



Learning Policy

Holy Family Catholic Primary School
&
Our Lady and St Joseph Primary School

Our schools have a strong Catholic ethos which underpins everything we do. Knowing we are guided by God, we aspire to live our mission of truth, honesty, justice, and peace for all. Catholic Social Teaching permeates through our curriculum, interactions, and relationships.

This is all manifested through God, Love and Family

Our vision is to empower children to become architects of a better world.

We therefore continuously seek to evolve our holistic understanding and application of learning.

We hold a shared belief that this requires knowledge, effort, empathy, passion, and innovation.

This is our mission.

Learning Policy

Assess:

Feedback and assessment have two purposes. One, children act on the feedback to make progress. Two, it informs future planning and teaching.

1. Teachers must have a secure overview of the starting points, progress, and context for all.
2. Feedback must be primarily formative, may be selective and include the use of golden box methodology which is clear about what children must act upon (ACTION, QUESTION, CHALLENGE)
3. Feedback must be regular (within and between lessons to ensure there is time to act on the feedback to impact on progress).
4. The Feedback policy must be employed.
5. Children regularly feedback to themselves, each other and the teacher and this feedback is used to inform future planning and teaching.

Plan:

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all children.

1. Teachers are clear and precise about the rationale and the knowledge/skills they want children to learn, not what they want them to do.
2. Teachers break the learning down appropriately to maximise opportunities to learn with cognitive load and the children's 'Zone of Proximal Development' in mind (challenge should fall in line with the 'Goldilocks principle').
3. Teachers ask themselves 'why' and 'so what.' Tasks and activities must be designed to facilitate learning and not just keep children busy. There should also be no dead time. Children should be purposeful in their learning throughout. Teachers remember 'Parkinson's Law.'
4. Teachers plan for differentiation to ensure a *Quality First* approach which meets the needs of all children and groups and maximises the use of any additional adults in the room. Teachers analyse Partnership resources and input material and adjust resources and re-create them where necessary to meet the children where they are at.
5. Teachers keep the BIG Picture in mind when planning. This means the teacher is always aware of how the learning is impacting on the child's progress. Plans must deliver on the curriculum intent and approach, and this includes regular planned opportunities to retrieve learning through interspacing, interleaving, and interweaving at both a procedural and true fluency level.

Teach:

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Dylan William).

1. Teachers go with the learning: Teachers understand that the 'flow' of great progress is more important than sticking to a lesson plan.
2. All children should be working harder than the teacher, over time.
3. Teachers constantly promote, develop, and reinforce high expectations of effective learning behaviours and skills linked to central executive function.
4. Teachers effectively implement *Rosenshine's Principles of Instruction* based on a secure knowledge and understanding of the cognitive science behind how children learn. Therefore, teachers effectively...
 - *Sequence steps and model:* Teachers present new material in small steps, they use scaffolds, prompts, and worked examples. Teachers model thinking and ensure the children analyse examples and rehearse their own thinking through rich discussions.

- Use questioning: Teachers ask a range of questions and check for children's understanding. Teachers use *Socratic questioning* and *pose, pause, pounce, bounce* strategies. This leads to deep thinking and high levels of pupil participation.
- Implement stages of practice: Teachers when instructing and modelling employ and *I do, we do, you do* approach. Teachers effectively guide children's practice, obtain a high success rate, and then implement opportunities for independent practice.
- Review material: Teachers create opportunities to retrieve knowledge within and across lessons. Teachers ensure links between old and new learning is explicit and understood.

5. Teachers effectively implement Dylan Wiliam's AFL strategies

- Teachers clarify and ensure there is an understanding of rationales, learning intentions and criteria for success
- Teachers engineer effective classroom discussions, questions and tasks that elicit evidence of learning.
- Teachers provide feedback that moves learners forward.
- Teachers activate students as owners of their own learning.
- Teachers activate students as instructional resources for each other.

6. Teachers ensure lessons end with a clear take away or reflection linked to the LO, SC and evidence elicited from the use of AFL within the lesson.

Review:

Effective teachers know their impact. 'We do not learn from experience... we learn from reflecting on experience.'
(John Dewey)

Teachers constantly reflect on the impact of learning on pupil progress using the **Great Teaching Tool Kit** domains. When assessing the impact of teaching over time, weight must be given to the evidence of learning as evidenced in learners' books. This should naturally lead to much more focus being given to CTE book discussions as a natural part of our own self-evaluation process. Books therefore are analysed both independently and with colleagues to ensure teachers can recognise the practice that has led to strong impact and to also identify next steps. All of this informs the planning stage, the subsequent lesson intent, the strategies that are implemented and the examples that are shared.