

St Joseph's Catholic Primary School



We belong to the family of St. Joseph's School. We love, live learn and celebrate together: Building God's Kingdom with Jesus our Lord

Teaching and Learning Policy

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Introduction

At St Joseph's Catholic Primary School we aim to provide a personalised learning experiences for every child that takes full account of their individual needs, interests and aspirations. We want to ensure that our children are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.

Teaching and Learning

Teaching enables children to understand knowledge, skills and concepts. The aim of teaching is about creating conditions where children learners can participate, reflect and socially engage. Learning is actively gaining knowledge by being taught or experiencing something.

'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'

It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching:

- *Cognitive Strategies include subject-specific strategies or memorization techniques such as methods to solve problems in Maths.*
- *Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is best fit for the task'.¹*

Curriculum

The Curriculum at St Joseph's will provide opportunities to build character, develop resilience and embed values to enable pupils to reach their full potential academically, socially, physically and mentally in preparation for the responsibilities and experiences of later life.

Curriculum Leaders will be accountable for the design of their subject ensuring there is structure, sequential learning and progression for all. Leaders must have in-depth knowledge of how their subject is being woven through the curriculum.

Curriculum Leaders are responsible for ensuring the curriculum meets learner needs, evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their subject, and tracking the progress of pupils.

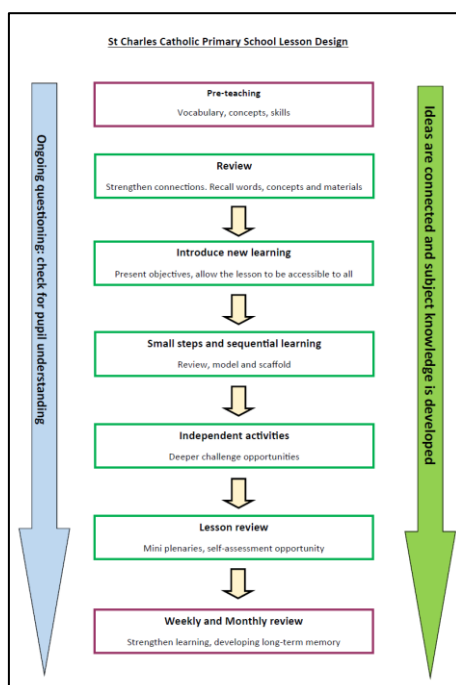
The design of the curriculum will equip learners with the skills and knowledge to successfully make progress in each phase of primary school; children will be able to apply, analyse, evaluate and master different subjects.

Planning

Lesson Plans must be carefully designed to prepare experiences and activities for pupils to make progression.

Lessons will:

- Link to prior knowledge. It is key that teachers help pupils connect new knowledge to previous learning and what they already know.
- Include a multisensory approach. Pupils will experience learning through multiple pathways that can stimulate their brains and engage them more deeply across all subjects.
- Be accessible to all. Each lesson will be designed to enable all learners to access new learning relevant to their individual needs.
- Be taught through small steps. This strategy will give pupils the opportunity to process new learning in small chunks as they will be able to process and reflect on what they have learnt.
- Provide scaffolding with various examples. Scaffolding will support pupils to build upon skills and make links to connect learning.
- Include independent tasks.
- Allow time to embed and reflect.



Based on Rosenshine's Principles in Action²

Engagement, Challenge and progression

Challenge in the classroom allows children to take risks and become independent and self-resilient. At St Joseph's, teachers will learn about each individual child to identify what they are capable of and how they can provide learning that will meaningfully stretch and deepen understanding without creating limits.

Challenge in teaching and learning will include:

- Questioning. Open ended questions carefully designed to give children opportunities to think deeply.
- Discussion with other children and adults. Children will be able to share opinions, knowledge and enquire.
- Adapting and tailoring tasks. Vary activities to match the level of challenge with the child.
- Offer choice and promote independence. Provide different content and materials to accommodate different learning needs encouraging children to challenge themselves.

Assessment

Assessment is a key component of teaching and learning. Regular assessments are made of children's work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Baseline assessment is used in Reception/Early Years within six weeks of starting school.

At St Joseph's we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of elements underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem.

These elements include:

- sharing learning goals
- effective questioning
- self and peer evaluation
- effective feedback.

Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning.

Reviewing of learning

Reviewing of skills and knowledge will ensure that children have a firm understanding of previous learning allowing them to move forward to make progress building on skills and concepts taught.

Reviewing previous learning supports and develops long-term memory thus allowing children to add more layers of complexity to it.

The purpose of regular review is to ensure that previous knowledge is not forgotten and misconceptions are not developed. It is essential that there are opportunities to review daily, weekly and monthly. Effective strategies include:

- Regular feedback. This can include discussions with the children or marking within books.
- Time for children to acknowledge feedback. Children will be able to respond to feedback this can be independently or with the support of an adult.
- Whole class discussions at the start of the next lesson within each subject. An opportunity to recap previous learning.

Learning Environment

The classroom environments is a learning resource, it will support and enrich the learning of all children. An effective classroom environment will engage children and build a class community; with careful thought and planning, the classroom can be used as an interactive resource supporting teaching and learning. At St. Joseph's, we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards. It enables pupils to develop independence as learners, building on good Foundation Stage practice.

Subject Knowledge

Subject knowledge has a very important role to play in teaching because high-quality teaching rests on teachers understanding the subjects they are teaching, knowing the structure and sequencing of concepts and developing factual knowledge essential to each subject.

Teacher must:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies³

Summary

At St Joseph's we believe all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve. All staff have the responsibility to deliver lessons where teaching and learning is of the highest quality and where the learning needs of all students are met.

References

1. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)
2. Sherrington, T. (2019). *Rosenshine's Principles in Action* John Catt Educational Ltd.
3. Teachers' Standards (publishing.service.gov.uk)