



**Brindle St. Joseph's
Teaching and Learning Policy
Date: January 2023
Next review: January 2024**



Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

AIMS

The Aim of this Teaching and Learning Policy is to ensure that high standards of teaching are always placed at the forefront of every learning experience for every child at St. Joseph's so that every child achieves the very best they can in accordance with our ethos and Mission Statement.

At St Joseph's we actively promote a 'can do' attitude with every child and teacher, encouraging success and high aspirations.

AUDIENCE

This policy is available for

- All teaching staff
- All support staff
- Supply staff, visitors and trainees
- School Governors
- Parents

THE PRINCIPLES OF LEARNING AND TEACHING

Good learning and teaching should:

- Ensure every child succeeds: provide an inclusive education within a culture of high expectations
- Build on what the learners already know: structure and pace teaching so that pupils know what is to be learnt, and how
- Make learning vivid and real: develop understanding through enquiry, creativity, on-line learning and group problem solving
- To promote lifelong learning through challenging knowledge and skills-based curriculum.
- Promote assessment for learning: make children partners in their learning

REMEMBER THAT THE TEST OF TEACHING IS THE CONTRIBUTION IT MAKES TO LEARNING!

Quality of teaching

- Helps children to recognise and value their achievements and successes
- Builds on what learners already know
- Builds secure foundations for subsequent learning
- Makes learning real and relevant
- Makes learning an enjoyable and challenging experience
- Develops the full range of learning skills across the curriculum
- Actively involves children in their learning



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Effective teaching and learning takes place in an environment in which

- Relationships provide a confident and positive atmosphere
- A culture of self-evaluation prevails
- There is room for reflection
- Learning is valued
- There is mutual respect between all members of the school learning community
- No-one is afraid of making mistakes
- Lessons are well paced; teachers vary pace to match the task and the children's needs

Outstanding teaching will:

- Actively promote independent learning
- Encourage children to be responsible for their own learning
- Ensure learning objectives address the needs of all children
- Ensure the behaviour of all children allows learning to take place
- Provide children with opportunities to transfer knowledge and skills
- Have the flexibility to embrace unexpected responses without losing sight of the intended learning outcome
- Not be afraid to go beyond the objective, to better respond to children's learning
- Make explicit reference to the learning that is taking place
- Recognise that children learn in different ways
- Set learning in a meaningful context and exploit links between subjects
- Use skilful questioning
- Have high expectations

In order to show effective learning and outstanding teaching the differentiated input model is used across all core subjects in all year groups.

As a result all children make progress in every lesson regardless of starting point.

All teachers must use the agreed proforma for planning all areas of the curriculum (see appendix)

Planning will include cross curricular links and the application of basic skills.

COMMUNICATION OF THE LEARNING OBJECTIVE/S

Learning objectives are shared with the pupils at the start of the lesson where appropriate. The method for communicating these objectives will depend on the age, ability and learning style of the pupils. These objectives can be communicated in a variety of ways:

- Verbally
- Written
- Displayed throughout the lesson for reference when appropriate

Use of questioning/enquiry to support learning objective

1. Range of answers (What is 5 squared – discuss these answers give reasons for the wrong ones -3, 7, 10, 25, 125)
2. Use a statement (all metals are magnetic. Do you agree or disagree and why?)
3. Right and Wrong – (Why does this circuit work and this one not?)
4. Start from the end (The answer is a square. What might the question be?)



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5. Oposing standpoint (Instead of Why is it wrong to steal, try – What would a mother whose children were starving think about shoplifting?)

COMMUNICATING SUCCESS CRITERIA

Pupils are involved in assessment of their own work and pupils learn best when:

They know what is expected of them

They know what they have to do

They know why they have to do it

They understand how it will help

Teachers should take every opportunity to involve pupils in assessment of their own learning and that of their peers. This is done by the use of success criteria (SC).

Teachers will use SC to ensure pupils understand what they need to do to achieve the LO for the lesson

The success criteria are communicated to pupils in a variety of ways according to the age and ability of the pupils

For maximum impact success criteria need to be

- Linked with key skills for knowledge
- Known by teachers first
- The same for all – differentiation by supported activity
- Generated by pupils
- Constantly referred to
- Used for self and peer assessment

OPPORTUNITIES FOR AFL (see Marking and feedback policy)

As well as using success criteria other opportunities for pupils being involved with their own and peers' learning are:

Collaborative peer marking – find something positive (linked to SC) and together improve a section again using SC and swap

Talking partners – these can be used throughout the lesson and are most effective if they know there is a random way of choosing the person who will feed back and there is a good sense of pace.

Use a visualiser where appropriate it can help teachers and pupils devise SC and also help them move forward by making something better

DISPLAY FOR TEACHING AND LEARNING (see separate policy)

The Purpose of displays around the school is to:

- Stimulate thinking
- Motivate learning
- Celebrate children's work

CONTRIBUTION OF TEACHING ASSISTANTS AND OTHER ADULTS

Teaching assistants contribute to the following:

- They foster the participation of pupils in the social and academic processes of the school in the following ways



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- Supervising and assisting small groups of pupils in activities set by teachers e.g. pupils are able to benefit from the attention of a sensitive adult without being stigmatised as different because of individual tuition
- Developing pupils' social skills e.g. supporting pupils in groups promotes inclusion
- Implementing behaviour management policies e.g. supporting the teacher in positive behaviour management strategies
- Spotting early signs of disruptive behaviour e.g. as an extra adult early intervention can head off disruptive behaviour before it starts,
- Helping the inclusion of all children e.g. helping pupils form friendships, helping pupils with SEND
- Keeping children on task e.g. helping pupils to sustain their concentration
- They seek to enable pupils to become more independent learners
- Showing interest e.g. listening to pupils talk about what they do inside and outside of school – this raises self esteem
- Assisting individuals in educational tasks e.g. helping pupils to increase knowledge, understanding and skills – to know when to stand back and when to intervene
- Freeing up the teacher to work with groups e.g. the TA and the teacher planning to support specific groups of pupils so that all pupils benefit from the input of a qualified teacher
- Working with outside agencies e.g. liaising with speech therapist in following programmes of work
- Modelling good practice e.g. in reading to pupils with expression; using the correct grammar and spelling
- Assisting pupils with physical needs e.g. intervention in a tactful manner
- They help to raise standards of achievement in pupils
- Being involved at whole class level e.g. alternating between individuals and being a general resource for the whole class – in order to do this effectively, the TA must know the Learning outcomes for the lesson
- Helping implement lesson plans e.g. TA who is briefed as to what is planned for a lesson is in a stronger position to help the teacher realise its aims
- Making possible more ambitious learning activities e.g. practical lessons e.g. art, design, computing, outdoor games, project work
- Providing support for Mathematics and English
- Providing feedback to teachers e.g. the TA is in a very good position to observe pupil performance and to provide valuable information as what works with specific pupils and barriers to learning, which can include written feedback about pupils' work in line with the marking policy
- Preparing classroom materials e.g. setting up resources for an English lesson

CONCLUSION

Progress for every pupil is paramount in every lesson.

Staff will ensure that pupils are included in the learning and have the aspiration to succeed

Opportunities will be built into the curriculum for developing aspects of learning, developing subject specific skills and key skills

Pupils will be encouraged to become responsible for their own learning, developing a high level of independence

Pupils will be involved in the assessment of their own progress, through the use of clear learning objectives, success criteria and other AFL strategies.