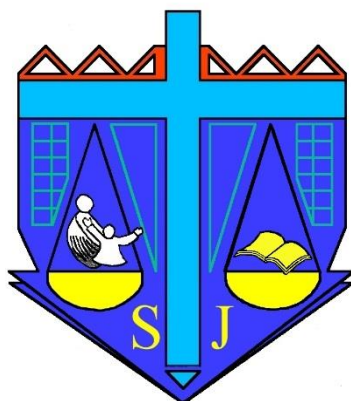


# **ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL**



# **Teaching and Learning Policy**

**Academic Year  
2018/19**

**Headteacher Mrs A.D.Thorpe  
Chair of Governors: Mrs C Horsley**

**Written Sept 2018  
Review Sept 2019**

*The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.*

Jean Piaget

## **Policy statement**

This policy is a statement of the aims, principles and strategies used at St Joseph's in order to lead the school community towards 'excellence and enjoyment' in education. Excellent teaching and learning is not limited to what takes place in the classroom but is achieved as a result of rigorous and relevant planning, preparation, assessment and reflection all of which is underpinned by children who are ready to happily engage with school life - the outcomes of all of this are realised in the classroom. Hence, this policy encompasses all elements required to achieve successful outcomes. Application of this policy will ensure our children's learning experiences enrich their lives by engaging and motivating them and allowing them to take ownership of their learning. Thus, we can be certain our children will be equipped with the skills, knowledge and understanding needed to allow them to be the best they can be, leading happy and rewarding lives and progressing into adulthood as diligent, compassionate and successful citizens who are willing and able to make a difference.

*Excellent teaching gives children the life chances they deserve.*

*Enjoyment is the birthright of every child.*

*But the most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching, which challenges them and shows them what they can do. When there is joy in what they are doing, they learn to love learning.*

'Excellence & Enjoyment: a strategy for Primary Schools'

## **Aims**

- To empower teachers to consistently provide effective, high quality teaching.
- To ensure children's learning experiences are effective, enjoyable and of high quality.
- To provide systems and support mechanisms which will aid teachers and children in achieving these aims.
- To promote a culture of achievement and in doing so, raise standards.

What follows are the details of the elements required to achieve these aims. In addition, guidance, 'Continuing Development of Teaching and Learning at St Joseph's' has been produced and is to be used by teachers as a tool to support the implementation of high quality teaching and learning.

*Give the pupils something to do, not something to learn. And the doing is of such a nature as to demand thinking. Learning, naturally, results.*

John Dewey

## **Effective Teaching and Learning**

Children learn best when they are interested, motivated, actively engaged and have ownership of their learning. In addition, different styles of learning suit different children and we recognise that we must continually adopt and develop a range of teaching and learning strategies which allow children to learn in ways that meet their needs and ensure achievement. Teaching and learning are inextricably linked, hence

most strategies are employed by both teacher and learner and, when teaching and learning is most effective, the learner is able to take on the role of the teacher.

At St Joseph’s we believe it is essential that we provide a range of effective teaching and learning strategies and opportunities for these to be implemented:

<b>Whole class/group/ pair/individual work</b>	<b>Shared/guided/ independent work</b>	<b>Instruction/directing/telling</b>
Modelling/demonstration/ facilitating	Discussion/questioning/listening/ eliciting	Observing/making judgements
Leading	Collaborating	Playing
Feedback – marking &/or verbal by teacher &/or peer/self assessment	Investigating/researching/finding out/problem solving/reporting back	Designing/making/modifying
Oral presentations	Using technology	Drama/role play
Using visual aids	Hands on/practical	Responding to music
Creative work	Games/puzzles	Outdoor work
Physical activity	Visitors	Educational visits
Current initiatives	Reading/writing	Consolidation & practice
Reflecting on learning	Singing songs &/or rhymes	Sharing/co-operating

We encourage children to take responsibility for their own learning and to be involved in reviewing the way in which they learn and reflecting on how best they learn – we want children to recognise what helps them learn and what it is that makes it difficult for them to learn.

The impact of effective teaching and learning is that:

- Children take responsibility for their own learning
- Children are involved in reviewing their learning and reflecting on how best they learn
- Children are able to recognise and say what helps them learn and what it is that makes it difficult
- Barriers preventing children from learning are removed
- Children’s self esteem and confidence increases
- Children’s achievement is raised

### **Assessment**

Assessment is at the heart of promoting children’s learning. It ensures children’s progress is measured effectively and assists in the planning of whole class and individual programmes of work. It is used to measure children’s achievements against clearly defined objectives, success criteria and targets and supports children in recognising the progress they have made and what they need to do next.

The assessment of pupils with special educational needs does not fundamentally differ from that of other pupils. Teacher assessment is seen as crucial in determining when extra support should be given and the exact nature of the support.

At St Joseph’s we will adopt a whole school approach to assessment, ensuring a consistent and efficient programme is implemented which incorporates the different types of assessment. It is our intention that children view assessment as positive and constructive thereby motivating and stimulating learning.

### **Statutory Assessment**

In the Foundation Stage, statutory assessment takes place in the Summer term and forms the Foundation Stage Profile. The information it provides is used to determine long term targets for Key Stage 1.

In Key Stage 1, statutory assessment takes place in the Summer term in Year 2. The information it provides is used to determine long term targets for Key Stage 2. Phonics screening takes place in the Summer term in Y1 and Y2 (if needed). The information provided identifies children who need additional support to improve reading.

In Key Stage 2, statutory assessment takes place in the Summer term in Year 6. The information it provides supports children in their move to Secondary school and is published in league tables.

### Tracking

In addition to statutory assessment, teacher assessment is also carried out in each year group. Teachers use a range of information to support them in making a professional judgement about the level of each child. Once the judgements are made the information is entered into the tracking system 'SIMS' which assists in the analysis of data. The data is entered at the end of each term and allows teachers to set medium term targets for the following term and to put any necessary intervention strategies into place. All staff attend Pupil Progress meetings with the Headteacher on a termly basis and work closely with the school SENDCo to ensure that all intervention is regularly reviewed and that its impact is positive for all pupils.

In addition, at the start of each new school year, teachers are able to use the data from the previous class teacher to set medium term targets for their new class based on the children's achievement at the end of the previous school year, ensuring that the dip from the summer holidays is minimised.

### Assessment for Learning

Short term assessment takes the form of assessment for learning. This is key in ensuring children make progress. This is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise children's achievement and is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Effective assessment for learning will be implemented as follows:

- Share learning objectives with children at start of each lesson – written or verbal as appropriate
- Share success criteria with children at start of each lesson – written or verbal as appropriate using the 'To be a star' format
- Set targets, in consultation with children in RE, Literacy, Numeracy, Science, ICT
- LOs, SC and targets to be differentiated and meet needs of groups and individuals including SEN and G&T
- Monitor children's progress towards achievement of success criteria during lesson
- Challenge children during lesson through effective questioning
- Provide feedback on progress made during lesson in form of
  - mini plenaries, verbal feedback, written feedback, children's self assessment, peer conferencing, end of lesson plenary
- Provide feedback later in the form of marked work:
  - This must always relate to LO/SC but can also include links to personal targets
  - Identify two elements of work that indicate LO/SC has been achieved and highlight these in pink providing praise in the form of positive comment relating to achievement
  - Identify one element of work where improvement could be made and highlight this in green providing comment and/or suggestion/example indicating how improvement could be made
- Greentime/Feedback:
  - Feedback to relate to LO/SC but can also include links to personal targets

- KS2 - children given green time to provide example/s in response to marked written work KS1 – teacher feeds back to class or groups as a whole either modelling how work can be improved or eliciting children’s ideas on improvement (KS1 children can be given green time as and when class teacher deems it appropriate)
- Green time/feedback time built into planning as and when required
- Peer marking/self assessment - children to use same method as teacher, indicating twice where success criteria has been achieved with pink colouring pencil and once where an improvement could be made using green colouring pencil
- Additional praise/comments can be provided as deemed appropriate by teacher
- Marking/feedback codes to be used as necessary (See marking and feedback policy)
- Consistent errors should be addressed through teacher/pupil conferencing
- Peer conferencing
- Self assessment
- KS2 – children given ‘green time’ to provide example/s in response to marked written work
- KS1 – teacher feeds back to class or groups as a whole either modelling how work can be improved or eliciting children’s ideas on improvement (‘green time’ to be implemented by end of Y2)
- Feedback and/or green time built into planning as and when required
- Additional methods may be used to support children’s progress towards success criteria eg Display Prompts:
  - WILF - what I am looking for
  - WALT - we are learning to/today
  - WINK - what I now know.
- Questions should be used to support Assessment for Learning and might include:
  - What can you tell me about ...?
  - What do you notice about ...?
  - How can we be sure that...?
  - What is the same and what is different about...?
  - Is it ever/always true/false that...?
  - How do you...?
  - How would you explain...?
  - What does that tell us about...?
  - What is wrong with...?
  - Why is...true?
- Use questions and children’s responses to
  - find out what pupils know, understand and can do
  - assess understanding
  - find out what children’s specific misconceptions are in order to target teaching more effectively.

### Teacher Assessment

St Joseph’s uses a systematic approach to assessing writing, reading and mathematics in order that teachers can:

- Track children’s progress from Year 1 to Year 6
- Moderate judgements made in these assessments
- Use the information gained to intervene as appropriate at the earliest possible point
- Wider curriculum is at the heart of what and how we teach

## Planning

The most effective planning takes account of what has gone before and focuses specifically on how children's learning can be taken forward.

At St Joseph's we believe that effective planning is essential in order to ensure:

- Statutory requirements are fulfilled
- A creative curriculum is provided and cross curricular links identified
- The curriculum provided and related activities are relevant and take account of children's interests thereby motivating children to engage with them
- All activities are closely matched to children's abilities in order to be certain they are sufficiently challenged and/or supported and make necessary progress
- Current educational initiatives are employed
- A range of teaching styles are provided
- A range of learning opportunities are provided
- Resources are employed in a way that allows children to maximise their learning
- Links to ECM are identified
- Learning objectives are identified
- Success criteria are identified
- The teacher's/TA's role is identified
- Differentiation is identified in respect of LOs, SC, activities provided, support provided in order to ensure that the needs of all pupils are met
- Assessment opportunities are identified
- Evaluations are provided indicating reflective practice
- Children are supported in positive behaviour as the provision of learning opportunities/activities which link directly to their needs and matched to their ability will induce a favourable learning environment

Planning is set under three headings:

Long Term: Attainment targets covered throughout the school year.

Medium Term: Specific areas of attainment targets covered termly/half termly and may be delivered through a particular topic.

Short Term: Learning objectives/success criteria/teaching and learning methods/resources specified within a set of lessons. Teaching/feedback information sheet provided for TA in respect of the group/individual work they are involved in which includes details of SC and activity.

Planning must also be flexible in order that unexpected opportunities can be seized upon and used to develop children's knowledge and understanding. Such opportunities might include important news events or weather conditions such as snow/thunder storm.

The impact of effective planning is that:

- Achievement is raised
- Learning is enjoyable and purposeful
- Children are supported in making sense of their world
- Children are challenged and make necessary and/or accelerated progress
- Children are able to take ownership of their learning
- The level of children skill, knowledge and understanding continually increases

- Teachers are aware of the next steps needed by groups of or individual children

### **Evaluation and Reflection**

At St Joseph's we believe evaluation and reflection are essential as they ensure:

- Teachers identify their strengths and areas where they can improve their practice
- Teachers identify the next steps required in taking children's learning forward
- Children identify their strengths and areas in which they need to improve

The impact of effective evaluation and reflection is:

- Provision of a relevant curriculum
- Provision of activities that match children's needs
- Raised standards and achievement

### **Professional Development**

In order to help learners, teachers need to be learners themselves and be open to new educational concepts and initiatives. Teachers must maintain an up to date knowledge and understanding of latest developments in education through CPD and personal enquiry.

At St Joseph's we believe professional development is essential as it ensures:

- Existing knowledge is built upon
- An increase in levels of expertise
- Teachers use current strategies and initiatives

The impact of professional development is:

- Practice is improved
- Children are provided with a range of up to date teaching strategies
- Progress is accelerated
- Standards are raised

### **Enabling Environments**

An enabling classroom environment which provides a range of visual aids and support structures allows children to become familiar with what is expected of them and leads them towards independence.

At St Joseph's we believe that effective enabling environments are essential as they:

- Engage children in learning
  - VCOP/wow words/number lines/mathematical concepts
- Raise expectations
  - Learning objectives/success criteria/targets/WILF/class rules
- Encourage independence
  - Key ideas/key information/routines/access to resources
- Encourage responsibility
- Celebrate success

- Work displayed/vibrant cross curricular topic displays incorporating photos, writing, artwork, information

Displays must be accessible, particularly those that are interactive since children must be able to easily see and read the information provided.

The impact of effective displays is that:

- Children are empowered as they know what is expected of them, what help is available to them and where to find it
- Children are able to be independent
- Children act responsibly
- Children's self esteem and confidence increases
- Children's achievement is raised
- Teachers' time is freed

### **Differentiation**

Providing children with activities which are closely matched to their abilities ensures children do not experience failure. Children are able to develop a confident 'have a go' attitude and are prevented from becoming disaffected.

At St Joseph's we believe that effective differentiation is essential as it ensures:

- All children's needs are met
- Children's activities are closely matched to their abilities
- Children are challenged and/or supported as appropriate
- Adult support is provided effectively

The impact of effective differentiation is that:

- Children are able to achieve success
- Children's self esteem is raised
- Children are confident learners
- Children make appropriate progress
- Standards are raised

### **Activities**

Children learn best when they are actively involved in their learning. Activities presented to children must be relevant and thought provoking; their active role enables them to link key ideas and concepts, the outcome of which is that their learning takes on a greater significance.

At St Joseph's we believe that provision of effective activities is essential in order to ensure children:

- Are motivated and engaged
- Experience learning that is meaningful
- Are excited to learn
- Are challenged
- Are able to problem solve



- Are able to work collaboratively
- Are able to take the lead
- Are given opportunities to develop skills and confidence in research, thinking, speaking and listening skills, presentation

The impact of the provision of effective activities is:

- Children enjoy taking part
- Children take ownership of their learning
- Children become confident and prepared to 'have a go'
- Children's achievement and standards are raised

## **Behaviour**

At St Joseph's we want our children to be respectful of themselves and others and recognise the importance of being a good citizen. Children are supported in understanding that the way in which they behave impacts on others – positive and/or negative. We strive to help our children develop the ability to make good choices and, where needed, develop self control. It is widely recognised that negative behaviour displayed by children in schools can often stem from boredom, lack of understanding what is required of them, worrying that they are unable to complete a specific task, worrying what their peer group may think of them, fear of failure. We do not want any of our children to experience any of these feelings/situations so it is essential we ensure that:

- Every child's needs are met through specific assessment, planning and provision of well matched activities in order that he/she can engage and enjoy their learning experience
- All staff continually work to ensure every child has a positive self image and high self esteem
- Children are supported and encouraged to develop a 'can do' approach
- Children recognise that making mistakes is an everyday factor in the learning process
- We employ a 'positive discipline' approach
- Staff, parents and children alike are fully aware of our high expectations in respect of behaviour

The impact of dealing with behavioural issues will be:

- Children will know what is expected of them in respect of behaviour
- Children will know what the consequences of their behaviour will be
- Children will be able to focus and complete appropriate tasks/activities successfully
- Children will be confident learners
- Children will make more rapid progress

## **Safety**

At St Joseph's we recognise that children who are unhappy and/or feel vulnerable can experience difficulty in fully engaging with life in general and particularly school life. We constantly strive therefore to ensure our children know that in school they are highly valued and cared for by all staff and that school is a safe place for them to be – a place where they are free to be themselves, make and learn from mistakes and achieve success. We believe it is only when children are happy and content that they are truly ready to learn so it is essential we ensure that:

- All safeguarding procedures are in place
- All staff share the same vision in respect of the care we provide for our children and the environment we create for them

- Teaching and learning takes place in such a way that all children are able to achieve success – whatever their level of ability

The impact of effective safety procedures will be:

- Children will be safe in school and will know school is a safe place to be
- Children will be happy/happier
- Children will readily engage in school life
- Children will achieve success and standards will be raised

### **Every Child Matters**

At St Joseph's we fully support Every Child Matters and will strive to achieve its outcomes for all our children. We believe ECM should be integral to all we do and so we will ensure:

- We identify and provide a range of appropriate opportunities which support ECM
  - Plan lessons/events with links to ECM clearly indicated
  - Display ECM outcomes in all classrooms
  - Inform all children of ECM and discuss it with them
  - Provide healthy breakfast, lunch and snacks
  - Provide access to drinking water throughout the day
- All safeguarding procedures are in place

The impact of ECM will be:

- Children are progressing towards achieving outcomes of ECM
- Children know who to turn to for support on a range of issues if/when needed

### **Community Cohesion and British Values**

At St Joseph's we fully support Community Cohesion and British Values and to ensure it is effective we will:

- Have relevant policy document in place and be robust in its application
- Actively seek to make links within the school, local, national, global and Parish communities
- Make our children aware of their place within these communities and their Catholic family
- Links made will be identified in planning and explicit in T&L
- Encourage educational visits and trips and visitors into school
- Establish and maintain links with schools from across a variety of settings

The impact of this will be:

- Children understand and respect others regardless of their background
- Children are knowledgeable, responsible and caring citizens
- Children will understand that they have a role to play in being British Global Citizens and that this is an important role in the wider society

**Lesson expectations and overview:**

**Pupils should experience all aspects of the following and Teachers should facilitate this through High Quality First Teaching and Learning**

	<b><u>Teaching and Assessment for Learning</u></b>	<b><u>Behaviour for Learning</u></b>
<b>Arrival</b>	✓ Arrival activity which starts students thinking and working straight away	
<b>Starter Activity</b>	✓ Starter activity which is short and engaging and, if appropriate, linked to the main learning in the lesson	✓ Seating plan which encourages students to work rather than socialise
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>✓ Needs of ALL students taken into account</li> <li>✓ Teachers and TAs work in partnership to support student learning</li> <li>✓ Students set their own targets</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appropriate pace</li> <li>✓ Routines and expectations are taught and followed each lesson</li> <li>✓ Staff arrive on time in order to set up, meet and greet students</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>✓ Learning Objectives shared with students in student friendly language</li> <li>✓ Clear success criteria shared with students</li> <li>✓ Learning objectives are referred to regularly throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>✓ There is a calm and orderly entrance and exit</li> <li>✓ Name and praise is used to promote and reward positive behaviour</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>✓ Work is modelled to show students the expectations</li> <li>✓ National Curriculum levels are used regularly in student friendly language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teachers and TAs work in partnership to promote positive behaviour for learning</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>✓ Key words used and explained during the lesson</li> <li>✓ Varied, active and engaging teaching and learning styles, where students are involved and given opportunities to learn independently</li> <li>✓ Learning is chunked into manageable steps for students</li> <li>✓ Students are encouraged to share their thinking and ways of working with others</li> <li>✓ Homework, if set, is given at an appropriate time in the lesson (not in a rush at the end) and could build on what students have learnt in the lesson</li> <li>✓ Student conversations are about learning and progress</li> </ul>	<ul style="list-style-type: none"> <li>✓ Traffic light system is used to promote positive behaviour and reward effort</li> <li>✓ Postcards are sent home to inform parents of positive approach to learning and/or achievements made</li> </ul>
<b>Student Progress</b>	<ul style="list-style-type: none"> <li>✓ Assessment opportunities built into the lesson</li> <li>✓ Students are given opportunities to apply what they have learnt in their own work</li> <li>✓ "How to improve" comments are used each time a book is marked, and are part of student teacher conversation</li> <li>✓ A variety of assessment strategies can be called upon eg peer marking</li> <li>✓ Visual prompts are used – thumbs up or traffic lights or stickers. etc</li> </ul>	
<b>Plenary</b>	<ul style="list-style-type: none"> <li>✓ Mini plenaries take place throughout the lesson</li> <li>✓ Plenary is related to the learning objectives, involves ALL students and encourages them to reflect on or apply what they have learnt</li> <li>✓ Plenary is used effectively to gauge individual student progress</li> <li>✓ Plenary influences next lesson</li> <li>✓ Plenary allows reflection time</li> </ul>	