

Teaching and Learning Policy



Policy developed by Mr Grogan (Headteacher) in consultation with all staff: February 2024 – March 2024

Policy to be approved by Governors: May 2024

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "Mr M Grogan".

Headteacher

Policy shared with staff and shared on the school website: May 2024

'Never settle for less than your best'

TEACHING AND LEARNING POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives. This policy aims to underpin the work of the school in ensuring high quality teaching and learning.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

This policy operates in conjunction with the following school policies:

- Behaviour and Relationships Policy
- Handwriting and Presentation Policy
- Marking and Feedback Policy
- SEND Policy
- Early Years Policy
- Learning Environment Policy
- Phonics and Early Reading Policy

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring reports are provided by the headteacher and curriculum leaders and that action is taken where areas are identified as requiring improvement.
- Ensuring the governing body regularly monitors progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - *Observing lessons.*
 - *Viewing recordings of lessons as appropriate.*
 - *Viewing samples of pupils' work.*
 - *Viewing records of achievement.*
 - *Talking to pupils about their experiences.*
 - *Talking to teachers about their experiences.*
 - *Reporting their findings to the entire governing body.*

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The Senior Leadership Team is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and children.
- Liaising with parents/carers to ensure needs are being met.
- Working in classrooms, including teaching, regularly.
- Carrying out focussed classroom-based observations.
- Reviewing and commenting on planning, including on termly targets.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the report to governors.
- Acting as role models for teaching staff.

Subject leaders are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to Senior Leadership Team and the governing body.
- Providing professional advice to the governor curriculum sub-committee.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from the Senior Leadership Team and relevant subject leaders.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Identifying where there may be barriers to learning and putting steps into place to address these.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents/carers and other professionals in the monitoring process.
- Completing an annual report assessing the progress of their pupils.

Parents/carers are responsible for:

- Ensuring that their children arrive on time for school.
- Ensuring children consistently attend school.
- Providing children with school uniform and equipment.
- Encouraging children to complete Home Learning.

Children are responsible for:

- Being on time for school.
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Storing personal belongings in the area provided.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

External monitoring

- Our Consortium Improvement partner, **Mrs Anne Bowyer**, will work on an annual cycle to monitor teaching performance.
- The Consortium Improvement partner will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Senior Leadership Team.

Other elements of external monitoring include:

- The support of leaders from local schools to evaluate the work of the school through professional discussions.
- Consortium moderation sessions.

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- Visits from the Local Authority to moderate key phases.
- Visits from the Local Authority Early Years Team.
- Visits from the Local Authority to undertake subject specific 'Deep Dives'.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

Self-evaluation

Senior leaders and subject leaders should consider the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TA's employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop life-skills and understand what they need to do to improve?
- How are teaching staff promoting the safety, well-being and mental health of the children in their care in order for them to be able to learn effectively?
- What happens if pupils are not making the expected progress? What support is in place to help them?

The following questions should be discussed with **children** to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know your targets? How often do you work on them?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents/carers know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English Home Learning? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

The Learning Environment

Setting the tone: The teacher will set the tone for the morning and afternoon sessions by taking the register. If no formal register is taken, the teacher will call out the names of the pupils to catch their attention and to indicate that the session has begun.

Seating arrangements: The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

The classroom: It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a regular basis and geared towards aiding learning, not providing distraction.

Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

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Our philosophy

Through our teaching philosophy, children are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all children to contribute to lessons, teachers:

- Use a range of strategies, which allows all pupils to contribute without being interrupted. For example: pupils raising their hands before speaking, teacher targeted questions and 'open conversations' that encourage whole class discussions and debate.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Praise, using formal and informal approaches.
- The school formally rewards pupil in the following ways:
 - *A telephone call to parents/carers praising the child.*
 - *Sending a postcard home praising the child.*
 - *Inviting the child to see the Headteacher.*
 - *Various certificates via a weekly Celebration Worship.*
 - *Team Points towards the whole school team point system.*

The school informally rewards pupils in the following ways:

- *Congratulating pupils privately or in class.*
- *Saying 'well done' to the whole class.*
- *Writing positive feedback on written work.*
- *Writing positive comments in a pupil's planner.*
- *Sending a message via Seesaw.*
- *Face to face conversations with parents/carers.*

The teacher will manage disruptive behaviour by:

- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.
- Ensuring the school's Behaviour and Relationships Policy is adhered to at all times.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Foster an environment where children feel safe and welcome.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills through purposeful professional development.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage children of all abilities.

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- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

Teaching strategies

The curriculum

Nursery and Reception classes follow the EYFS Framework. Years 1 – 6 follow the national curriculum. Programmes of study are adapted to fit mixed age classes. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources. While teaching the national curriculum, wider aspects of learning, such as the development of life skills, social skills and self-esteem, also form a significant part of pupils' education.

Planning and preparation

Lessons are clearly linked to the national curriculum. They are adapted to show how pupils of all abilities are catered for. Lessons have specific learning objectives and success criteria, showing continuity from one lesson to the next. St. George's Central CE Primary School and Nursery gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work. Quality first teaching at St. George's Central CE Primary School and Nursery is underpinned by **SGC Principles**:

New learning is broken down into small steps.

Scaffolds are provided as models to support learning.

Feedback is ongoing throughout the lesson to ensure learning has appropriate challenge and meets pupils needs.

Learning is reviewed, recapped and revisited to embed into long term memory.

Time for teacher modelled, guided and independent practice.

Your teaching includes a range of question types - open, closed, checking for deeper understanding.

Be adaptive to ensure learning is immersive and inclusive for all.

See Appendix 1 SGC Principles to support: teaching, Professional Learning Reviews (PLR's) and Leverage observations

In addition to these principles, the following are non-negotiables that form part of our quality first teaching approach:

- Visual timetables.
- Vocabulary displayed.
- Working walls.
- Manipulative resources to aid learning.

Resources

Teachers often follow the concrete, pictorial and abstract approach where resources are used as a scaffold to support learning. Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

In-class support

Teaching Assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, children with SEND and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis to support children with specific needs.

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Involvement of children

Children are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

SEND

It is our belief that every teacher/teaching assistant is valuable in supporting children with SEND. As a school we follow the Graduated Approach as outlined in the 'Special educational needs and disability code of practice: 0 to 25 years' document. This means children with SEND or children who may possibly have SEND receive varying levels and types of support according to their needs, with children with more complex needs in receipt of an EHC plan. More information around this can be found on Wigan Council's local offer, our SEND information report and our SEND Policy. Within our school pupils with SEND are treated as individuals and provided with various forms of strategies and support to enable them to fulfil their potential across all areas of school. The form that support and strategies take varies according to the needs of each child. Supports and strategies utilised may involve, but are not limited to, additional support within lessons from the teacher or teaching assistant, interventions separately from the rest of the class, resources to assist with learning and support from external agencies. The impact of support and strategies are continually assessed as part of the "assess, plan, do, review" cycle and may change or be flexible according to changing individual needs.

Assessment

Baseline assessment

For any children joining, a range of assessment strategies may be used to gain an idea of the child's ability. Children joining the school will undertake a baseline assessment when they start. Strategies for baseline assessment may include:

- Use of past national curriculum tests, Rising Stars and White Rose test materials.
- Assessing pupil progress over the first six weeks that they are enrolled.

Following the introduction of the Reception baseline assessment in 2020, the school has adopted an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance. Formative assessment is not included as part of a pupil's final grade, but will be recorded as part of individual learning plans (ILPs). Methods of formative assessment include the following:

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- Blank knowledge organisers in foundation subjects.
- Hot seating.
- Mind Maps.
- Observations.
- Question and answer sessions.
- Quizzes.
- Rising Stars pre-topic diagnostic tests.
- Self-assessment.
- Talk partners.

Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents/carers and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- Completion of blank knowledge organisers in foundation subjects.
- End of term assessments in core subjects.
- Termly B Squared assessments of specific children with additional needs.
- End of year exams.
- External examinations such as the national curriculum tests (Y1 Phonics check, Y2 Phonics check, KS1 SATs, Y4 multiplication check and END of KS2 SATs).
- Observations

Early Years Foundation Stage

In our Early Years department, the curriculum is a top-level plan of everything we want the children to learn, in which progressive language development is at the heart. The curriculum is ambitious and carefully sequenced in order to build learning over time. The children's learning is often driven by their interests and therefore plans are flexible. 'Young children do not develop in a fixed way, their development is like a Spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way.' (Development Matters 2021).

The 4 guiding principles from the Revised EYFS framework (2021) that shapes the Early Years' experience at St George's Central CE Primary School and Nursery are Positive Relationships, Unique Child, Enabling Environments and Learning and Development. We also follow the seven Key Features of Effective Practice from the revised framework.

Our curriculum encompasses the seven areas of learning and development. All the areas of learning and development are important and inter-connected. We aim to build a strong foundation for igniting children's curiosity and enthusiasm for learning, forming positive relationships and flourishing. We adhere to the ethos of this statement in defining teaching:

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'Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children to learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and attention to the physical environment as well as the structures and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, dispositions to learning (characteristics of effective teaching and learning), and use this information to plan children's next steps in learning and monitor their progress.'

Assessment in Early Years

Early Years assessment is about noticing what children can do and what they know. Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. Accurate assessment can highlight whether a child has a special educational need and needs extra help. Assessment should not take practitioners away from the children for long periods of time. Accurate assessment is essential to high-quality early years education and care.

Children have a wide range of starting points when they come into the early years, so it is important to assess their level of development on entry. This is done best when it is in partnership with parents and anyone else working with the child (for example, a health visitor, or a speech therapist). It is also important to find out if the children have any barriers to learning. When families are involved in these processes, assessments will be richer and more rounded.

Formative assessment will lie at the heart of providing a supporting and stimulating environment for every child. Ongoing information is needed to inform the assessments which sum up a child's learning, development and health at a particular time.

There are two legally required summative assessment reports during the early years. They are the Statutory Check at two years old, and the Early Years Foundation Stage Profile.

In Reception, information collated over the year provides the evidence base for the Early Learning Goals at the end of the year. Summative assessment supports children at other points too. An example of this would be when children move from nursery into Reception.

It is really important to identify children who are not making expected progress and support them where needed to accelerate their progress and close the gaps. There are important issues to consider around equalities and diversity in the area of assessment. Early intervention in partnership with parents is essential.

It can make a vital difference to children, or groups of children, who are at risk of not making expected poor progress.

At St George's Central CE Primary School and Nursery, we aim to provide: **THE BEST FOR EVERY CHILD.**

All children deserve to have an equal chance of success and high-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. When starting school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care. Our high-quality Early Years education and care is inclusive and any special educational needs and disabilities (SEND) are identified quickly so that children promptly receive any extra help they need, so they can progress well with their learning.

Key Stage 1 and Key Stage 2

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each child. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class. Termly tests may be used to identify progress and gaps in learning.

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The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts. Pupils receive half-termly and timely verbal feedback on their progress.

Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability. Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups. Results of published tests are used to contribute to overall teacher assessments.

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. We provide opportunities for two parent/carer consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we host a third parents' evening in the Summer Term in which the children present their learning from across the year. For parents/carers of children with additional needs, termly meetings are provided to discuss the progress made and to identify and set targets for the following term. We provide all parents/carers with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment. For parents/carers of specific children with additional needs, their annual report will include a summary of their progress on our SEND tracking system, 'B Squared' which details small steps of progress that have been made. We give parents/carers the opportunity to discuss their child's progress, by appointment.

We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths.
- Average 'scaled scores' in reading and maths and SPAG.
- Percentage of pupils who achieved the expected standard or above in reading, writing and maths and SPAG.
- Percentage of pupils who achieved a high level of attainment in reading, writing and maths and SPAG.

We will provide a link to our performance tables on our school website on link. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments:

KS1

Reports for children at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.
- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.

KS2

Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment of pupils of the same age in the school.

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Moderation

Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

Individual learning

Individual learning plans (ILPs)

ILPs are available for some pupils with SEND who may benefit from them. They provide the opportunity for support and approaches utilised to be recorded and reviewed and also enable pupils to share their views as to the nature of support and strategies that they feel work most successfully for them. ILPs are reviewed termly to ensure that they are still effective.

EHC plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought.

Monitoring and reporting

This policy will be regularly reviewed. The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

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SGC Principles to support: teaching, Professional Learning Reviews (PLR's) and Leverage observations

Principles to support learning within the classroom

New learning is broken down into small steps.

New material is presented in small steps with children having an opportunity to practise after each step: Only small amounts of new material are presented at any time, and then children are assisted as they practise.

Scaffolds are provided as models to support learning.

Concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.

When children are completing a difficult task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as children advance in their understanding and fluency on a particular topic. Cue cards, checklists, worked examples and models can be used to scaffold learning. Teachers can also anticipate errors and warn them about them beforehand.

Feedback is ongoing throughout the lesson to ensure learning has appropriate challenge and meets pupils needs.

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need re-teaching. Teachers should ask direct questions, instead of asking children if they have questions and assuming that silence means a full understanding of the topic.

Learning is reviewed, recapped and revisited to embed into long term memory.

Reviewing previously learned material strengthens the connections between pieces of knowledge. That is, it enhances understanding. A suggested five to eight-minute review of the previously covered material, including peer marking, asking questions, checking for misconceptions, correcting homework, and others.

There should be a frequent review of previously learned material in order to help children reconsolidate information and create stronger connections.

Time for teacher modelled, guided and independent practice.

Independent practice should be used after guided practice. That is, when children are already very competent in a topic, they can practise independently in order to become fluent and retrieve information automatically so as to 'overlearn'. Independent practice should cover the same topic covered in guided practice as children need to be fully prepared for it.

Your teaching includes a range of question types - open, closed, checking for deeper understanding.

Ask a large number of questions and check the responses of all children: Questions help children practise new information and connect new material to their prior learning. The more variety of question types, the better.

Teachers should stimulate children to rephrase, elaborate and summarise new material. Successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding children when working out problems.

Be adaptive to ensure learning is immersive and inclusive for all.

This principle relates to making sure all children have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.

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