



# **TEACHING AND LEARNING**

## **POLICY**

### **November 2018**

**Review Date: November 2020**

# **ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL**

## **TEACHING AND LEARNING POLICY**

### **School Vision Statement:**

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 styles to the extent that children with a variety of learning styles, and needs, 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 - creativity
- Assessment for learning/tracking/positive feedback
- Focused teaching
- Structured learning and where appropriate, differentiation especially for SEN and EAL
- Provide challenge
- Provide for diverse learning styles
- Engagement and motivation
- Extra- curricular activities

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

### **What are the teacher's doing:-**

- Checking pupils understanding throughout the lesson using open questions
- Setting clear objectives and success criteria
- 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
- Learning is consolidated by the planning of relevant homework where appropriate
- Teachers and Learning Support Assistants model tasks and learning
- Being enthusiastic
- Setting achievable but challenging objectives and showing by the end of the lesson that their pupils are achieving at the expected levels where appropriate.
- Knowledge of what is taught enables pupils to move on by making clear links to the Learning Objective (LO) and success criteria
- Activities are planned to promote all pupils' progress by making clear links to the LO and success criteria and appropriate differentiation
- Giving effective feedback linked to the LO
- Presentation of work is encouraged in all lessons
- Interventions are effective throughout the whole lesson
- Ensure that all pupils are challenged

- Evidence of constructive feedback, written and oral, that progresses learning to higher levels
- Teaching Assistants are being used effectively, at all times, to support learning and are engaged in the lesson
- There are a series of mini plenaries to highlight good learning and address misconceptions against the lesson outcomes
- Opportunities for collaborative and independent work are planned for
- Marking is consistent and follows school policy. All work is marked in line with the Marking Policy

### **What are the children doing?**

- 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
- Discussing learning in pairs and groups
- Working in groups and independently
- Pupils complete their homework on time
- Pupils able to be engaged with tasks and encouraged to ask questions
- Able to apply the skills they have learnt
- Self and peer assessment
- Children challenge themselves and exhibit the correct learning behaviours
- Talking about their learning
- Applying skills independently
- Pupils know what they are learning and why – they can also apply it to real life situations
- Pupils take pride in their work and all work is presented to a good standard
- All pupils make, at least, expected progress
- Linking their learning between home and school
- On task behaviours
- Children are given appropriate time to respond to feedback
- Aware of their targets and how to meet them
- Pupils are involved in commenting on the learning that has taken place
- Pupils are challenged in the activity
- Pupils learn from feedback

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 – what helps them to learn and what makes it difficult for them to learn. Quality first teaching enables children to develop a repertoire

of learning strategies, positive attitudes and confidence in themselves as learners.

### **Other useful strategies**

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 will 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 starts and plenaries
- Curriculum displays include statements and questions to highlight key learning points
- Layout of classroom supports 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 non - negotiables 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.

Signed: Governing body\_\_\_\_\_

Date\_\_\_\_\_

Signed: Head teacher\_\_\_\_\_

Date\_\_\_\_\_

Review Date:

## **Appendix 1**

### **Learning Environment Non-Negotiables**

**Year Group:**

**Class:**

<b>Non-Negotiables</b>	<b>Evidence</b>
A Working Wall of some description (see appendix 2)	
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.	
Child friendly Expected behaviour chart clearly displayed	
Children's work displayed interactively. 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/Reading corner	
Prayer table with interactive display	
All children's drawers to be labelled	
Noticeboard/notices in each classroom	
R and KS 1 – alphabet/phonics to be displayed.	
An environment that fosters independence – e.g clearly labelled accessible resources, clutter free work areas and tidy shared spaces	
Demonstrate strategies for inclusion e.g for BME, SEND & EAL children.	

## **Appendix 2**

### **WORKING WALL**

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 reinforcing 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