



HOLY TRINITY CE PRIMARY TEACHING AND LEARNING POLICY

Holy Trinity Mission Statement

We strive to be the best we can be in an inclusive, safe and supportive learning community; to nurture and equip pupils with positive attitudes so that they become effective members of a multi-cultural community who demonstrate the values of hope, faith and love and develop self-discipline and confidence in a Christian family environment.

"Pray together, learn together, play together"

AIMS

At Holy Trinity School we aim to enable pupils to develop a love of learning now and in their later life. We aim for them to fulfil their potential and leave Holy Trinity School literate, numerate, confident, having an awareness of faith and ready to contribute to society.

We ensure our pupils leave with the basic skills they require as well as a life which has been enriched through the additional activities we provide.

As faith is at the heart of all we do, Collective Worship is a very important time in the day. All staff and children are expected to participate; there is also a class prayer before lunch and at the end of every day in every class.

LEGAL REQUIREMENT

The National Curriculum Framework is a statutory document which sets out clearly the entitlement of all pupils to a full and balanced teaching and learning programme. It sets out the content, attainment levels, assessment and reporting to be undertaken. At Holy Trinity, these documents provide the basis on which all teaching and learning is carried out.

THE CURRICULUM

ROLES AND RESPONSIBILITIES

The head has overall responsibility for ensuring teaching and learning is being delivered to a high standard at Holy Trinity School.

The deputy has an overall responsibility for ensuring that all aspects of the curriculum are in place and are being delivered as agreed. S/he is the exemplar in the school in terms of modelling good practice in teaching and learning.

Subject leaders have responsibility for advising colleagues and modelling good practice within their specific subject area.

Class teachers have responsibility for delivering lessons to a high standard.

EQUAL OPPORTUNITIES (INCLUSION)

All pupils will have full access to the full curriculum. Teachers and teaching assistants will provide differentiated activities to challenge pupils, encouraging all pupils to work independently. Teachers and teaching assistants will ensure that pupils with a special educational need are given access to the curriculum and that materials are adapted as appropriate.

VISITS

Each class must book **ONE** visit per half term. Teachers will need to:

- use this to as a stimulating start to a topic;
- use this mid-way to enrich prior learning;
- use this to conclude a topic.

RESOURCES/MATERIALS

The deputy is responsible for organising the distribution of class resources/materials at the start of the new school year and at intervals. Teachers are responsible for ensuring pupils are appropriately trained in using these resources and in discouraging wastage.

PLANNING AND ASSESSMENT

GENERAL INFORMATION

Curriculum time is planned either as continuous study throughout the half term/term or as blocks of study. Work is planned using the school's Long Term Curriculum Map. Teachers use these plans as the basis for their teaching. They are encouraged to be creative in their delivery.

At Holy Trinity planning for each term is stored on Fronter. This is to be loaded on to the system on the day agreed as a whole school.

There are specified planning sheets for each area of the curriculum (see subject specific policies)

All planning is underpinned by the national frameworks or school guidance as appropriate.

Long Term	These are themes and topics for the year. They show the depth, breadth and range of work across the key stages with details of the different schemes of work.
Medium Term	These are subjects to be taught during a particular half term. These topics are linked to appropriate resources stored in the Group Room.
Short Term	These are weekly planning of mathematics, English, science, and the foundation subjects. Teachers plan outlining identified learning objectives, key skills and concepts to be taught.
Daily	These are used for lesson observations.

FOUNDATION STAGE

Early Years Foundation Stage (EYFS) planning covers the key areas of learning. See EYFS documents. Planning is essentially hands-on and provides opportunities for ongoing formative assessment.

ASSESSMENT

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are outlined in detail in the Assessment and Marking Policies. Half termly / termly pupil progress meetings are held with SLTs.

More information can be found in the subject specific policies.

GENERAL MONITORING (See appraisal policy)

The head is responsible for the overall monitoring of teaching and learning within the school. However, this is distributed and shared with SLTs. Lesson observations are undertaken at intervals. Newly Qualified Teachers (NQTs) and other inexperienced teachers are monitored more frequently. Single Lesson Plan sheets should be provided when your lesson is being observed.

Monitoring is undertaken within Holy Trinity School as indicated below. External advisors may be used to support the monitoring process.

Head – Formally monitors several lessons on a half termly basis across both Key Stages. This includes sampling planning and marking. The head also undertakes 'drop in' sessions.

Deputy – Monitors several lessons on a half termly basis across both Key Stages. This includes sampling planning and marking. The deputy also undertakes 'drop in' sessions.

Subject Leaders – Monitors at least one lesson from each Key Stage. This also includes sampling/collecting samples as appropriate and monitoring marking in their specific subject area(s) on a termly basis. This is for reporting/evaluation to SLT/Governors/LA.

Governors – Monitoring termly during the school year as link subject leaders and to provide written feedback of these visits.

MONITORING OF PLANNING

This is completed by members of the SLT and subject leaders. Each subject leader will monitor planning at least once a term. (English and mathematics will be monitored more often.) Planning may be monitored by external agencies as required.

COMMUNICATION WITH PARENTS

HOMEWORK

Pupils will be given homework weekly. This will generally link with ongoing learning being undertaken in the class. Homework will be used to re-enforce concepts being learned, provide opportunities for pupils to practise and to prepare them for work to be undertaken.

PARENT EVENINGS

This is an opportunity to review targets, update parents and share work produced by pupils. Parents' Evenings are as follows:

September – Curriculum Evening: parents have meeting in hall and then visit classroom. This is not an individual meeting. It is an opportunity for parents to hear about topics, plans and class routines.

October and February – Individual meetings for parents. Teachers should ensure parental privacy and speak openly regarding pupil's progress, attitude and behaviour. Pupils' books should be marked and set outside the classroom ready for the parents. Parents should bring the books in when it is their turn to speak with the teacher. There should be two chairs set out for parents and the appointment list on the door. Teachers should ensure they have a break to have refreshments mid way.

July – Annual reports. Where pupils have had a successful year and have hit their targets parents do not need to attend unless they wish. However, if it is the opposite case teachers must invite parents to review the year.

SCHOOL PROCEDURES

At the start of each term, collective worship may be held later in the morning. This is to ensure teachers spend time with their class re-enforcing class routines, school rules and procedures.

At the start of each half term teachers are requested to be in the playground earlier to support playground supervisors and colleagues with re-enforcing lining up procedures. Teachers will be notified 2 minutes before the bell/whistle is sounded.

Staff should intervene to re-enforce agreed expectations in terms of behaviour, particularly in areas such as collective worship, the playground, etc. It should make no difference whether or not the perpetrator is a member of your class.

There are a number of checklists which will support you with your teaching and learning and school expectations. These can be found in the appendices.

CLASS COLLECTIVE WORSHIP

Collective Worship provides an opportunity for pupils/classes to share activities with the rest of the school and parents.

Pupils performing in assemblies provide the 'public face' of the school, so care should be taken in supporting pupils to give their best presentation and to make a good impression. Pupils therefore need time to practise before their presentation to the school. They also need the teacher/adult to model different presentation skills for them and to encourage them to use these. Encourage pupils to take home tasks to practise and to spend time in the playground practising with friends.

Collective Worship should be no longer than 15 minutes.

Policy History

First Draft	
Reviewed	August 2014
Next Review	August 2016

This policy has been agreed by the governing body of Holy Trinity School on

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and supersedes all previous policies relating to this area.

Signed (Chair of Governor)

Appendix 1:
Holy Trinity Primary School Planning Checklist

• Is planning on Fronter every Monday morning?	
• Is planning displayed on the classroom wall in the teacher area?	
• Does planning comply with Literacy and Mathematics requirements?	
• Does planning comply with other subject requirements?	
• Is planning evaluated on a daily/ weekly basis to show changes?	
• Is there clear differentiation for 3 groups (plus SEN)?	
• Does planning include assessment for learning questions?	
• Does planning include learning challenges?	
• Does planning show clear links to visits/ trips?	
• Does planning show clear sequence of activities and progress over time?	
• Does planning link to pupil targets?	

Appendix 2:
Holy Trinity Primary School Marking and Books Checklist

Literacy targets in English books?	
Maths targets in Maths books?	
Date and WALT clearly displayed and underlined in all books?	
Differentiation planned for and evident in writing?	
Evidence of challenge for more able/G&T?	

Basic requirements:

All work marked?	
Red Pen used by adults?	
VFG for work marked with child?	
All work at least ticked and acknowledged against the WALT?	
Work taught by anyone else denoted with appropriate marks (S – supply)	
Appropriate codes for how work completed used (T, TA, I)	
Dots not crosses used for incorrect responses in maths work	

Quality Marking:

Positive comments refer to WALT and WILF?	
Comments refer to children's targets?	
Developmental comments refer to WALT and WILF?	
Developmental comments refer to children's targets?	
Developmental comments as reminders, scaffolds or examples?	
Children responding to developmental comments in green pen?	
Quality marking done once a week in Literacy?	
Quality marking done once a week in Numeracy?	
Quality marking done twice a half term in RE and Science?	

Peer assessment

Evidence of peer assessment denoted by child's name?	
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Self evaluation:

Have children self-evaluated against the WALT/WILF with a traffic light?	
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Presentation and accuracy:

Books are well presented?	
One number per square in maths?	
Mistakes are crossed out with a ruler – no erasers	
Children use black pen or pencil	
Limited use of worksheets, only used sparingly and appropriately.	
Are comments readable?	
Are comments spelt correctly?	
Are comments accurate?	

Appendix 3:

Holy Trinity Primary School Environment Checklist

• Is the room organised and tidy?	
• Are resources clearly labelled?	
• Does it have an attractive book corner?	
• Is storage well organised so that children can access learning materials?	
• Is it clutter free and tidy?	
• Are children's and teachers' desks/ work areas tidy and organised?	
• Are routines/timetables/groups/planning clearly displayed on a teacher wall?	
• Is there a visual timetable clearly displayed?	
• Is there clear access to ICT equipment?	
• Is space made for packed lunch boxes and is this kept tidy?	
• Are table resources for each group organised so that they are tidy and accessible?	
• Is there safe access/movement around the room?	
• Are corridors clean and tidy?	
• Are coats on pegs and bags neatly stored?	
• Are school rules displayed?	
• Are behaviour consequences displayed?	
• Is the behaviour ladder displayed?	
• Are the school motto, mission statement and values displayed?	

Appendix 4:

Holy Trinity Primary School Display Checklist

In the classroom and around the school, display is used to enhance the learning environment and demonstrate that pupils' work is valued. It is used to raise pupils' self-esteem and add to the welcoming atmosphere that Holy Trinity School aims to provide.

• Are displays maintained to a high standard?	
• Is there a range of display styles used to enhance the learning environment?	
• Are displays bright, eye catching and interactive?	
• Are agreed Mathematics, English, Science, ICT and Reading areas established and work displayed to the agreed standard?	
• Does each class have an up-to-date prayer area?	
• Is the teacher information board up-to-date and kept tidy? (Y6 should have a secondary transfer information board).	
• Are book areas attractively presented encouraging pupils to read?	
• Is there key vocabulary displayed around the room for English, mathematics and topic?	
• Are working walls being used accurately to support pupils learning?	
• Is work displayed in communal areas double mounted (where the work lends itself to this), labelled, the class identified and set in context?	
• Is there approximately 40% - 60% balance of computer printed labels to teacher writing (Nelson)	
• Do class displays reflect the current topic?	