

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



**Barleyfields Road, Wetherby
West Yorkshire LS22 6PR**

TEACHING & LEARNING POLICY

'This school is committed to safeguarding and promoting the wellbeing of all our children, and expects our staff and volunteers to share this commitment'.

Reviewed

- March 2022

Next review

- March 2024

St. Joseph's Teaching and Learning Policy

Mission Statement



- 1.1** At St Joseph's Catholic Primary School our curriculum is thoughtfully designed to provide rich learning opportunities to engage and inspire our children and deepen their knowledge and skills whilst making links to the community and real world beyond. By following the children's interests and providing a purposeful learning stimulus, we develop resilience, curiosity and a thirst for learning where the children are encouraged to be a leader in their own learning. We support and guide our pupils in being ambitious and inquisitive at every stage of our learning journey.

We highly value the impact of vocabulary and embed deep learning around this in all subjects to support pupils in being able to communicate their ideas effectively and confidently. With Christ at the centre, we teach our children to be respectful towards themselves, others and all of God's world. We believe that appropriate teaching and learning experiences, through a consistent approach, in conjunction with developing children's growth mind-sets enable children to become independent, confident learners.

- 1.2** The purpose of this policy is to secure consistency and continuity in learning and teaching across the school. It informs practice and ensures that this practice is underpinned by an acceptance that quality of learning is impacted by the quality of teaching. This policy is supported by the Assessment Policy and the Marking and Feedback Policy in particular. The Head Teacher, Senior Leadership Team and subject leaders, monitor, evaluate and review teaching and learning to ensure that this high standard is maintained.

2 Aims and Objectives

- 2.1** We know that children learn best in different ways, but the key to engaging children from the offset is to include and value the children's own personal experiences whilst exposing them to new opportunities within an ambitious curriculum. In addition, we follow the children's interests and integrate these purposefully into St Joseph's curriculum. We deepen learning by building on prior learning whilst ensuring coverage of an ambitious curriculum. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential whilst having a real voice in determining what they learn.
- 2.2** Through our teaching we aim to:
- equip our children with the skills and knowledge to keep themselves safe in school, online and in the community.
 - enable children to become active, resilient, life-long, ambitious learners who are confident, resourceful and curious;
 - foster children's self-esteem and help them build positive relationships with other people;
 - develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
 - show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
 - enable children to understand their community and help them feel valued as part of this community;
 - help children grow into reliable, independent and positive citizens who show understanding and demonstrate British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

3 Effective Learning

3.1 We understand that children can only learn and reach their full potential when they feel safe and valued. We understand that children learn in many different ways and we recognise and respond to these needs by developing strategies that allow all children to learn in ways that best suit them. We also develop children's attitude to learning through a 'growth mind-set' approach which is crucial in becoming an effective learner.

3.2 We offer opportunities for children to learn in a wide variety of ways. These include:

- active learner
- open-ended task with a focus on problem solving, discussion, collaboration and imaginative thinking;
- research and finding out;
- group learning;
- paired learning;
- independent learning;
- whole-class learning;
- questioning and challenging;
- envisaging what might be;
- exploring ideas, keeping options open;
- reflecting critically on ideas, actions and outcomes;
- making connections and seeing relationships;
- use of the computer/ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to multi-media stimuli, music and expression through creative arts;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.3 We encourage children to be a leader in their own learning by taking responsibility for their own learning, to be able to explain clearly what they are trying to learn, how well they are doing and what they need to do to improve. We support them in being actively involved in determining their targets, progress and outcomes which includes self and peer assessment. .

4 Effective Teaching

4.1 Our teaching starts with ambitious end points at the heart of our planning which are carefully trailed to support all children, regardless of ability or needs. We ensure coverage of the National Curriculum which sets out the essential objectives to be covered at each key stage and ensure progression across year groups by working collaboratively as a whole staff. Our curriculum is carefully sequenced to ensure progression, challenge, support and flexibility. We make reasonable adjustments for children with additional needs in line with our SEND & Inclusion policy.

4.2 We base our teaching on ambition and our prime focus is to develop further the knowledge and skills of the children building on learning from prior year groups. Our curriculum is bespoke to meet the needs of every individual and accessible to all learners.

- 4.3** We set academic targets for all children in each academic year, and we share these targets with parents and child-friendly versions with our children. We regularly review the progress of each child and revise targets to reflect their next steps.
- 4.4** We plan our lessons with clear learning objectives and ambitious end points within a coherently planned and sequenced learning journey within a language rich learning environment. We include top tips, deep level questioning, teaching assistant support, resources, key vocabulary and a wide variety of assessment for learning techniques to assess the children's work and respond and adapt our teaching as needed. We review learning in relation to the learning objectives as a routine part of each lessons and use the outcomes to inform next steps in learning.
- 4.5** We treat all children with kindness and respect. We treat them fairly and give them equal opportunity to participate. All our teachers follow the school policy with regard to behaviour and classroom management. We set and agree with children the class code of conduct. We expect all children to follow these rules which we collaboratively create to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.
- 4.6** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We follow guidance from Leeds City Council and the school's Educational Visits Coordinator (EVC) and submit detailed risks assessments on Evolve.
- 4.7** Teaching assistants play a vital role in teaching and learning, and are prominent figures in our classroom and daily lessons. Teaching assistants offer support to children in lessons, sometimes working with individual children on a 1:1 basis or sometimes working with small groups.
- 4.8** Our classrooms are attractive learning environments. We use working walls to support learning and reflect the topics studied by the children. Our working walls are well positioned for easy use during lessons, and easily accessible for children to encourage active and independent learning. We also use the environment so that children have the opportunity to display their best work. All classrooms have a range of dictionaries, thesauruses as well as fiction and non-fiction books linked to their topics and ability to support reading around a subject to deepen learning. We believe that a stimulating environment sets the expectations for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Consideration is also given to adapt the classroom environment to support children with special educational needs. Each need is different so the environment is personalised to support individuals in each class, for example, personalised workstations, dyslexia friendly resources, etc.
- 4.9** All our teachers reflect on their strengths and areas to develop, and we plan their professional development needs accordingly. The SLT support and guide this to ensure that all staff are well equipped to deliver and lead across the curriculum. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10** We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

- 5.1** Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the implementation of safeguarding policies and procedures to ensure our children feel safe, thus ready to learn;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are safe and best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor and challenge the effectiveness 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 through the school self-review processes. These include reports from subject leaders and the Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

6 The Role of Parents

6.1 We believe that parents have a fundamental role to play as the primary educator of their children and expect them to uphold our principles of safeguarding. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings, Show and Share sessions and open classrooms to demonstrate our school strategies for teaching and learning;
- keeping the school website up to date with relevant and useful information.
- sending information to parents at the start of each half term in which we outline the topics that the children will be studying during that term at school and how they can help at home;
- 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 homework. We suggest, for example, regular shared reading, and support for older children with their projects and investigative work.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like 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;

7 Monitoring and Review

7.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy every two years.