

Sacred Heart Catholic Primary School Learning and Teaching Policy



PROUD of our children: **PROUD** of our school: **PROUD** of our faith

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Governor Lead	
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Headteacher signature	
Chair of Governors signature	

DOCUMENT PURPOSE

This policy reflects the current philosophy and practice in relation to teaching and learning at Sacred Heart Catholic Primary School. The policy has been up-dated in response to the requirements of the New National Curriculum introduced in September 2014. This policy serves as a guidance document which will cover the transition period over the subsequent years, during which we will manage the transition towards the implementation of the New National Curriculum. This area of change and development forms a significant part of our School Improvement and Raising of Attainment Plan.

The challenges posed in this period of change in the introduction of the New National Curriculum and systems for assessment are significant and it is our schools' belief that changes should be managed strategically and in discussion and consultation with a range of stakeholders, including staff, governors, parents and carers, Liverpool Catholic Archdiocese, external agencies and our Wigan Consortium of Schools.

VALUES, AIMS AND PURPOSES

The aim of this Learning and Teaching Policy is to ensure that high standards of teaching are always placed at the forefront of every learning experience for every child at Sacred Heart so that every child achieves the very best they can.

Our Mission Statement places this aim at the centre of all we hope to achieve.....

At Sacred Heart we are:

PROUD of our children; PROUD of our school; PROUD of our faith

Our school aims are:

To live as a Christian family inspired by the values of Jesus.

To develop and celebrate every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

Our practical objectives evidence how we bring our school aims to life at Sacred Heart and many of these objectives are made explicit in this policy (for more information please see below)

This Policy should be read in conjunction with the following Policy Documents: Policy for Monitoring, Evaluation and Review (Development Period March 16) Policy for Assessment and Reporting (Development Period Feb 16). Marking and Feedback Policy (Development Period Feb 16), Mission Statement, School Aims and Objectives (under review Jan 16) and SEND Policy.

AUDIENCE

This policy is available for:

- All teaching staff
- All support staff
- Supply staff, visitors and trainees
- School governors
- Parents

Copies of the policy are available from the school web-site (as draft during consultation and after adoption by the Governing Body as published copies.)

Any queries and questions regarding the policy should be directed to a member of the teaching staff or Senior Leadership Team.

PRINCIPLES OF LEARNING AND TEACHING

Effective learning and teaching is interactive and should:

- **Ensure every child succeeds:** provide an inclusive education within a culture of high expectations.
- **Build on what learners already know:** structure and pace teaching so that pupils know what is to be learnt, how and why.
- **Make learning vivid and real:** e.g. develop understanding through enquiry, creativity, e-learning, group problem solving
- **Encourage every child to ask questions, to be curious and self-motivated**
- **Make learning an enjoyable and challenging experience:** e.g. stimulate learning through matching teaching techniques and strategies to a range of different learning styles.
- **Enrich the learning experience:** e.g. make links between curriculum areas and learn through first hand experiences which excite, motive and stimulate deeper learning
- **Promote assessment for learning:** make pupils partners in their learning during lessons so that they make maximum progress
- **Promote the moral, spiritual, cultural, mental and physical development of our pupils and of society**
- **Promote social development and understanding in the formation of positive relationships with others in school and in society, enriching appreciation of our British values**
- **Prepare pupils for the opportunities, responsibilities and opportunities of later life.**

Remember that the test of teaching is the contribution it makes to learning!

Effective Teaching

Teachers and supporting adults must:

- Have high expectations which are reflected through their teaching and planning which extend the previous knowledge, skills and understanding of all pupils, in a range of lessons and over time
- Show good subject knowledge and use their expertise to develop pupils' knowledge, skills and understanding across a range of subjects and areas of learning
- Be technically proficient in teaching phonics, reading, writing, communication and mathematics
- Plan effectively, setting clear objectives and identifying success criteria so that pupils understand what they are to learn
- Use well judged teaching strategies, including setting challenging tasks matched to pupils' needs, which successfully engage all pupils in their learning
- Enthuse, engage, motivate and inspire pupils to learn and foster their curiosity and enthusiasm for learning
- Give timely, accurate and detailed feedback to pupils, following assessment of learning
- Systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene
- Know how to adapt teaching to maximise pace and depth of learning in response to monitoring and learners' feedback
- Use effective questioning and use of discussion to promote learning
- Promote high levels of resilience, confidence and independence when pupils are tackling challenging activities
- Manage the behaviour and expectations of pupils to ensure that all pupils have an equal chance to thrive, where uniqueness, diversity and cultural differences are celebrated and pupils learn in an atmosphere of mutual respect and dignity,
- Understand how to deploy support staff and other resources, so that the learning of pupils with a range of aptitudes and needs, including disabled pupils and those who have Special Educational Needs improves
- Enable pupils to self assess their own learning against success criteria and to develop skills to learn for themselves
- Use homework effectively to reinforce and/or extend what is learned in school

Effective Learning

Pupils must:

- Acquire new knowledge or skills, develop ideas and increase their understanding rapidly and in depth
- Use their skills in reading, writing, communication and mathematics confidently across the whole curriculum
- Take responsibility for their own learning and are open to new ways of acquiring knowledge and solving problems
- Demonstrate high levels of resilience, confidence and independence when tackling challenging activities
- Be well motivated, curious and enthusiastic learners who apply intellectual, physical or creative effort in their work
- Be active and productive learners, who work at a good pace
- Show interest in their work, are able to sustain concentration and think and learn for themselves
- Be involved in determining success criteria and setting higher expectations for themselves
- Understand what they are doing, how well they have done and how they can improve
- Assess their own progress against Learning Objectives which are broken down into specific success criteria, in line with their age and stage of development
- Be highly respectful and courteous towards others and expect lessons to proceed without interruption
- Respect others and learn to celebrate the uniqueness of each person, developing an understanding and empathy for diversity
- Manage their own behaviour and social situations in line with their stage of development
- Demonstrate high levels of engagement, courtesy, collaboration and cooperation
- Attend school regularly and be punctual at the start of lessons

CREATING A CLIMATE FOR LEARNING

The climate or atmosphere within our school must be carefully planned and managed so that pupils feel ready to start learning. In order for pupils to be in an optimum state for learning the following needs are to be considered.

Pupils feel that in their classroom, the environment created helps them to feel:

A sense of belonging and being valued

A high personal drive and personal aspirations

Safe and secure

That self-knowledge and individuality is recognised

Successful, able to make mistakes and that achievement is valued.

When pupils' needs in all these areas are met through the organisation and delivery of the curriculum, pupil learning will be at its most effective. This policy sets out how we aim to achieve maximum learning potential for all our pupils at Sacred Heart. In order for pupils to be in a 'best state for learning' there are several areas to consider.

Emotional State – The pupils' attitude towards themselves and their own self esteem, confidence, motivation, mood, stress, distractions from home, worry etc. all impact on the pupils' capacity to learn. Teachers are aware of the different backgrounds of pupils and liaise closely with parents, so that any change in family circumstances, or worries from home are communicated to the teacher.

Ethos – Where there is an atmosphere of trust, learning takes place in a relaxed and positive way. Where no one is afraid of making a mistake then everyone will attempt challenges without fear of failure. Teachers and pupils work together actively to build this ethos.

Teachers display motivational quotes and sayings prominently in their class bases.

E.g. Mistakes are magic
Winners don't quit – Quitters don't win
Getting stuck is not a problem
Staying stuck is – Practise getting unstuck!

Water – pupils are encouraged to drink fresh water regularly and through out the day. For this purpose drinking fountains have been installed into the majority of teaching areas. When necessary, pupils are encouraged to bring bottled water to school. Staff are encouraged to be role models by drinking regularly.

Food – Pupils are encouraged to eat healthily and to have breakfast before attending school. Pupils in Early Years and KS1 take part in the National Fruit Scheme and KS2 pupils are encouraged to bring healthy snacks to school each day.

Sleep – teachers remind pupils about the importance of a good night's sleep and its effect on the body

Comfort - Fresh Air / Temperature – The environment of the building has a major impact on learning. Staff are aware of the need to open windows and the need to monitor heating levels during the day. Staff encourage pupils to be responsible for removing their own jumpers during hot weather etc. Pupils need to be comfortable when they are learning and seating should be appropriate for the task. Careful consideration should be given to time seated on carpet, height of chairs etc. Natural light should be used at all times and pupils should be seated in well lit areas.

Teachers recognise when pupils need a break from learning and may use **well planned breaks** to enable pupils to refocus.

Adults are responsible for regularly reviewing the learning environment when they are teaching; wherever learning takes place (classroom, library area, hall, playground, IT Suite, on a school visit etc).

PRINCIPLES FOR PLANNING THE CURRICULUM

At Sacred Heart all staff have a strong commitment to the following:

- Each pupil is entitled to receive the best education possible and achieve the highest standards
- The curriculum will meet each pupils' individual needs
- Pupils learn best from a broad, inspiring and challenging curriculum
- The curriculum will involve first-hand experience and be taught in ways which make sense for pupils
- Achievement in a range of subjects across the curriculum, including science, humanities and the Arts, improves pupils' confidence and self-esteem, enabling them to tackle more challenging work and develop a positive attitude towards school
- Improving pupils' confidence and self-esteem has a positive effect upon their attainment in the key subjects

Planning for lessons will ensure the above principles are met.

Planning for effective teaching and learning

A planned outline for teaching and learning will always be in place for all lessons. Teachers and support staff who are leading learning will be given Planning, Preparation and Assessment Time to ensure that the above principles are met. PPA time is organised on the weekly timetable and year group colleagues are encouraged to work together on joint plans and projects and to support each other in the efficient and professional use of planning, preparation and assessment.

The written detail required for planning will always be in proportion to the quality of teaching, measured by its impact on pupil outcomes. Where teaching is not impacting sufficiently on pupil attainment and progress over time, it will be essential to consider a review of planning.

When planning, teachers must be mindful of their work life balance and must ensure that planning does not become over burdensome. Consideration of the level of detail is an important decision for the individual teacher to ensure that unnecessary information is not recorded.

Planning may take different formats according to the subject being taught and to the resources used. Some planning may be annotated accordingly to meet the specific needs of the group, other planning may be handwritten on a planning grid or typed up as part of a power point or smart notebook presentation.

Planning should always be available for reference within the school day, either through a planning file or saved on the teachers shared drive, where it can be easily accessed.

Planning for lessons may include:

Purpose for learning expressed as a learning objective
Success criteria to show how the learning objective is to be achieved
Teaching sequence and progression in learning
Anticipated outcomes
Skills, understanding and subject knowledge
Differentiation and match of pitch of learning to pupils' next learning steps
Questions and assessment for learning opportunities
Resources available, including the deployment and role of other adults
IT resources to support teaching
IT resources to enable learning
Cross curricular links
Organisation of pupils groups, pairs, individuals or whole class
Shorter goals and targets which fit into the bigger picture of long term goals
Links to IEPs or support for SEND
Safety requirements

Remember that planning is the teachers' guide to ensure effective learning. The skills of teachers in ongoing assessment and monitoring and evaluation of pupils' progress throughout lessons, should always determine when plans should be adjusted, modified and new directions taken.

DEVELOPING SKILLS ACROSS THE CURRICULUM

At all key stages pupils learn, practise, combine, develop and refine a wide range of skills in their work across all the National Curriculum. Some of these skills are subject specific e.g. painting in art and design, some are common to several subjects e.g. enquiry skills in science, history and geography.

Some skills are universal e.g. skills of communication, improving own learning and performance, and creative thinking. These skills are embedded in the subjects of the National Curriculum and are essential to effective learning.

Opportunities for teaching and learning all these skills can be identified when planning. There are six skill areas which are important because they help learners to improve their learning and performance in education, work and life.

Key Skills

- Communication
- Application of Number
- Information Technology
- Working with others
- Improving own learning and performance
- Problem Solving

Thinking Skills

By using thinking skills pupils focus on 'knowing how' as well as 'knowing what' – learning how to learn. The following thinking skills complement the key skills and are embedded in the National Curriculum. There are five key areas:

- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation Skills

ORGANISATION OF THE CURRICULUM

The daily timetable allows for a longer morning session and tends to be largely focussed on learning within the Key subjects of English, Mathematics and Religious Education. The variety of subjects to be taught in the morning may also include some practical or Foundation Subjects and this will enable pupils to experience a range of different skill areas and different learning styles.

Teaching a restricted number of Foundation subjects over a period of weeks and leaving others to be taught later in the term e.g. a History Learning Challenge in one half term, followed by a Geography Learning challenge, enables some subjects to be studied in depth. This also reduces pressure to teach all subjects every week and reduces planning demands on teachers.

Practical subjects may be blocked for several afternoons for a short period, which allows for sustained and intensive work.

Devoting a whole day or occasionally a whole week to one subject or theme allows pupils to undertake more substantial, in-depth pieces of work. Subjects which are blocked in this way at Sacred Heart may include for example an R.E. other faiths project, or an visual or performing arts project.

The planning of the curriculum is organised on a yearly cycle, with year group teams planning together.

PURPOSE FOR LEARNING

Learning Objectives are shared with the pupils at the start of lessons where appropriate. The method for communicating these objectives will depend on the age, ability and learning style of the pupils. These objectives can be communicated in a variety of ways to support the learning of pupils:

- verbally
- written
- displayed throughout the lesson for reference when appropriate
- learning objective are recorded at the start of a piece of work in line with the age and ability of the pupils
- Learning objectives **show the purpose for learning**

Teachers will

- Set the scene showing pupils the big picture
- Be clear about the learning outcomes / purpose for learning and communicate these to the pupils
- Explain the processes / how you are going to go about it
- Build in structured review opportunities
- Maximise purposeful language exchange and interaction
- Free them self to act as a coach, mentor and giver of feedback
- Use self review and self assessment
- Build in opportunities for pupils to coach each other and give feedback
- Make the processes that they have chosen to use explicit
- Display the information visually as they talk to help the visual learners
- Check for understanding at each stage
- Ensure that they identify both process and content
- Use open-ended questions to encourage pre-processing at a number of levels
- Identify and assign significance to key vocabulary
- Use child-centred connecting activities to engage prior understanding.
- Promote reasoning
- Give challenges such as , 'Write down three facts about x, now find out one more'
- Explain your own reasoning when you describe an everyday experience
- Get the children to talk themselves through solutions to problems
- Use problem solving templates in and around the class – put the templates on large posters and use them for class activities

HOW WILL PUPILS KNOW THEIR LEARNING IS SUCCESSFUL?

Pupils are involved in **assessment** of their own work and pupils learn best when:

- They know what is expected of them
- They know what they have to do
- They know why they have to do it
- They understand how it will help

Teachers should take every opportunity to involve pupils in assessment of their own learning and that of their peers. This involvement of pupils in assessing their own learning is accomplished through the use of clear success criteria, evaluation against the purpose of learning, the use of a rubric, against NC statements, progression statements etc.

Success criteria are communicated to pupils in a variety of ways according to the age and ability of the pupils. E.g.

Success criteria may be:

- Outlined on the teacher's planning for a lesson / series of lessons
- Included as slides within the 'Smart Notebook/ power point' presentation for the lesson
- Developed and agreed with the pupils and recorded on the flip chart for further reference during the lesson
- On interactive displays for on-going reference
- In 'child speak' language
- Described as the purpose for learning
- Differentiated to outline the different expectations of the different ability groups
- Referred to frequently during the lesson by pupils and adults
- Used to ensure that plenaries are an effective part of the lesson in that pupils are enabled to assess their own progress and productivity and are also encouraged to suggest their next learning steps or targets
- Used in focussed marking by the pupil, in peer marking, by other supporting adult or the teacher.

The use of success criteria linked to the purpose for learning, improves the quality of teaching and learning because there is a very clear focus for every lesson.

The following guidelines show how pupils may develop their learning throughout the school in response to success criteria. The guidelines should be adapted to meet the needs of individual pupils.

Foundation Stage

- Focus on the oral development of success criteria with pupils
- Learning Objectives/ purpose for learning are communicated using key words, pictures, symbols/ numbers

Use of success criteria throughout KS1 and KS2 (as appropriate to age and ability)

- Use of Interactive whiteboard (slides prepared for lesson contain success criteria)
- Paper copy in poster format for interactive display / pupils tick off against criteria during plenary – this a check list for pupils to self-assess
- Use of a WAGOLL (What a good one looks like) to compare own work against the example on display
- Tent cards / prompt sheets - prominent on tables
- Associated vocabulary is displayed for reference on the interactive display / around interactive whiteboard
- Success criteria is linked to Learning Objective and is very specific, using child friendly language, beginning with 'I can.....'
- Pupils are encouraged to assess each other's work orally, using check lists in a positive way
- A rubric is used to outline criteria for writing
- Success criteria is explicit on teachers planning
- Success criteria may be colour coded on the white board – this may linked to ability groups and shows the different expectations for each ability level.

Overall strengths of using success criteria

- Children know the expectations for their learning for age and stage
- Pupils can judge how much success they have gained, even if the whole learning objective has not yet been achieved

- Pupils are able to identify their next steps for learning
- Pupils can be involved in focussed assessment and marking
- Pupils are more independent

For more information see the Assessment Policy

GROUP WORK

When pupils are working in a group situation it is important to teach the skills of group working. Teachers should focus on the processes which groups use as well as the outcome of the task, building in opportunities to review strategies and reflect on method of learning. The following examples show how the skills of group work can be developed:

- Work with the class to agree a set of 'Group Work Rules and display them for all to see
- Role play situations where groups get into conflict and how to solve such difficulties
- Encourage groups to reflect on the processes that were involved as they worked when they gave feedback, not just on the end result
- Use 'thinking skills' activities to encourage dialogue and reasoning
- Display key vocabulary about group work and use it regularly – such as 'Co-operation' 'listening' 'turn-taking' 'negotiation' 'consensus, clarifying etc.
- Enable teaching assistants to be fully involved in the process of communicating Learning Objectives

QUESTIONING STRATEGIES

At Sacred Heart we have adopted a 'no hands up' approach to answering questions. Instead we enable pupils to discuss ideas, solutions and problems and to rehearse responses with a partner. We use hand signals to indicate 'Talk to your partner' (TTYP) and a further hand signal to indicate that we should all come back together. These techniques enable all pupils to respond and for the teacher to listen, assess and evaluate pupils' ideas and understanding.

We use a range of techniques to gather responses e.g:

Choral – useful for a short response, when there is usually one answer

Popcorn – useful for short responses and all pupils can respond

Word Wave – useful for short responses and all pupils can respond

Choose Two – two pupils can give a more in depth response (the teacher should identify these pupils during TTYP to ensure that responses are able to benefit other pupils and keep the pace of learning moving)

Paraphrase- the teacher listens to children during partner work and summarises the relevant ideas

Teachers and teaching assistants should use a variety of questioning strategies in order to challenge pupils' thinking.

- Allow processing time. The younger the learner, the more time they may need to assimilate the question.
- Allow sufficient time for replies. Try to allow each child one minute to speak when making a response
- Do not rely on questions that reward simple recall of information
- Provide processing clues, such as 'in a minute I'm going to ask you about x, y, or z.
- Give parameters to help the child shape the response
- Ask children to repeat the question to you to allow time for processing.
- Embed questions at the outset of a learning experience, such as 'what would it be like if we had answers to the following.....?'
- Encourage outcomes thinking by asking questions like, 'What will the finished piece of work be like?'
- Change the balance of teacher to pupil talk from 80% teacher talk towards 20% teacher talk
- Use open ended questions so that there are a possibility of a variety of responses and ask for opinions
- Ask follow up questions which take the thinking to a higher level
- Use numbers to put challenge into a task by asking, 'Can you give me three ways of / examples of etc.
- Preface your question with an individuals name
- Ask pupils to explain their thinking when giving an answer. E.g. 'What made you think of that?'
- Provide extension questions, such as 'What other alternatives did you think of?'
- Reflect back by stating 'So if I'm right, what you're saying is.....'

- Ask children to summarise and speculate
- Play devil's advocate by giving the opposite point of view, or an outrageous alternative.
- Provide opportunities for pupils to explain the processes they chose as well as the outcome
- Resist the temptation to answer your own questions
- Ask questions such as 'How many ways can we solve this problem, rather than 'Who can tell me, hands up?'

STRATEGIES FOR RECALL

Staff help pupils to develop their own strategies for recall so that learning is retained.

- Use mnemonics for remembering key information
- Frequent reference to support materials on the working walls
- Posters for key information
- Use colours to represent key aspects of concepts – such as blue for oxygen and green for carbon dioxide
- Encourage pupils to draw diagrams of key points during lessons or in review times
- Set homework activities that reinforce what has been studied in class
- Send posters and cue cards home for children to show to parents
- Use cue cards for games and activities
- Revisit learning through brain breaks later in lessons where pupils summarise what they have learned so far with a partner
- Draw pupils attention to previous learning when giving the 'Big Picture' at the start of the topic / lesson
- Display large memory maps until information is absorbed
- Use desk tops to display key information
- Make tent cards with diagrams, rhymes or mnemonics for key facts
- Ask children to suggest strategies that they could use to remember the lesson
- Use music, rhyme and rhythm to reinforce learning
- Review lessons regularly
- Each child has the chance to teach someone else something
- Encourage children to draw parallels to other lessons or notice anything unusual that will help them remember facts
- Ask questions that draw on previous experiences when learning something new
- Continually build up memory maps that link concepts and visually display learning

PROBLEM SOLVING

Pupils have regular opportunities to develop their problem solving skills. Pupils should be encouraged to:

- Read and understand the questions – what is the important information?
- Identify key word and numbers – highlight information
- Decide which operations are needed to solve this problem
- Make notes and jottings of working out and ideas - Don't expect pupils to keep it all in their heads
- Answer the question in the problem
- Decide which is the most efficient strategy to use before attacking the problem
- Check your answer against an estimation – is the response reasonable?

RESEARCH

Pupils are taught the importance of research skills across a range of subjects. The following prompts may be used to enable pupils to carry out their research.

Starters

What shall I find out?

What do I already know?

What are my research questions?

Methods

Where shall I look?
Shall I use the library?
Where else shall I look?
Shall I use IT?

Presentation

How shall I show it?
Who wants to know?
What is the best method to use?

Reflection

What have I learned?
What did I do well?
What could I do better?

DISPLAY FOR LEARNING AND TEACHING

The purpose of displays around the school is to:

- Reinforce learning and aid recall
- Challenge ideas
- Stimulate further thinking
- Inform and give new information
- Make connections between concepts
- Remind about rules and targets
- Engage pupils in problem solving and challenge their thinking
- Celebrate and affirm success
- Share ideas and interact
- Motivate towards further learning

There are many areas for display around the school. Each area has a designated purpose and timescale for being changed.

Foyer: This is the main area viewed by visitors to our school and will be welcoming and informative. Display here will:

- Prominently promote our Mission Statement and our distinctive Catholic nature
- Display and celebrate achievements

Halls: The halls are used for P.E. school lunches, assemblies, meetings etc. Displays here must not cause any health and safety risks for physical activities. Displays here will:

- Have an R.E. focus - 'Come and See' may inspire an R.E. display
- Display work across a variety of subjects from all year groups as appropriate

Corridor / Circulation Areas around the school: These large areas are used to display work related to the current / past topics and all staff will contribute to them.

Class Bases: Each classroom will have:

- Posters, key vocabulary, cue cards for phonics, charts, power words etc.
- A working wall to reflect work in progress in English and Mathematics (see guidelines for working walls for further information)
- A display relating to the current learning challenge topic
- A 'Come and See' display of work in RE
- Celebration of pupils' work across the curriculum

There will also be a focus for collective worship within each classroom area.

Nursery and Reception: Displays are linked to the current learning taking place across all areas of learning.

USE AND ORGANISATION OF ACCOMMODATION AND RESOURCES

Maximum use is made of all areas and working spaces of the school throughout the day. The halls, and 'IT suites' are carefully timetabled to ensure they are fully utilised.

Class bases are organised to ensure high levels of pupil independence and there are high expectations with regard to classroom organisation, use of displays and standards of tidiness and cleanliness.

There are two small 'pods' available to support small group learning in Key Stage Two. One of the rooms is used to support a small number of pupils, who have emotional, social, communication or behavioural difficulties. This room has soft furniture and is a space for calming and peace.

The second pod is available for teaching small numbers of pupils, in intervention groups.

There is a third 'music' room in the KS2 building which is also used as group teaching room.

In Reception and Year One the environment is of an open plan design and would benefit from some further provision of small group rooms and re-designing of space to improve effectiveness. The environment is organised to best effect.

The Children and Families Support Worker's room is located within the KS2 building and is a space for meetings and for planned work with pupils.

CONTRIBUTION OF TEACHING ASSISTANTS AND OTHER ADULTS

At Sacred Heart, the contribution of teaching assistants in enabling the participation of pupils in the development of their learning is fully appreciated. Support staff and other adults have a most important part to play in enabling all pupils to make maximum progress in their social and academic development.

It is the responsibility of the class teacher to appropriately deploy other adults in their classrooms to support the learning of their pupils. Wherever possible, supporting adults should form part of the teaching team within the classroom environment.

Teachers should ensure that any supporting adults are fully informed of the plans for teaching and learning and that they are fully equipped to empower pupils to make accelerated progress.

The following examples show how support staff may be deployed at Sacred Heart:

- **Supervising and assisting small groups of pupils in activities set by teachers** e.g. pupils are able to benefit from the attention of a sensitive adult without being stigmatised as different because of individual tuition
- **Developing pupils' social skills** e.g. supporting pupils in groups promotes inclusion
- **Implementing behaviour management policies** e.g. supporting the teacher in positive behaviour management strategies
- **Spotting early signs of bullying and disruptive behaviour** e.g. as an extra adult early intervention can head off disruptive behaviour before it starts, providing an extra listening ear to a child who may be experiencing bullying etc.
- **Helping the inclusion of all children** e.g. helping pupils form friendships, helping pupils with EAL
- **Keeping children on task** e.g. helping pupils to sustain their concentration

They seek to enable pupils to become more **independent learners**

- **Showing interest** e.g. listening to pupils talk about what they do inside and outside of school – this raises self esteem
- **Assisting individuals in educational tasks** e.g. helping pupils to increase knowledge, understanding and skills and knowing when to stand back and when to intervene

- **Freeing up the teacher to work with groups** e.g. the teaching assistant and the teacher planning to support specific groups of pupils so that all pupils benefit from the input of a qualified teacher
- **Working with outside agencies** e.g. liaising with speech therapist in following programmes of work
- **Modelling good practice** e.g. in reading to pupils with expression
- **Assisting pupils with physical needs** e.g. intervention in a tactful manner

They help to **raise standards of** achievement in pupils

- **Being involved at whole class level** e.g. alternating between individuals and being a general resource for the whole class – in order to do this effectively, the teaching assistant must know the learning outcomes for the lesson
- **Helping implement lesson plans** e.g. a teaching assistant who is briefed as to what is planned for a lesson is in a stronger position to help the teacher realise its aims
- **Making possible more ambitious learning activities** e.g. practical lessons e.g. art, design, ICT, outdoor games, project work
- **Providing support for elements of core subjects** e.g. Times Tables Bands, Phonics **etc.**
- **Providing feedback to teachers** e.g. the teaching assistant is in a very good position to observe pupil performance and to provide valuable information as what works with specific pupils and barriers to learning
- **Preparing classroom materials** e.g. setting up resources for a Maths lesson

MONITORING, EVALUATION AND REVIEW OF IMPACT

The implementation of this policy will be monitored and evaluated through the following:

- Evidence collected through learning walks
- Observations of teaching and learning
- Scrutiny of pupils' work in books and on display
- Scrutiny of lesson plans
- Evaluations of pupil assessment data
- Pupil tracking and analysis
- Impact reports to inform SLT and Governors
- Discussions with staff
- Discussions with pupils
- Governor visits

The Self Evaluation Document and School Improvement Plan will be up-dated termly and shared with staff through the PPA room notice board.

Governors will receive termly up-dates against the objectives in the School Improvement Plan and SEF through the Headteacher's report to Governors.

The Governors Teaching, Learning and Curriculum Committee will receive up-dates of progress made, with a focus on the evaluation of impact on pupils' attainment and progress.