

St Joseph's Catholic Primary School

TEACHING AND LEARNING POLICY

2022-2023



**Mission Statement:**

*"Love one another as I have loved you"*

**School Values:**

<i>Service</i>
<i>Justice</i>
<i>Love</i>

**School Vision:**

We seek to build a welcoming, caring community of faith, where we love and serve our children to support them to gain all the necessary spiritual, academic, personal and social skills to succeed in our local and global community.

## 1. Introduction

At St Joseph's School, we believe that our fundamental role is to lay the foundations of a love and inquisitiveness to lifelong learning. Learning should be a rewarding and enjoyable experience for everyone; it should be fun and challenging. Learners are active participants in their learning. We have a well-planned, bespoke, inspiring, inclusive curriculum, which we take great pride in. It takes an inclusive approach, and ensures we personalise and differentiate learning journeys, so all children, no matter their background or disability, can achieve.

Engaging learning experiences challenge all learners. Relevant and local contexts make learning meaningful for them – we use lines of enquiry and dilemma-led learning to inspire solution-focused thinking. Mastery of key knowledge and skills is balanced with opportunities for children to explore their ideas, deepen their thinking/understanding and solve problems.

## 2. Entitlement

We believe that every child is entitled to a broad and balanced curriculum enriched with real and purposeful enrichment activities. We are committed to teaching the requirements of the Early Years Framework, National Curriculum and the Diocesan recommended Religious Scheme – The Way, the Truth and the Life.

In addition, we enhance our provision by offering a range of extra-curricular activities during the day, and after school. From September 2022, all year groups go on a school trip, funded by school, and this will be their entitlement as a St Joseph's pupil. Additional enrichment trip and visitors will be arranged on top of this.

## 3. Our Vision for learning

At St Josephs, we understand it is our responsibility to ensure children have an outstanding curriculum offer and are daily given purposeful learning opportunities, to ensure they receive an excellent education. Our curriculum engages learning, gives children low-threat and high-challenge learning tasks and provides effective feedback to move their learning on.

Subject leaders have spent time working on the intent (a framework for setting out the aims of a programme of study), implementation (the translation of that framework into a structure and narrative) and impact (the evaluation of what knowledge and skills children have gained over

expectations in that time) of their curriculum area. We regularly evaluate against each of the three areas and look for places to celebrate, adapt and improve.

Our curriculum aims to:

- develop the whole person and their God-given talents
- create active agents of change inspired to show compassion to others in their local and global community
- make learning real, fun and solution-focussed
- build on what children already know and focus on their skills progression over time
- excite imaginations and build curious minds
- raise aspirations and widen children's horizons
- provide opportunities and provision for all needs
- equip our pupils with the skills to succeed as 21st century citizens

Through our teaching, we want our children to:

- understand and appreciate their uniqueness within God's Family
- become confident, inquiring and independent learners
- develop a positive attitude to learning
- strive for the highest standards and achievement in their work and their behaviour
- build positive relationships with other people, both their peers and supporting adults
- recognise their place in their local, national and global communities
- respect the ideas, attitudes, values and feelings of others

#### 4. Our Teaching and Learning policy implementation:

All our teaching staff are committed to the fact we are a professional learning community. We support and encourage each other every day to be as effective as we can be. We are committed to engaging in regular school self-evaluation practices (lesson observations, learning walks, books looks, pupil voice interviews) and we use feedback to inform and develop our practice. Through these experiences, we develop our needs for professional development (through CPD, coaching or mentoring with lead practitioners). We evaluate ourselves against the requirements of the teaching and learning policy.

#### ROAR rockets/ Growth Mindset

We use several tools to engage the children and also support their growing resilience to the challenges of learning. All staff and a team of Y5/6 children have been trained to use the ROAR response approach. The children are trained to enable them to become ROAR ROCKET resilience champions within our school. ROCKET stands for Resilient, Open, Caring, Kind, Equal, Togetherness. Our ROAR response approach has developed knowledge and resilience within our staff to respond to the mental health needs of our young people, our families and our own staff. ROAR equips us to be the first-line response for a child in distress. We use ROAR rockets in class and on the playground several times a day to access the children's mental health needs. We use several characters e.g. resilience Ralph, who help model essential life skills to better equip our children.



We also teach children using a 'Growth Mindset' approach to learning, which is based on the work of Professor Carol Dweck.

A children with a 'Growth Mindset' approach to learning and life recognises that intelligence, abilities and skills can be developed and improved. They are motivated by adventurous learning which may result in mistakes or failings, but they understand that these are useful to the learning process.

They develop high levels of resilience, they embrace challenges, persevere despite obstacles and perceive effort and hard work as a path to mastery. They learn from feedback, rather than

feel threatened by it and focus on the process of learning, not just the product.

We believe that school is not the only place where children learn and that teachers are not the only people who can help children's learning to develop. Therefore use of visits, visitors and the wider community as well as the outside environment of the school will all be used as part of children's learning.

## 5. Outstanding Teaching and Learning:

Outstanding teaching results in outstanding learning. We aim to build upon children's skills already obtained, reactive prior knowledge, build and embed new knowledge through a sound understanding of the whole curriculum. We want children to make connections between concepts within their learning, to help embed it into long-term memory. It is impossible to contain all of these elements in every lesson: we believe that our lessons must contain a number of those listed below, taking into account the age and abilities of the children.

Outstanding teaching:	Outstanding learning:
<ul style="list-style-type: none"> <li>- High-quality teaching with focused learning focus in the short and longer term</li> <li>- Clear learning objective shared with the children visually and aurally</li> <li>- Clear links between previous and future learning</li> <li>- Well-paced delivery</li> <li>- Excellent relationships evident with learners, who feel safe, loved and valued in their classroom</li> <li>- High expectations of own teaching and children's behaviour, discussion, presentation and application</li> <li>- Focused AfL through questioning, marking, editing and discussion</li> <li>- Clear modelling by teacher and TA</li> <li>- Challenging content, which pushes learners, but is scaffolded to make accessible to all</li> <li>- Good balance of teacher talk/ children discussion and action</li> <li>- Learning support available on boards, help desks, tables and children know where to look to support themselves independently</li> </ul>	<ul style="list-style-type: none"> <li>- Active, engaged learners who are motivated to push their own progression</li> <li>- Children are thinking for themselves</li> <li>- Children are concentrating and willing to give things a try, and don't give up when difficulties arise</li> <li>- Working at their appropriate level, are given timely feedback and know their next steps in learning</li> <li>- Children learn from their mistakes and are not scared to make them</li> <li>- Children can articulate verbally, are fluent and expressive readers and write/ solve problems clearly and confidently</li> <li>- Children take great pride in their work and presentation</li> <li>- Children are independent and know how to find and use the support tools around them</li> <li>- Children can work collaboratively and appreciate the efforts of other group members</li> <li>- Children feel valued and receive praise for their efforts,</li> </ul>

<ul style="list-style-type: none"> <li>- Clear and precise instruction and explanations</li> <li>- An effective mix of instructing, telling, explaining, questioning, demonstrating, investigating, reviewing, evaluating</li> <li>- Time for plenary and reflection – what have children achieved today? What do we need to do tomorrow?</li> </ul>	<p><b>achievements and contributions</b></p> <ul style="list-style-type: none"> <li>- Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>
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Effective learning results are evident in:-

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

**6. The Learning Environment**

We want our children to be proud of, and take ownership in, their learning environment. Staff need to ensure it is a safe, exciting and stimulating place to learn. It needs to be organised, tidy and appropriately resourced with help available to make learning accessible to all. There needs to be a calm, happy and caring atmosphere, which is conducive to the most effective learning taking place. It needs to provide equal opportunities for all learners. Our school rules and gospel school and monthly focus values are used to remind children of their rights and responsibilities. We promote children's right and advocate all children at our school have the right to:

- Feel happy
- Feel safe
- Feel respected

Displays help to build self-esteem and belonging. We use displays to support learning, aid recall, stimulate further thinking, share information, celebrate achievement, and remind children of rules and targets. Every child has the opportunity for their work to be displayed at some point during the school year. All work must be backed before going on display.

We use purposeful and relevant working walls to scaffold and support children's learning.

### Classroom Environment Essentials:

- RE prayer table focus
- School mission statement
- Essential displays: RE (including vision and values), PSHE, mathematics, English, science, topic with geography/history focus with previous learning (recaps and knowledge mats for all subjects) and vocabulary wall
- Essential displays in the EYFS: R.E displays, Learning Journey, RWI (phonics) and maths. Other displays will reflect, and change with, children's interests.
  
- Other display spaces in classrooms could be for: Art, DT, Computing, RSE, MFL, PE if space allows
- Displays change every term or more frequently
- Help desks for mathematics and English, which have resources on display and easily accessible
- Inviting reading corner with books well organised into authors/genres etc
- Behaviour chart and key school rules displayed

### Mathematics:

- Displays current topic/key concept vocabulary
- Knowledge organisers on board and in books for children to refer to
- Good mix of concrete – pictorial – abstract journey for the focus concept
- Challenge content for higher ability children
- Children have access to concrete and scaffolding resources on maths help desk next to learning wall
- Explicit modelling of concept
- Maths masters/ mistake masterpiece – addressing misconceptions

#### Specific to key stages:

EYFS	KS1	KS2
number lines different representations (including number names) of 0-10 100 square models	number lines different representations of 0-20 100 square models counting in 2, 3, 5s models key topic vocabulary	100 square 12 x 12 multiplication grid Models fraction walls key topic vocabulary



English:

We use washing lines in our classrooms to show the writing journey we take when exploring a new vehicle text. We would expect to see the following possible order; exploration of artefacts prior to book reveal; predictions, questions and inference; vocabulary work; display of analysed WAGOLL; features of particular genre/ analysis of the author's style; SPAG linked to text; drafts of guided and shared writing; examples of edited and uplevelled work; scaffolded paragraphs written at ARE.

On English working walls, we have RWI speed sound charts; RWI pocket display boards; current and previously taught SPAG content; explanations and examples of how to use punctuation; current spelling rules/patterns; key spellings (e.g. high frequency words, common exception words); analysis of sentence-level construction

We also have a vocabulary wall, where teachers and children can collect ambitious vocabulary over time. Some vocabulary displayed will also include its meaning and an example of it being used in context.

## 7. Routines

Routines in the classroom contribute to a healthy learning environment.

Consistency of routines across all year groups means children are well-versed and understand what is expected of them.

Daily routines expected:

- Meet, greet and smile at all children as they enter school in the morning (one teacher on the playground and one hovering between the two classrooms)
- Morning and afternoon tasks are ready on tables/ interactive whiteboard as soon as children enter the room, so no time is wasted and they have something to do straight away
- Register (and lunch register) taken first thing in morning and after lunch
- Breakfast is offered and eaten during early morning work as quickly as possible
- Prayer and liturgy reflections structured throughout the day: morning prayers at 9am, Angelus – Hail Mary at 12:10pm, grace before meals in lunch hall, and an end of the day prayer at 3:20/3:25pm
- Children measure themselves on the ROAR rainbow at registration and key points of the day
- At the start of all learning, children are asked if they are ready, respectful and safe
- Ready, respectful, safe visuals are used around classrooms as a prompt
- Staff use "RWI prompts and countdowns" as the signal to be ready. We will use it relentlessly and we expect it to be responded to consistently e.g. 'team stop' should be done silently by all staff and followed by pupils. We also use magnet eyes, my turn your turn, and 1,2,3 to move around the room silently.
- Exercise books/worksheets are on tables ready at start of day and after lunch, so little learning time is lost
- Help desks are readily available and accessible to the children (English and mathematics)
- Children are improving their autonomy by using '3 before me' or stuck strategies further up in KS2 classrooms
- Transitions between lesson times/ subjects are calm, quick and fuss-free
- Class monitors contribute to the organised and tidy classroom
- Children tidy their areas, push chairs in, resources away and all desk and chair surfaces are clear at the end of the day

- Teacher reads to children daily for 10 minutes at the end of the day
- Children use their trays to store personal items
- ROAR rainbow coloured zones are used, discussed to, and children given reflection time to help regulate emotions
- Restorative conversations around behaviour happen during the day when children are ready to talk and find solutions to any issues, and repair any friendships
- No fidget toys except for if part of a healthcare/ SEND plan
- Sensory boxes and areas are available as required
- Children line up and walk around school quietly at all times during the day
- Displays are maintained to look tidy, celebratory and communal displays are updated termly. Displays model good work and communicate children's key learning and vocabulary

#### **8. Monitoring, Evaluation and Development**

It is the responsibility of the teaching staff to implement this policy. The success of the policy will be measured against the following criteria:

- well thought-out lesson planning that makes use of explicit learning objectives and clear outcomes;
- assessment data that is used confidently to set targets, plug gaps, inform planning and build on pupils' progress;
- differentiation that takes into account the variety of learners and learning styles within our classrooms making special reference to the SEN, Pupil Premium and greater depth learners;
- staff and children who demonstrate a thirst and enjoyment for learning; who are able to confidently talk about their learning;
- pupils who demonstrate a resilience to developing understanding;
- high standards of presentation, attainment and achievement shown through pupils' books and summative test results are maintained and improved;
- an environment which shows staff and pupils taking pride in and responsibility for their learning

#### **9. The Role of the Home Educator**

Parents and carers are children's first and foremost educators and it is

vital to work in partnership in order to ensure the best outcomes for our children. We ask parents and carers to read and sign a home-school agreement when their child/ren first arrive at our school. It is imperative parents and carers realise the importance of ensuring children have good attendance and arrive promptly to school having had breakfast before leaving the house. Parents and carers need to take a proactive approach in making sure home learning is completed weekly. Taking an active interest in children’s learning through attending parents’ evening meetings will ensure children make progress and feel supported at home.

Home learning expectations:

F2	Home book reading for pleasure (weekly) RWI book reading for fluency (weekly) English and maths focus task (weekly)
KS1	RWI book reading for fluency (weekly) Spelling rule focus (weekly) English and maths focus (weekly)
KS2	reading – accelerated reading book (daily) spelling rule focus (weekly) grammar and maths focus (weekly)