SS PETER & PAUL CATHOLIC SCHOOL

'Learning Together, Achieving Together in Christ'

Teaching and Learning Policy

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Contents

Policy Statement

At SS Peter and Paul Catholic School we believe in lifelong learning. Our aim is for all of our pupils to aspire to excellence and have the desire to succeed in all that they do, whilst having Christ at the centre of their lives and their learning.

We will ensure that each child is inspired and challenged to learn and to enrich his/her knowledge and experience. We will provide a consistent, broad, balanced and relevant curriculum where every child is of equal importance and is valued and recognised for all of their efforts, achievements and successes in their learning.

At SS Peter and Paul Catholic School, we believe effective learning takes place when children are motivated and develop positive independent learning behaviours. Effective learning depends upon effective teaching.

Effective teaching at SS Peter and Paul:

- is based on a solid understanding of how children learn best;
- is developed through careful planning, leading to ambitious lessons where pupils know the objective and purpose of their learning;
- is based upon pupils knowing how to be successful;
- is based upon clear adult modelling;
- contains tasks which are designed to be engaging and stimulating and appeal to the pupils' interests as well as matching their abilities;
- is tailored to meet the pupils' needs through effective adaptations.

This Teaching and Learning Policy outlines how we work and organise ourselves to ensure that good or better pupil progress is achieved.

Members of the teaching team are expected to refer to it frequently and use it to help evaluate and amend practice to ensure the best provision for our children.

This policy aims to:

- o Raise the quality of teaching and learning and as a result improve standards;
- o Provide clear guidance for teaching and learning ensuring consistency across the school;
- o Enable the teaching team to identify aspects of their teaching practice to develop as part of their commitment to continual improvement;
- o Provide a tool for monitoring, evaluation, school improvement and accountability;
- o Support our commitment to equal opportunities;
- o Set out our expectations of best practice.

The impact of the policy aims on pupils would be to:

- o educate each child to their highest standard and set high expectations for all pupils in order to raise their aspirations;
- o provide a high level of religious education, literacy and numeracy teaching that challenges and inspires pupils;
- o provide a broad and balanced curriculum that provides the children with the knowledge, skills and the understanding to enable them to achieve their best;
- o develop confident, creative thinkers who are able and willing to learn alone and in a reciprocal manner;
- o ensure each child is the key participator in their own learning and is reflective about their learning, taking responsibility for it;
- o develop resilience and resourcefulness within each child and enable them to become self-managing and independent as far as is practical;
- o ensure that each child takes pride in their accomplishments, their relationships and their environment.
- o develop children's long-term memory, ensuring that children develop clear schemas to make connections between learning and to support future learning.

These aims will be accomplished through the following key strategies:

1) Planning and preparing high quality lessons
2) Use of effective teaching strategies to achieve best outcomes
3) Assessment for Learning
4) The Physical Environment
5) Displays
6) Clear book work expectations
7) A strategic monitoring cycle

This teaching and learning policy must be read alongside the following policies:
1) Assessment and Feedback Policy
2) Homework Policy
3) Behaviour Policy

The SS Peter and Paul Curriculum
The delivery of the SS Peter and Paul Catholic School curriculum is the vehicle for effective teaching and learning.

We use the objectives from the National Curriculum. Classes have an over-arching topic each half term or term. Teachers plan lessons using the National Curriculum to ensure children receive their entitlement. Our thematic approach to the curriculum is enhanced through memorable moments which inspire and develop meaningful links in learning. Each topic/theme brings together appropriate and

relevant links across the curriculum. Core learning skills are woven into the curriculum with discrete lessons teaching and developing these skills. Revisiting concepts embeds to long term memory.

Teachers may use schemes of work, for example White Rose in Maths, but are expected to tailor them to meet the needs of the children in their class/group. Wherever possible, links are made to real life experiences to make the curriculum relevant. Cross-curricular links are created to promote and further develop reading, writing and mathematical skills. We aim to make the curriculum reflective of, and responsive to, the cultural background of our pupils.

The whole school timetable is referred to when classes are timetabling the curriculum whilst ensuring that there is a daily English focus and Mathematics sessions and that Religious Education, reading, writing, maths and communication skills are used across the curriculum throughout the week.

1. **Planning and Preparing High Quality Lessons**

In order to ensure a high standard of teaching, teachers at SS Peter and Paul will meet the following expectations within lesson preparation and planning.

Expectation	Rationale	The Outlook/What it looks like/The strategy
Learning outcomes are clearly stated in planning.	To ensure that teachers are clear on what the pupil outcomes are to be and focus the planning on that end goal.	Learning outcomes are to be included in all plans and are the first step before planning lessons. This ensures that learning tasks are chosen to achieve the outcome.
Learning intentions are clearly stated in planning and in pupils work.	To ensure that all pupils are clear on the focus and purpose of the learning.	Learning intentions are displayed in all lessons and shared with the pupils. At SS Peter and Paul Catholic School we use the language 'We are learning to...' for the start of our learning intentions. We choose the language around what we are learning carefully to ensure all children understand the learning that is taking place.
Success criteria are clearly evident in the lessons plans and displayed during lessons.	To ensure that all pupils know how they can be successful in meeting the learning intention.	Success criteria are planned at the planning stage and written on lessons plans. These are then shared, displayed and referred to during the lesson so that children know how to be successful in their learning. There will be occasions that teachers can decide to design the success criteria with their pupils in the lesson but success criteria must be thought through first at the planning stage.
Planning includes clear adaptation to allow all learners to access learning and make progress.	To ensure that learning is accessible for all learners. To ensure that all pupils can feel success in their learning.	Adaptation can take many forms. It can include the use of scaffolds, writing frames, alternative questions, concrete resources etc. to allow the learner to access the lesson. In Maths, the area of mathematics being studied is learnt by all pupils. Adaptation may look like pupils accessing the same area of mathematics but at an alternative year group level.
Support staff are deployed effectively within all lessons.	To enrich pupils' learning and ensure their good progress.	Support Staff are used effectively in class to support with pupils' learning. They are used to enable children to be independent learners when accessing the curriculum. With the guidance of the class teacher, support staff can support with making adaptations within the lesson (access to resources) so that all pupils can access the learning. Teachers are responsible for ensuring their support staff have a clear understanding of the learning that will take place each day and that learning intentions and activities are clear.
Prior learning is built upon and links are made within the curriculum.	To ensure that pupils are able to link key concepts to develop their long-	In lessons, teachers refer to prior learning and use questioning to allow children to retrieve previous learning that has taken place.

	term memory and develop their schemas.	When planning, teachers ensure that links are made back to previous learning including learning undertaken in previous year groups.
Teachers plan for plenaries (including mini 'stops and share' plenaries during lessons.	To ensure that pupils can summarise the learning that is taking place and for teachers to assess children's understanding and address any misconceptions.	Teachers will decide at the planning stage and during the lesson where there is a need to review the learning taking place and check for understanding. This can happen at multiple times during a lesson. A plenary at the end of every lesson must be planned for to allow for a summary of learning to take place. Teachers will ensure that pupils can articulate the learning that has taken place that lesson. Teachers will also use this as an opportunity to decide whether they can move on with learning or whether there is a need to re-teach.
Plan for the use of stimulating resources.	The use of resources ensures: • Pupils' motivation • The development of creativity • The evoking of prior knowledge • Encouragement for the process of understanding, decoding, organising and synthesising the educational content, logical thinking and reasoning, communication and interaction • Contribution to the development of different skills and the acquisition of values in students, as well as the retention of desirable knowledge, skills and attitudes	Subject leaders provide high quality resources for their subject areas such as, access to White Rose Maths materials, Storytelling Schools, subject associations, historical and religious artefacts, concrete materials for the teaching of maths etc.
Plan for the use of effective questioning.	To ensure that pupils are challenged and engaged within learning. To support assessment for learning. To allow pupils the opportunity to reflect and reason their answers. To allow pupils to deepen their learning.	Teachers include in their plans the questions that they will use to aid assessment for learning and to challenge pupils. Questioning strategies that can be used could be: • Think, Pair, Share • Show-me boards • Probing questions • Process questions • Randomised questioning

		Reference: Teaching Walk-Thrus, Tom Sherrington
Plan for the introduction and retrieval of key vocabulary each week and reinforce across the week/following weeks.	To build pupils' lexicons in order to raise standards in vocabulary, speech and dialogue.	All lessons will refer to either the new vocabulary or reinforce previously introduced words.

These expectations will ensure that:

- pupils progress in their learning
- learning is matched to pupils' assessments
- learning is adapted to ensure pupils can access learning and build independence
- pupils build upon prior learning
- learning is purposeful, stimulating and challenging

Appendix one shares our clear expectations for planning at SS Peter and Paul Catholic School.

Appendix two shares the short-term planning format.

2. Use of effective teaching strategies to achieve best outcomes

To achieve best outcomes for pupils, teachers use a range of teaching strategies that:

Expectation	Rationale	The Outlook/What it looks like/The strategy
Provide opportunities for pupils to learn in a variety of styles and allow the pupils to develop their own learning styles which enable them to acquire lifelong skills.	To support all pupils who learn in different ways.	A wide range of resources, including those available on interactive whiteboards, are available. In mathematics, learning progresses from the concrete to pictorial and then moving into abstract representation. We recognise the variety of ways that learning develops by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things.
The use of open and closed questions within lessons.	Questions are used to assess pupils' starting points, to deepen understanding and to check progress.	A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, think-pair-share, countdown timer. We teach pupils how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.
Allow pupils thinking time before answering questions.	To ensure that all pupils have the opportunity to consider the answers before correct answers are given.	Teachers allow pupils time to think in silence before seeking responses. This could be anything from 5 – 12 seconds or perhaps longer depending on the complexity. This is especially important for anything beyond simple recall questions where shorter response times might be more appropriate. Teachers use the thinking time to scan the room, checking pupils are focusing on the task.
Provide developmental feedback and constructive criticism of the pupils' work	To further pupils' learning and identify and fix misconceptions early.	*Please refer to the school's Assessment and Feedback policy.*
Allow opportunities for pupils to review and reflect on the learning and the success criteria.	To strengthen the connections within learning and develop fluent recall.	Teachers ensure that they build into lessons the opportunity for pupils to review and reflect on the learning and the success criteria. This can happen during the lesson at mid-plenary points or at the end of the lessons.

		Reviews also take place at the start of the lesson so that pupils can recall previously learnt concepts so that connections can be made between learning points.
Make good use of teacher scaffolding.	To ensure that expectations remain high for challenging tasks but allows children to reach ambitious goals using a range of scaffolding.	Teachers map out the components of a task by breaking it down into manageable steps that pupils will follow in order to achieve success. Teachers consider the difficulties that pupils may encounter and design resources to support them. Detailed scaffolding might include: word lists, sentence starters or sentence builders, writing frames, prompts for ideas, etc. Teachers also make use of clear success criteria so that pupils can check their own success.
Make good use of teacher modelling	To allow pupils to see how tasks can be completed to the expected standard.	For any given task, teachers talk through the task one step at a time. Teachers model the decision-making process including when editing pieces of work. Teachers model clearly how to make use of the resources available to the pupils. Teachers model reviewing the success or their own work against the success criteria. When writing, teachers model the school's handwriting expectations.
Allow pupils to learn both independently and collaboratively, and which contribute to one another's learning.	To allow pupils to develop autonomy and to widen their views and understanding. (Critical, deeper level learning)	Children are encouraged to develop their thinking and are given opportunities to refute ideas about their learning. This encourages critical thinking and deeper level understanding.
Use positive behaviour management and encouragement for pupils to achieve – including praise and rewards.	To ensure that pupils are engaged and that low-level disruption does not occur in lessons.	*Please refer to the school's Behaviour Policy.*
Use a working wall to support children's progress in Religious Education, English and Maths.	To support pupils in their current learning and enable independence.	Working walls share the learning sequence, allowing pupils to pull back prior learning and make connections between lessons. Working walls include models and vocabulary from current learning. These are used as a point of reference to support pupils working memory. The working walls are used to gather pupil's thoughts regarding concepts and key questions. This can be done through the use of sticky notes.

3. Assessment for Learning

Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the pupils.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

This guidance should be read alongside our school 'Assessment and Feedback' policy which provides further guidance.
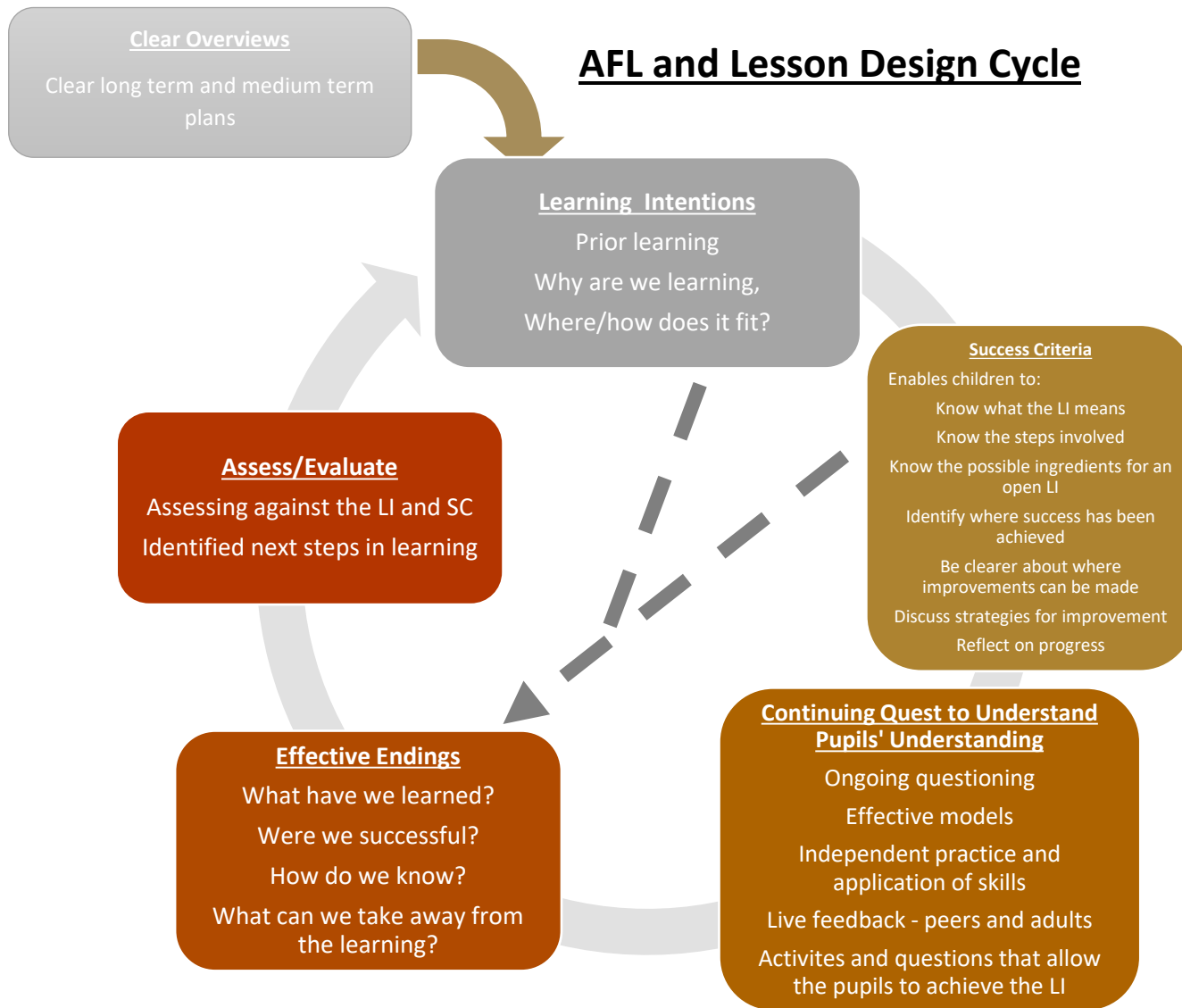
Principles and Rationale for Assessment for Learning

Expectation	Rationale	The Outlook/What it looks like/The strategy
To regularly use assessment for learning to track and inform pupil progress.	To monitor progress and support learning.	Teachers make use of effective differentiated questioning to check understanding, knowledge and skills. Teachers explain the learning intention in child speak to ensure pupils understand the expectations. Teachers use success criteria in lessons so pupils know how to achieve the learning intention. Teachers feedback to pupils on their work, identifying the strengths and areas for improvements and provide constructive criticism to help pupils to improve and know what to do next. Teachers use the objectives tracker on Insight to track the progress pupils make against the National Curriculum objectives for reading, writing and maths. At the end of each term, teachers undertake tests for reading and maths with all pupils in Years 1-6. A GAPs analysis is completed and then a teacher judgement is made assessing where the pupils are in relation to age related expectations. Teacher use this information to guide future planning, addressing gaps in learning by setting up appropriate interventions.
	To recognise the achievements of pupils.	In line with the school's behaviour policy, we use positive praise to celebrating what the pupils are excelling in. Each week pupils are selected for achievement awards that they receive at whole school assemblies. Teachers also communicate these achievements with parents through the platform 'Marvellous Me'and on Tapestry (EYFS).

	To guide future planning, teaching and curriculum development.	Before teachers plan, they check their assessment of where pupils currently are within their curriculum. Assessments are used to direct the next steps for pupils and what the learning journey will be.
	To inform parents and the wider community of pupils' achievements.	Parents are informed of pupils' achievements through parents evening and an end of year report. Parents can also receive messages through 'Marvellous Me'. Teachers also record their assessments on Insight Tracker which is then analysed by the school leaders and reported to Governors.
	To provide information to ensure continuity when the pupils changes school or year group.	At the end of each year, teachers complete a handover with the next class teacher. All notes related to pupils are handed over and a transition record is signed by both teachers. The admission officer liaises with teachers regarding any relevant information that needs to be passed onto new schools.
	To comply with statutory requirements	The school follows all statutory requirements in relation to assessment as set out by the Department for Education.

On entry to the Nursery and Reception, a baseline assessment is, initially made, for all pupils. Assessments of pupils throughout Early Years are integral to good practice as observations recording significant learning for each pupil are collected to create a Learning Journey (Tapestry). Results of assessments are used to inform planning, set targets and aid early identification of special needs. At the end of Reception all pupils are assessed against the Early Learning Goals.

Senior leaders discuss with teacher's assessment results on a three-weekly basis during Pupil Progress Meetings. Children that have made limited or no progress are the initial focus, with discussions around reducing, or removing, the barriers to learning that these children face. Further discussions around those pupils that are at Age-Related Expectations (ARE) focus on how these pupils may be challenged to exceed ARE.

AFL and Lesson Design Cycle

Clear Overviews

Clear long term and medium term plans

Learning Intentions

Prior learning

Why are we learning,

Where/how does it fit?

Success Criteria

Enables children to:

Know what the LI means

Know the steps involved

Know the possible ingredients for an open LI

Identify where success has been achieved

Be clearer about where improvements can be made

Discuss strategies for improvement

Reflect on progress

Assess/Evaluate

Assessing against the LI and SC

Identified next steps in learning

Effective Endings

What have we learned?

Were we successful?

How do we know?

What can we take away from the learning?

Continuing Quest to Understand Pupils' Understanding

Ongoing questioning

Effective models

Independent practice and application of skills

Live feedback - peers and adults

Activites and questions that allow the pupils to achieve the LI

4. The Physical Environment

At SS Peter and Paul we recognise the positive effects on standards and motivation of pupils associated with the physical environment.

Teachers are responsible for ensuring classrooms and year group areas are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area (age appropriate).
- Making sure the equipment is labelled and accessible to promote independent learning.
- Creating a space for each pupil; labelling trays, where applicable, and pegs.
- Teaching and expecting pupils to respect and care for their environment.
- Ensuring classrooms are inviting and all areas are clear and clutter free.
- Providing an inviting book corner.
- Creating role play areas (where and when relevant).

5. Display

At SS Peter and Paul, we use display and working walls to support, reinforce and celebrate learning. Displays and working walls should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind pupils of rules and motivate them towards further learning.

Each class across the school should have:

- An RE display, at the front of the classroom, or in a main focal point. This display must contain:
    - Topic title
    - The big question
    - Key questions
    - Vocabulary
    - Images – linked to the topic
    - Space for pupil reflections
    - Space for pupil work
- An English display featuring the focus text which is annotated with relevant information to support the learning (where relevant), modelled examples illustrating the Story Telling Schools text, key vocabulary and shared composition pieces.
- A Maths display mainly promoting conceptual understanding around the current focus and must include vocabulary and concrete, pictorial and abstract.
- Topic displays that are innovative and use captions to effectively generate interest.
- Historical timeline that shows key historical events studied in school.
- Visual timetable on display at all times during the day.
- Displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability.
- Check in board
- School prayers – morning, lunchtime, after lunch and going home

Further information regarding the physical environment and displays can be viewed in the school's 'Learning Environment' guidance.

6. **Book Work Expectations**

"Brilliant Books"

This is not simply a list of expectations about neat books – it is about the high demands that we place on all our pupils regardless of ability and insistence that what they do in class today should exceed what they achieved previously.

What we are aiming for is work that demonstrates:

- High expectations about pupils' achievement and progress
- Pride in and commitment to learning
- Clear feedback, or feed forward, that allows students to exceed their current standard of work
- A sense of achievement as they exceed their own expectations.

Begins with:

'Is this better than your last piece of work and how will you improve even further next time?"

The drive for **"Brilliant Books"** begins at the start of the year. Lessons in the first couple of weeks of the year should:

- Engage and enthuse all pupils with the subject
- Set out clear and high expectations for all pupils' quality of work

Minimum expectations:

Date
- At the beginning of each new work – this can be printed on the learning intention label in KS1 if necessary.
- The date must be underlined
- The long date is written for all subjects apart from Maths where the short date can be written.

Learning Intention
- This is written at the beginning of each new work – this can be printed on a label dependent on age and needs
- The learning intention must be underlined.

Underlining
- All underlining will be done with a ruler

Use of ruler
- All straight line to be drawn using a ruler (grids, tables, boxes etc.)

Diagrams, tables, grids etc
- These should always be drawn in pencil

Margins (Maths Books)
- Pupils in Years 3 – 6 are expected to draw a margin, with a ruler, when starting a new page. This is to support pupils with organising their questions.

Pages
- Used consecutively and completely, unless specified by the teacher

Book covers to include:

- Student name
- Class Name
- Subject area

Plastic book covers

- Plastic book covers are used on RE, English, Maths and Best Write books

Graffiti

- No graffiti, scribbles, messy crossing outs or drawings to be on covers or inside of books.

Stuck in sheets

- Any item that needs to be glued into the work book must be done where no sheet is overlapping the edge of the book. All corners of the sheet are stuck down.

Writing equipment

- Pupils write using HB pencils that are sharpened at the start of the lesson.
- When pupils are secure and can show consistency in a high standard of handwriting, they can use a blue handwriting pen. Biros are not to be used.
- Pupils complete any corrections or editing using a purple pen.

Teacher Expectations

By making standards explicit and consistent all learners can show their individuality and produce work of a high standard.

1. Learners need direction, they need to be trained to produce "Brilliant Book" work.
2. Expect and promote high standards of bookwork, always model this practice from the board to promote individual improvement.
3. Any weaknesses in writing ability is not to be used as an excuse for lack of neatness of setting out of work.
4. Pages are not to be removed or to be torn out.
5. Always remember exercise books are viewed by parents and carers regularly.
6. Provide opportunities to share good bookwork regularly in lessons.

Photocopied Worksheets

The use of photocopied worksheets and reference material can be powerful teaching tools. Photocopied sheets may be educationally justified to supplement student learning BUT they must never form the core of the teaching/learning process.

Furthermore, worksheets should never be used to the extent that they undermine the school's expectations for high quality work in books by all pupils. Teachers should ask 'What is the educational justification to use this photocopied worksheet?" and be prepared to justify their decision.

If the worksheet is of such value it should be neatly pasted into the pupils' exercise book. If the worksheet only takes a few minutes to complete, then consideration must be given to its purpose.

7. Monitoring

Teaching and learning is monitored on a regular basis by the school's leadership team and subject leaders. This is done through formal lesson observations, learning walks, work scrutinies, planning scrutinies, talking to the children etc.

A monitoring schedule is prepared by the leadership team in line with the school's development plans and areas of rapid improvement.

8. Roles and responsibilities

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

Role of all members of the school community

All members of the school community should work towards the school's aim by:

- Esteeming pupils as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations'
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

Role of Teachers

- Provide a challenging and stimulating curriculum designed to encourage all pupils to reach the highest standard of achievement;
- Recognise and be aware of the needs of each individual pupil according to ability and aptitude;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organised;
- Keep up-to-date with educational issues;
- Provide clear information on school procedures and pupils' progress;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;

- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher's reports to governors.

Role of Parents

We believe that parents have a fundamental role to play in helping children to learn.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Supporting the school's home learning guidance and give due importance to any home learning provided;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their children to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence;
- Actively supporting the Home-School agreement.

We do all we can to inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school.
- Holding termly parents' evenings to discuss their children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further explaining to parents how they can support their children at home.

Appendix One

SS Peter and Paul Catholic School

Planning - The SS Peter and Paul Way

Start with the Long-Term Overview with topics and NC objectives

https://drive.google.com/drive/folders/1x8jt2y26sjndVHKyiXQo1cyhRFDriG3Z

Start with the Long-Term Overview with topics and NC objectives

What skills are you covering in the units of work? Refer to progression of skills grids.

https://drive.google.com/drive/folders/1x8jt2y26sjndVHKyiXQo1cyhRFDriG3Z

To gain ideas for a scheme of work, consider any links to recommended schemes of work

History: Historical Association, https://www.history.org.uk/

Geography: Geographical Association, https://www.geography.org.uk/

Science: PZAZ, https://www.pzaz.online/

Design and Technology: Projects on a Page, https://drive.google.com/drive/folders/19n1rRkOMCy6HgUczPQR-EEq0YD57B2Um

Other recommended resources/websites:

https://docs.google.com/document/d/17os9vWbaXouvodAOp7R5Qq9oLA4OM1BCZ4GH8biulhE/edit

Develop a medium-term plan. More time is to be spent developing a clear sequence of learning, looking for links across the curriculum.

The school's MTP format is to be used:

https://docs.google.com/document/d/190jMSnZfhf_rc8hEuZRZ5XsmuxgBJ1QxOUVdWxIkY5Y/edit

Non-negotiables to be included in MTP planning are NC coverage, LO and SCs, skills, enquiry questions (Science and Humanities) and a brief overview of suggested learning tasks

Short term planning is designed with children's learning at the heart of thinking.

Teachers must use the school short term plan table which covers the following elements for each lesson:

1) Learning Objective and Success Criteria
2) The planned adaptations that are being made within the lesson. Consider pupils within pupil groups (SEN, EAL, PP).
3) What are you as the Class Teacher doing within the lesson to support learning? (Focus groups, 1:1 etc.)
4) How Support Staff are to support learning
5) Key vocabulary and questions for AfL
6) Resources to be used
7) Key Questions to support AfL
8) Intended Learning Outcome

The table for teachers to use can be found here: https://drive.google.com/drive/folders/1vDmshCV1J9je6oQ-KzspiYER5fq9Dul1

Appendix Two

SS Peter and Paul Catholic School

Short Term Planning Non-Negotiables

The following table must be used by all class teachers for their short-term planning. This table covers the non-negotiables for STPs.

	St ???? Class	St ???? Class
LO and SC		
Pupil Groups	*SEN:* *Pupil Premium:* *EAL:*	*SEN:* *Pupil Premium:* *EAL:*
Planned Adaptations	*How will work and learning tasks be adapted so that all children can access the learning?*	
Adult Support (CT & TA)	*What will the class teacher be doing during the lesson? Will there be a focus group? 1:1 work? Etc.* *What are the expectations of the Support Staff? How are they to support children with their learning? Who are they supporting?*	
Key Vocabulary	*What key vocabulary must children learn by the end of the lesson?*	
Resources to support learning	*What resources do you plan to use to support learning?*	
Key Questions to support AfL	*What are the key questions that you will ask during and at the end of lessons to assess whether children have achieved the intended learning outcome?*	
Intended Learning Outcome	*What will the children be able to do as a result of the learning activities that have taken place?*	