

**Down and Connor**

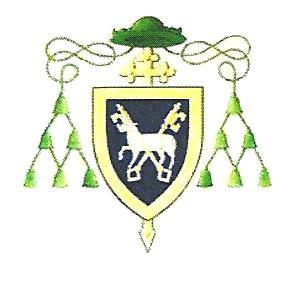
**Catholic Schools' Support Service**

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**Learning and Teaching**

|  | **Indicators** | **Embedded** | **Developing** | **Needs to be addressed** |
| --- | --- | --- | --- | --- |
| 1. | Teachers have the highest expectations of themselves and their pupils. |  |  |  |
| 2. | A culture of ‘inspiration’ and ‘aspiration’ permeates the school. |  |  |  |
| 3. | Catholic values are explicitly and consistently reflected in all curricular and extra-curricular activities. |  |  |  |
| 4. | The uniqueness of each pupil is recognised and celebrated. |  |  |  |
| 5. | Teachers model Catholic attitudes, values and behaviours. |  |  |  |
| 6. | Teachers have a strong belief in the ability of all children to succeed. |  |  |  |
| 7. | The Learning and Teaching policy recognises the needs of all children. |  |  |  |
| 8. | Teachers actively build pupils’ self-confidence and self-esteem. |  |  |  |
| 9. | The learning environment is stimulating and well organised. |  |  |  |
| 10. | The pedagogy is purposeful, interesting and engaging. |  |  |  |
| 11. | Pupils’ work is praised and publicly celebrated. |  |  |  |
| 12. | Processes are in place for effective planning and regular monitoring and evaluation of classroom practice to ensure continuous improvement in outcomes for pupils. |  |  |  |
| 13. | Marking for improvement and constructive feedback are key components of the effective learning and teaching process. |  |  |  |
| 14. | There are positive and meaningful relationships between teachers and pupils within an ethos which challenges and supports pupils to achieve their best. |  |  |  |
| 15. | Teachers actively seek and are given opportunities to continue their professional development and to seek to deepen their personal spirituality. |  |  |  |
| 16. | The curriculum is regularly reviewed to ensure the provision of a broad, balanced and relevant Learning and Teaching environment. |  |  |  |

In the coming year our school will give further attention to indicator number: