activities;
- Highlighting linked to learning and steps to success and giving indicators for improvement of work.

b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson will be given additional support.

8. Record Keeping

- Records are kept of all summative assessments undertaken and of other assessments throughout the year; the results are stored on Target Tracker to provide help with baseline assessments.

Inclusion (please refer also to the School's SEND Policy)

- Inclusion is about every child having educational needs and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning with subsequent feedback given.
- Children who receive additional or extra support, including those with statements of SEND, have feedback specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

