

OUR LADY OF GRACE

Teaching Learning and Assessment

A visual guide to the Trust policy

The Light of Learning

Ambitious, inclusive and evidence-informed practice for every pupil.



Policy brochure



A clear entitlement for every pupil

The policy sets Trust-wide expectations while protecting professional judgement and each school's context.

Our Lady of Grace sits at the centre of teaching learning and assessment

Our vision

Her light shines through the strategies, professional learning and evidence-informed practice that guide our work, enabling every member of staff and pupil to flourish.

The child remains at the core of professional thinking.

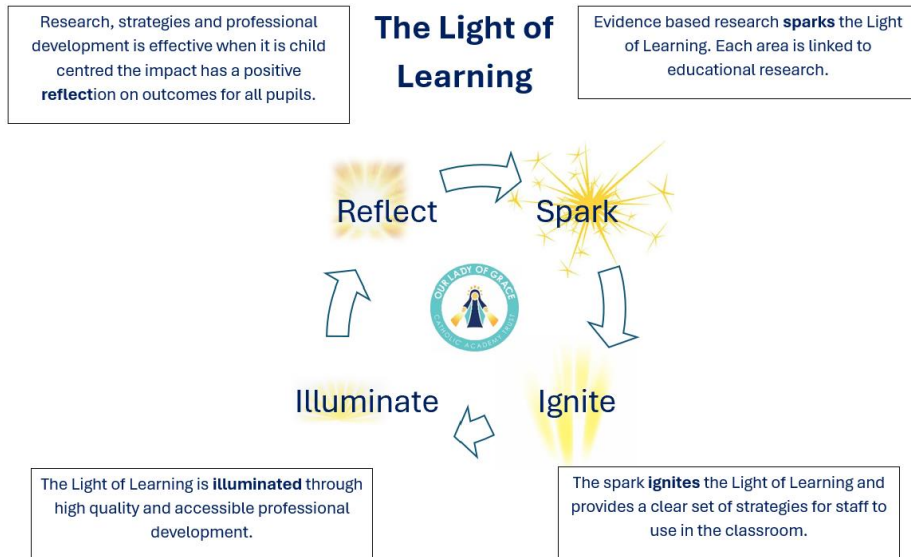
The policy aims to ensure

- Ambitious, inclusive and well-sequenced teaching for every pupil.
- Assessment that identifies learning and informs what happens next.
- Evidence-informed approaches used with professional judgement.
- Professional learning and monitoring focused on the impact on pupils.

The approach applies across all phases, subjects and provisions. Schools adapt it appropriately while maintaining this shared entitlement.

The Light of Learning

Evidence, classroom practice, professional learning and evaluation connect in a continuous cycle.



How the cycle works

Reflect

Start with evidence, the curriculum and pupils' needs.

Spark

Use research and professional learning to identify a promising approach.

Ignite

Apply agreed strategies deliberately in the classroom.

Illuminate

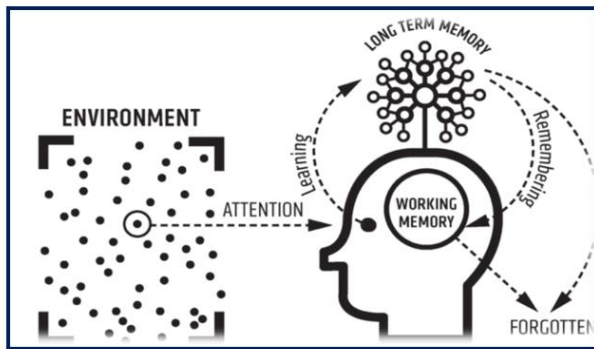
Evaluate impact, share effective practice and refine the next step.

Consistency means a common language and shared expectations - not a fixed lesson formula or compliance checklist.

The Learning Model

Teaching helps pupils attend to what matters, process new information and connect it securely with prior knowledge.

The Learning Model



What this means for teaching

- Direct attention through clear routines, purposeful resources and focused explanations.
- Manage limited working memory through small steps, modelling, visuals, guided practice and checks for understanding.
- Build long-term memory through retrieval, spaced review, feedback and purposeful application.
- Strengthen communication, language, oracy and high-quality interactions from early years onwards.

Learning becomes durable when new knowledge connects with long-term memory

Teaching Learning and Assessment Framework

The ten elements are interconnected. Teachers select them according to the curriculum, the stage of learning and pupils' needs.



Retrieval Actively recall learning to strengthen memory and deepen understanding.	Instruction Explain knowledge, concepts and procedures clearly and in a structured way.	Feedback Show pupils what is secure, what needs attention and how to improve.	Modelling Make effective processes and thinking visible so pupils can imitate them.	Small steps Sequence manageable components to reduce overload and secure mastery.
Questioning Check understanding, engage every pupil and deepen thinking.	Misconceptions Identify errors and gaps so teaching can respond precisely.	Adaptation Remove barriers while maintaining ambition and curriculum entitlement.	Visuals Use representations that clarify meaning, relationships and memory.	Application Transfer knowledge and skills to new contexts and problems.

RESPONSIVE AND PROPORTIONATE

Assessment that improves learning

Assessment is integral to teaching. It identifies what pupils know, reveals gaps and misconceptions, and informs future teaching.

Diagnostic

Establish starting points, prerequisite knowledge and specific gaps.

Examples: discussion, baseline activities and reading or number checks.

Formative

Inform immediate teaching and help pupils improve during learning.

Examples: questioning, observation, mini whiteboards, retrieval and live feedback.

Summative

Evaluate attainment against taught curriculum content at an appropriate point.

Examples: end-of-unit tasks, standardised assessments and moderated work.

Planning learning and building culture

Strong teaching begins with the curriculum and is sustained by routines, relationships and high expectations.

Curriculum planning

- Plan from agreed curriculum intentions and sequences.
- Identify essential knowledge, vocabulary and skills.
- Anticipate starting points and likely misconceptions.
- Select suitable models, representations and guided practice.
- Decide how understanding will be checked.

Planning formats are determined by schools and teams. Individual lesson plans should be required only for a specific development or support need.

Learning culture

- Teach predictable routines for transitions, talk, resources and independent work.
- Build respectful relationships and high expectations.
- Create safety to attempt difficult work, explain uncertainty and learn from mistakes.
- Use purposeful, inclusive classroom talk.
- Model vocabulary and sentence structures that enable participation.

Shared resources may support consistency, but teachers adapt them to their pupils and the intended curriculum.

Inclusion and Early Years

High-quality teaching is the first response to different starting points and needs.

Ambition for every pupil

Teaching should make the curriculum accessible without lowering expectations. Adaptations should increase access, participation and independence for pupils with SEND, disadvantaged pupils and those who need further challenge.

- Use reasonable adjustments fairly and consistently.
- Reflect the dignity of every person and the Catholic character of the Trust.
- Follow safeguarding, online safety, data protection, health and safety and accessibility requirements.

Early Years

The Light of Learning is enacted through purposeful play, direct teaching, high-quality interactions and carefully planned provision.

- Use observation and interaction to identify what children know and can do.
- Extend language and thinking and model new learning.
- Strengthen foundational knowledge.
- Keep assessment proportionate so it informs provision and next steps without reducing time for learning.

Professional learning and monitoring

Implementation is strengthened through practice, feedback, collaboration and evaluation of impact.

Professional learning

- Accessible professional development and coaching.
- Collaborative planning, moderation and professional dialogue.
- Sharing strong practice across schools.
- Time to practise, refine and follow up.
- Evaluation through changes in classroom practice and pupils' learning.

Monitoring for impact

- Make the purpose and focus clear.
- Consider curriculum context, pupils' needs and learning over time.
- Draw on lesson visits, pupil discussion, work, assessment, planning conversations and outcomes.
- Identify strengths and precise development needs.
- Provide timely feedback, support and follow-up.
- Use findings to shape development, resources and school improvement.

No single evidence source should be used in isolation. Monitoring evaluates quality and impact rather than compliance with a preferred lesson style.

COLLECTIVE RESPONSIBILITY

Who does what

Every part of the Trust contributes to ambitious, inclusive and consistently strong learning.

Trust Board and local governance Approve and review the policy, assure implementation, and provide informed support and challenge.	Executive leaders Set strategic expectations, secure capacity and professional development, and evaluate Trust-wide priorities.	Headteachers Implement the policy, secure curriculum ambition and inclusion, and organise proportionate support and monitoring.
Senior and subject leaders Translate expectations into subject- and phase-appropriate practice and help staff improve.	Teachers Know pupils and curriculum, teach responsively, assess learning, give useful feedback and engage in development.	Classroom support staff Support access, participation and independence and contribute relevant observations.
Pupils Attend, participate, practise, respond to feedback, ask for help and contribute to a respectful environment.	Parents and carers Support attendance, routines and learning, share information and engage with communications.	Trust Standards Lead Share effective practice and report relevant strengths, risks and priorities to trustees.