



St Joseph's Catholic Primary School

Teaching and Learning Policy

Revision	Date	Author	Summary of Amendments	Reviewed	Date	Approved (Date of FGB Meeting)	Next Review	Responsible Committee
1	13/01/23	E Broyd	Content reviewed.	C&SI	13/01/23	26/01/23	Sept 24	C & SI

Teaching and Learning Policy

Vision



Together we love - Together we hope - Together we learn

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

Rationale

At St Joseph's we believe that learning is an enjoyable, lifelong process. As such, it is our duty to progress our teaching so that all children will experience the fun and challenge of learning. This, we believe, will prepare them to contribute to society.

Aims

At St Joseph's we aim to:

- Nurture spiritual growth, foster self-belief and teach each child the Gospel values.
- Maintain high standards of achievement. Taking great care to put learning at the heart of the curriculum.
- Strive to provide an excellent education tailored to each child's needs, mindful of specific special educational needs, culture and ability.
- Ensure that excellent teaching is at the core of all learning.

- Work consistently to provide an innovative, exciting, relevant and improving Curriculum, whilst ensuring all children have a thorough grounding in the basics.
- Create a stimulating learning environment where each child feels safe and valued for her/his attitude and efforts.
- Ensure that each member of the teaching staff has a professional approach to CPD (continuing professional development) and is supported throughout their time with us.
- Commit ourselves to helping the children at St. Joseph's to discover the need for lifelong learning which will impact on their development as independent learners and positive citizens.

Effective Learning

Effective learning takes place at St. Joseph's when children and staff are clear about the learning intention and expected outcome. In lessons we are able to see the enjoyment and progress of the learners.

We address this by having the following:

- A broad and balanced curriculum
- Assessment for learning/tracking/positive feedback
- Focused teaching
- Structured learning and where appropriate, differentiation, especially for SEN and EAL children
- Provide challenge
- Engagement and motivation
- Extra - curricular activities

To achieve these aims for our children we will expect the following in our lessons:

What the teachers are doing:

- Checking pupils understanding throughout the lesson using open questions
- Setting clear objectives and success criteria, making links to these throughout the lesson
- Teaching in a variety of styles in order to engage learners
- Correcting misconceptions and using them as a learning focus
- Engaging the learners through role modelling and opportunities for pupils to practise what they have seen
- Teachers and Learning Support Assistants model tasks and learning
- Being enthusiastic
- Activities are planned to promote all pupils' progress by making clear links to the learning objectives and success criteria and appropriate differentiation
- Presentation of work is encouraged in all lessons
- Interventions are effective
- Ensure that all pupils are challenged
- Using constructive feedback, linked to the learning objective that progresses learning to higher levels. This should be in line with the Marking Policy
- Teaching Assistants are being used effectively, at all times, to support learning and are engaged in the lesson
- Mini plenaries are used, when appropriate, to highlight good learning and address misconceptions against the lesson outcomes

- Providing opportunities for collaborative and independent work

What the children are doing:

- Know what they are learning and why
- Are aware of their targets and how to meet them
- Asking and answering questions, practising and consolidating skills
- Showing resilience – know what they need to do and are doing it
- Engaged and on task, exhibiting good learning behaviours
- Enthusiastic
- Acting on feedback to complete the task successfully
- Children are given appropriate time to respond to feedback
- Discussing learning with peers
- Working in groups and independently
- Able to apply the skills they have learnt, including to real-life situations
- Self and peer assessment
- Challenging themselves
- Taking pride in their work and presenting their work to a good standard
- Linking their learning between home and school through homework set by Teachers

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. High quality teaching enables children to develop a repertoire of learning strategies, positive attitudes and confidence in themselves as learners.

Other useful strategies for teachers

During the lesson try to...

- ask open questions and allow thinking time
- use paired discussion before feeding back on harder questions
- operate a 'no hands' rule from time to time
- use mistakes as a learning opportunity
- use the school rewards system fairly and often
- refer back to the learning objectives and set short-term targets within the lesson

The learning environment

The physical environment has a significant influence on learning. It gives our children a clear message about how we value them and how we value learning.

All classrooms should have:

- A prayer table which is a focal point in the classroom, it should be changed according to the liturgical year and it should be interactive for children to use
- Working walls which support children's learning (See appendix 2). These are displays which support children's learning. Working walls should make use of visible display outcomes, modelled examples and success criteria.

- Where appropriate, key questions are displayed and used in lesson starters and plenaries
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- Layout of classroom supports an inclusive, interactive teaching approach
- Seating and tables used flexibly to support working in different contexts and for different purposes
- Positive affirmations displayed in the classroom and referred to regularly, e.g. posters, successes boards.
- Resources are well organised, clearly labelled and accessible

See list of expectations for all classrooms (Appendix 1)

These clearly state the expectations of all teachers in classrooms in our school.

The school monitoring schedule will use the following strategies to evaluate the impact of this policy:

- Lesson observations
- Learning walks
- Work sampling
- Moderation
- Pupil conferencing
- Teacher assessment, peer and self-assessment
- Pupil tracking and data analysis

This policy should be read in conjunction with Inclusion, Foundation Stage Policy, Equal Opportunities, Assessment, Marking, Behaviour and Curriculum policies.

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Approved by Governing Body: 26th January 2023

A handwritten signature in black ink, appearing to be 'ML', is written on a white background.

Review Date: September 2024

Appendix 1

Learning Environment Expectations

Year Group:

Class:

Expectation	Evidence
A Working Wall of some description (see appendix 2)	
Child friendly Expected behaviour chart clearly displayed	
Expected and unexpected behaviour chart clearly displayed with red amber and green chart so that children can move their names accordingly. A star or similar way of recognising children who behave and work well.	
Children's work displayed. The work displayed should reflect a broad and balanced curriculum	
A withdrawal/time out area so that children can go to a quieter place if they need to	
Accessible, age appropriate books	
Prayer table with interactive display	
All children's drawers to be labelled	
Noticeboard/notices in each classroom	
R and KS 1 – alphabet/phonics resources from the school's SSP to be displayed	
An environment that fosters independence – e.g clearly labelled accessible resources, clutter free work areas and tidy shared spaces	

Appendix 2

Working Walls

A working wall can contain some of these key elements as necessary:

- A place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- A place to display targets
- Explicit acknowledgement of children’s contributions
- A place that has visual impact
- Confidence building
- Constantly used and referred to
- A place for planning / structure of children’s work
- A teaching aid to reinforce teaching points

A working wall is not:

- A display
- A permanent fixture
- A receptacle for every bit of information relating to a topic/ series of lessons