

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Teaching and Learning Policy

**This policy may be varied in response to the situation faced
by the school due to the Covid-19 pandemic**

Subject Leader: Clare Howells
Link Governor:
Approved by FGB: 15th July 2020
Review due: 14th July 2021

At St Joseph's Catholic Primary School, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope, Love at the heart of our school's family, our children feel safe, secure and supported.

Our values-based school nurtures resilience and independence through an ambitious and faith based curriculum, where reaching for excellence is at the heart of all that we do. Through our immersive curriculum, the children learn to transfer skills and knowledge, resulting in confident, well-rounded individuals. Together we ensure that no one is too young to be important. **REACH** for the stars!

R- resilience-never give up
E-empathy-love one another
A-aspirations-we are the future
C-confidence-give it a go
H-high expectations-be the best you can be

Aims

With **REACH** at the centre of all that we do, through our teaching we aim to:

- Inspire and motivate learners
- Foster a life- long love of learning
- Ensure all children reach their full potential regardless of their starting point
- Provide safe learning environments where children are confident and do not fear failure
- Nurture and enhance unique talents and gifts that each child has been blessed with

Responsibilities

- It is the responsibility of all teachers to provide the highest quality teaching for our pupils according to the Professional Standards for Teaching
- The Senior and Middle Leaders are responsible for monitoring the quality of Teaching and Learning across the school and to identify where development is needed.
- Governors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' needs.

Effective Teachers:

- Challenge and inspire ALL children and enable them to achieve their full potential.
- Ensure ALL children make good or better progress from their starting points
- Use a range of teaching methods which engage all types of learners.
- Ensure that ALL groups of children are engaged and active in their learning at all times.
- Use a range of effective resources that are prepared before the lesson.
- Provide regular opportunities for children to talk about their learning.
- Are organised and manage time well so that all children receive balanced coverage of the national and wider curriculum.

- Organise their classrooms to provide defined learning areas, resource stations and clear walk ways, which reflect the current 'topic' of that class (see Appendix 1).
- Enable children to self-assess their progress, against the steps to success at the end of the lesson
- Ensure that lessons are well planned and matched to individual children's needs.
- Set clear learning objectives (WALTS) which are shared with the children, as well as clear steps to help the children achieve them ('I can' statements)
- Have Assessment for Learning (AFL) embedded within their practice, so that each child's progress is constantly monitored within a lesson.
- Identify success and improvements for their learning which are shared with the children.
- Assess each child during and after the lesson, shown by comments within the marking. Future planning is adapted if necessary and children identified as a focus during the next lesson
- Deploy support staff effectively to work with individuals or groups of children.
- Establish good relationships with the children, praise and reward them (through the whole school's reward systems – REACH Time, REACH points and marbles), and consequently create positive attitudes from the children, towards their learning.
- Use questioning which encourages children to draw on their previous knowledge and extend their thinking.

Effective Learners:

- Are motivated to learn.
- Can talk confidently about what they are learning *not* what they are doing.
- Have a clear understanding of the learning objectives and what is expected of them.
- Are on task, able to maintain concentration and are fully engaged in their learning.
- Listen and are able to follow instructions.
- Are able to work well in a variety of ways – in pairs, groups, individually.
- Are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'.
- Use appropriate vocabulary connected with their learning.
- Ask relevant and appropriate questions.
- Are well organised with their time and equipment and are able to select their own resources when appropriate.
- Are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process.
- Show pride in their work and the presentation of their work.
- Self-assess against their WALTS and 'I can' statements.
- Can apply their skills to other situations or in different subjects, including REACH Friday.
- Are good problem solvers, they are determined and try a number of different strategies and methods, in order to succeed.
- Are active and take responsibility for their learning, by reviewing HOW they learn most effectively, identifying what HELPS them learn and those things which may STOP them from learning.

Monitoring of Teaching and Learning

The Senior and Middle Leaders will regularly monitor the teaching and learning through:

- Lesson observations.
 - Scrutinising planning.
 - Book Looks.
 - Pupil conferencing.
 - Focussed learning walks.
 - Deep dives
 - Analysing data
- Senior Leaders will do unannounced ‘drop ins’ to all classes to ensure that this policy and the ‘Essentials’ are being adhered to at all times (see Appendix 2).
 - Teachers should also see themselves as learners and have high expectations of themselves; they should constantly question how they can improve and develop their teaching. Teachers should evaluate their own teaching performance against the national standards
 - Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP linked to the school’s overall drive to raise the achievement and standards of the learners.
 - The information will also be used to inform the school’s Self Evaluation Form (SEF) – ‘Quality of education.’
 - Targets will also inform the school’s annual Performance Management meetings, and entitlement for all teaching staff.
 - The judgements for teaching and learning within the classroom will be based the latest Ofsted criteria (School Inspection handbook)

The role of Governors:

The school’s Governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school’s teaching and learning policies.

Governors at St Joseph’s are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways.

- They receive reports from subject leaders which give them information about the current status of their subject.
- They monitor the implementation of the school development plan, evaluate and review policies.
- The full Governing Body receives a termly headteacher’s report (either verbal or written)
- Governors also carry out and report on focused visits to the school to look at a specific aspect of teaching and learning.

- ALL governors are to lead by example by following the Home/School agreement and supporting the policies of the school

The role of parents in teaching and learning:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching and learning and to provide information about their children's attainment;
- providing structured conversations for those parents of children who are receiving interventions
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home/school learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would expect parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Appendix 1

Classroom organisation

- Tables at right angles to the walls
- Class needs to reflect the theme very clearly
- Cloths to match the theme and cover tables
- Only things being used on a daily basis out
- All resources stored in one place (CENTRALLY)
- No resources on children's tables
- Choose use return resources to central storage area
- Access to quality reading resources
- Working wall for Maths, MOT, Literacy, Phonics/Spelling, DEAR time and VCOP
- REACH board
- Topic board
- Prayer table and interactive resources with correct liturgical cloth and border to match the colour
- Children should have an input into how prayer tables are arranged – in line with the theme
- Water bottles on resource table/convenient place
- Visual timetable
- Cream coloured backgrounds on IWBs with navy writing in comic sans or Twinkl font (support dyslexic friendly classroom)
- Use a range of colours when writing on whiteboards – alternate lines
- Maths resources (labelled) and easily accessible
- Children's books (English, Maths, God Matters, MOT, Art, Assessment, Homework, SPAG, Leaders in Faith, Handwriting Folders and Theme books) stored in unit, labelled in line with school policy
- Everything has a home and classrooms need to feel and look tidy and organised at all times

Appendix 2

Essential ingredients in each lesson

The teacher:

- Sets clear objectives
- Shares objectives with children (WALT/Kites)
- Uses 'I can' statements to support children's success
- sets high expectations of all children
- Uses a range of teaching styles / techniques
- Actively involves children during the lesson
- Ensures a balance between teacher and pupil talk
- Uses a range of questioning - extend learning, assess
- Uses and displays subject specific vocabulary
- Manages behaviour effectively
- Makes use of Live marking
- Responds to children's needs

Planning:

- Has a Clear objective / learning outcome
- Meets age related expectations / high expectations
- Demonstrates a Clear learning journey
- Links to previous / future learning
- Shows matched learning, meeting the needs of all children
- Identifies vulnerable groups on planning
- Incorporates Evaluation and assessment to inform future planning
- follows agreed school formats

The Teaching Assistant:

- Is clear of their duties / children's tasks
- Is actively involved in all parts of the lesson
- Refers to objectives during the lesson
- Manages behaviour and pre-empts/deals with low level disruption to allow teacher to carry on teaching
- Responds to the needs of the children in the class (at the class teacher's direction)
- Is Jointly responsible for the children's learning
- Feeds back to teacher to support future planning

Children:

- Are Motivated to learn
- Get On task quickly (transition period)
- Are Actively involved in their learning
- Can discuss their learning
- Can access resources
- Can work independently
- Will Work at a good pace
- Behave appropriately
- Can talk about their learning not what they are doing

Classrooms:

- Are Tidy, organised, and provide a stimulating working environment
- Have Resources available for children
- Quality resources are well presented
- Show a Clear learning journey
- Have Subject specific vocabulary displayed where appropriate
- Have our School prayers displayed
- Have the School vision displayed
- Have a Crucifix by the prayer table
- Have the Class name on the classroom door
- All classrooms to have a **REACH** board
- KS1 classrooms have a book corner, that is softly furnished, displaying quality texts, with favourite characters- inviting.
- KS2 classrooms have an engaging reading area, with quality texts and favourite characters.

Displays:

- Corridor boards are backed in a neutral colour.
- Evidence of children's work is celebrated on class board in the corridor.
- Boards are updated at least every large term (three times a year).
- Corridor displays are to have a title, an explanation and all children's work to be named (Christian and **surname**). All work will be mounted (mounting to be straight and equal on all pieces of work)
- No more than 2 colours are to be used on a display and the colours must co-ordinate
- Class display boards – will have no more than 2 coloured borders.
- Borders are changed in line with the topics
- Borders are to match the theme
- Prayer borders to match the liturgical season
- Board titles – Numeracy, MOT, Literacy, VCOP, Phonics/Spelling, DEAR time – to be in school format
- Titles of Prayer board and Topic board to change with the season/theme
- Balance between children's work, photos, prompts, information, labels
- Information etc. displayed is relevant to the children's learning
- Reflects the theme
- Are organised and presentable
- Representative of the Catholic ethos
- Learning walls support children's learning and are regularly changed
- All displayed work to be neatly presented
- Washing lines can be used.