



ST. JOSEPH'S

CATHOLIC PRIMARY AND NURSERY SCHOOL

'LEARNING TO LOVE, LOVING TO LEARN'

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Mission Statement

St Joseph's vision is that together we are the architects of the future, building lives on the firm foundations of the gospel inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever-changing world of today and tomorrow.

School Aims and Implementation

St Joseph's School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high-quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Rationale

Children have learning opportunities in three main contexts:

- in lessons,
- in routines and
- by taking part in events.

1. Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at St Joseph's and that these are consistently applied in order to:

- Create an environment at our school where pupils learn best and love to do so
- Promote high quality teaching and learning across the school and ensure that all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.
- Ensure all members of our school community recognize the importance of excellent Teaching and Learning and a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Promote high quality learning experiences that drive motivation and engagement and focus on the development of skills, knowledge and understanding;
- Promote high expectations and raising standards of achievement for all pupils in our school with the idea of lifelong learning for all members of the School community
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching and to raise standards by ensuring consistency and continuity of teaching and learning;

2. Our Guiding Principles

Learning and teaching are the key functions of our School. At St Joseph's Primary School, we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well

- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. We all do this by:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Ensuring equality of opportunity and inclusion for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through half-termly newsletters and sharing of teaching resources in Google classroom for home learning,
- Update parents/carers on pupils' progress via termly parent evenings and giving informal feedback such as at the beginning and end of each school day and produce an annual written report on their child's progress
- Liaising regularly with parents and carers in a variety of ways including; invitations to parent workshops/school events, certificates, home/school communication books and reading diaries; inviting parents into school so that they can share their expertise in order to support children with their learning;
- actively take part in Continuing Professional Development (CPD) sessions both within school such as during weekly staff meetings and elsewhere
- Liaise with the class team at least weekly to discuss planning and how to best support pupil progress
- Meet the expectations set out in our school policies, including the staff handbook, behaviour policy, and marking and feedback policy

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs using scaffolding such as clueing and prompting.
- Support teaching and learning with flexibility and resourcefulness

- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Regularly meet with the class teacher / SENCO to feedback observations of pupils and to support planning
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in school policies, including the staff handbook, behaviour policy, and marking and feedback policy

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve and report on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in school policies, including the staff handbook, behaviour policy, and marking and feedback policy
- Lead and organise CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Develop clear and consistent structures and systems for all aspects of curriculum planning;
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring

- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Lead and promote CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Meet the expectations set out in school policies, including the staff handbook, behaviour policy, and marking and feedback policy

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behavior policy and our school attitudes

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- meet with the SLT and subject leaders at least once a year to find out about the school's systems for planning work, supporting staff and monitoring progress;
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

- Make sure other school policies promote high-quality teaching, and that these are being implemented

4 Implementation of Teaching and Learning

What is 'good learning'?

At St Joseph's Primary School, we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively adapted to learner's needs;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

What is 'good teaching'?

At St Joseph's we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;

- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

What is a good lesson?

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies – Pedagogical Toolkit

Our school has children with a wide range of abilities and backgrounds as well as a wide range of barriers to learning such as Disadvantaged, EAL, SEN and safeguarding. In order to ensure maximum motivation, engagement and challenge for all children, a variety of learning experiences and techniques must be used. Quality first teaching is recognised to achieve strongest outcomes for all pupils but especially those in receipt of Pupil Premium Funding, Free school meals or other external barriers.

Allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately. What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

- **Clarifying Learning**

Lesson design needs to begin with setting the big picture to set the scene and to show where the learning sits in the big schema of ideas.

Learning objectives should:

- Be formulated as an enquiry question
- set challenging expectations
- be used as an assessment tool for future learning

- support learning outcomes

Learning Objectives should not:

- simply describe the activity that children are undertaking

- **Activating and consolidating prior knowledge and check understanding through**

Partner talk – think pair share as a pre-requisite to cold calling

Questioning - Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.

Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc

Whole class share – check understanding - whole class AFL to inform the teacher. This is based on responsive teaching where teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for students the lesson should be adapted or retaught differently

- **Explanation and Modelling**

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.
6. 80:20 pupil talk: teacher talk
7. Provide examples – share what a ‘good’ looks like and/or what ‘bad’ looks like
8. Making deliberate mistakes for children to identify where the mistake is and how to correct it to address misconceptions
9. Oral rehearsal – whole class, in groups or independently
10. Use of resources e.g. word banks, stem sentence, visuals – concrete and visual representations
11. Deconstruct learning: teacher instruction should be planned with awareness of demands on students’ cognitive load, by presenting new material in smaller chunks – partially completed examples

Modelling (I do)

Teach to the top with expert instruction and modelling

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, e.g. using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc

1. Effective class discussion and questioning should happen at this stage
2. Range of interactive strategies should be used not dominated by 'teacher talk' (80:20), i.e. partner talk

Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students. This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

• Independent Learning

- Tiered scaffolding – children access task with more or less support as required
- Gradient of increasing difficulty – opportunity to jump forward to more complex elements
- Helicoptering – teacher is active in supervision to support children – providing time cues, prompts, scaffolds in a non-intrusive manner.

Challenge

We should have high expectations of all students all of the time. It is good for students to struggle just outside of their comfort zone. All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner. When used at start of

lesson as a “Do now” activity it can help to recap prior knowledge needed for today’s lesson and support teacher with understanding prior learning of the class.

Use effective feedback

Feedback exists in many forms (eg. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Effective feedback should:

- Be frequent and timely
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step
- Allow time for DIRT (deliberate improvement and reflection time) to cultivate an environment of redrafting work in purple pen

Curriculum Planning

1. *St Joseph’s Primary School’s planning is based on the following requirements:*

- The new Primary National Curriculum 2014 for all subjects;
- the Early Years Foundation Stage Framework;
- The Way the Truth the Life scheme of work for Religious Education;
- the White Rose scheme of work for Maths (scheme assisted not scheme led)
- The Write Stuff pedagogical practice for English;
- Plan Bee for foundation subjects including history, geography, art & DT
- Charanga for music
- PATHS & Journey in Love for PHSE/RSE
- various schemes of work for Physical Education and most importantly;
- the needs of the children we are teaching.

2. *Long Term Planning*

- Our ‘Whole School Curriculum Overview’ and individual Year Group Overviews (N-6) plots the content covered from Nursery to year six for each individual year group and each curriculum area;
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

3. *Medium Term Planning.*

- For English and Mathematics we use the planning based on the National Curriculum for each subject, although we alter sections in order to meet the needs of our own children.
- For mathematics we use White Rose Maths (we are scheme assisted not scheme led) which has been developed in line with the expectations set of the 2014 Primary Curriculum
- In the Foundation Stage, our medium-term plans are based on guidance within the Foundation Stage Profile.

4. *Short Term Planning*

- Detailed, daily lesson plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The

plans identify the learning goal, steps to success, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.

- Planning is monitored by the SLT in triangulation with lesson observations, book looks and data on a half-termly basis according to school improvement priorities.

5. Learning Environment

All teachers ensure their classrooms follow these important philosophies to ensure they are environments, which promote effective learning:

- A seating layout that allows everyone to see the board and participate
- Classrooms are tidy and well organised
- Classrooms are airy and well ventilated
- Teachers' resources are kept in the classroom in cupboards and neatly stored
- Trays and resources areas are clearly defined and labelled to enable independent learning opportunities
- Children' exercise books are easily accessible
- Comfortable and attractive zones including a reading corner and a designated reflection area with visuals and resources for self-regulation
- Designated prayer table with prayer cloth reflecting liturgical colour
- Visual prompts/labels/signs to support EAL and SEN children to reflect needs/diversity of class, including visual timetables, key vocabulary and flipcharts etc
- Resources are available, appropriate to the task and age of children in supporting and engaging them with their learning; including number lines, 1-100 number squares, manipulatives, high frequency words, etc
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Classroom and whole school displays celebrate and support pupils' learning
- Care is taken that displays and resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.
- Effective working walls for English, Maths and displays for Learning Challenge are linked to current theme, RE and Paths displays.

6. Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

7. Assessment, Marking and Feedback

1. Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy. Assessment for years 1-6 includes:
 - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to the Learning Goal and Steps to Success and self and peer assessments of understanding, outcomes and progress.
 - b) Marking of children's work; against the shared Learning and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
 - c) Formal assessments from the assessment performance descriptors for English and Mathematics are updated regularly throughout the term. These are recorded within the School's electronic assessment system. In addition to teacher assessment annual NFER tests are also completed in years 3 – 5.
 - d) Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.
2. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
3. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
4. Regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders, including the Inclusion Manager;
5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
6. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
7. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
8. Teachers liaising with the School's SENCO in the formulation and implementation of any intervention programme including children's Provision Maps and evaluating the impact of these on the children's learning.
9. Summative Assessment
The school's arrangements for formal assessments throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
10. Formative Assessment

- a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
- Recap of previous knowledge at the start of lessons;
 - Adult observation of children's responses to questions;
 - Adult observation of children on task;
 - Use of steps to success against learning;
 - Continuous feedback throughout the lesson;
 - Self and peer assessment;
 - Plenary activities;
 - Marking linked to learning and steps to success and giving indicators for improvement of work.
- b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating, they have not understood features of a lesson will be given additional support.

11. Record Keeping

- Records are kept of all summative assessments undertaken and of other assessments throughout the year. Details of these are contained in the Assessment Policy.

8. Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at St Joseph's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

9. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

10. Professional and reflective practice

Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:

- a. School self-evaluation practices;
- b. The Performance Management Cycle;
- c. Bespoke whole, group or individual staff Continuing Professional Development
- d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, phase group, and teaching assistants.

Informal support from colleagues at a variety of levels

Policy review term: BIENNIAL

Policy reviewed: March 2024

Next review: March 2026