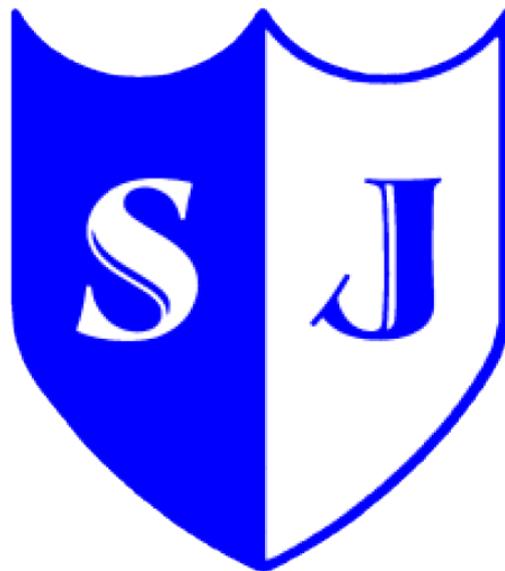




St Joseph's Catholic Primary School



“ Growing in faith, faith in growing”

Teaching and Learning Policy 2017-19.



Teaching and Learning Policy.

Excellent learning is a direct result of excellent teaching. This policy outlines how teaching and learning are at the core of St Joseph's Catholic Primary School's ambitious vision to inspire excellence and to develop confident and competent learners.

I. Aims

- (i) To ensure that all our pupils make excellent progress and achieve above age related expectations.
- (ii) To ensure pupils develop the social skills to communicate effectively with others.
- (iii) To provide a safe, stimulating and motivating learning environment for all.
- (iv) To tailor our provision to meet the needs of every pupils so that all achieve our shared ambitious goals.
- (v) To continually seek to research, innovate and improve the learning experience of our pupils.
- (vi) To ensure standards of teaching are rated as good or better (internal and external judgements and accreditation)

2. Effective Learning

- (i) In order to help our pupils develop as effective learners, lessons at St Joseph's will ensure that all pupils:
 - a. are fully aware of the purpose for their learning
 - b. are active participants in their learning
 - c. are able to find and process information independently
 - d. can work effectively as individuals or part of a team
 - e. develop as proficient and enthusiastic readers
 - f. use ICT confidently, knowledgeably and proportionately
 - g. develop higher-order thinking skills which allow them to synthesise and evaluate effectively
 - h. look for the 'big picture' and seek patterns in the information presented to them
 - i. make links across the curriculum
 - j. can communicate effectively through speaking and writing
 - k. can apply their learning in unfamiliar situations.

3. Responsibilities

- (i) All members of the St Joseph's community must:
 - a. value pupils as individuals and respect their entitlement to be educated in a caring, secure environment foster good relationships and a sense of belonging within the school
 - b. provide a well-ordered environment in which everyone is fully aware of behavioural expectations
 - c. ensure equality of opportunity in all aspects of school life
 - d. encourage, praise and reinforce good relationships, behaviour and work
 - e. work as a team, supporting and encouraging each other.
- (ii) Teachers must:
 - a. make lessons purposeful by:
 - managing the learning process through carefully planned and well-paced lessons
 - organising the class to maximise the effectiveness of learning partnerships



- making learning objectives and success criteria explicit to pupils and using assessment for learning strategies to evaluate and improve learning
 - having high expectations of all pupils
 - evaluating all lessons to inform future teaching
 - delivering schemes of work which incorporate spiritual, moral and cultural aspects
 - delivering schemes of work which incorporate the development of young people's independent learning skills
 - creating opportunities for pupils to work collaboratively both with their learning partner and in larger groups.
- b. make lessons inspiring by:
- showing enthusiasm for their subject and for learning
 - having a thorough and up-to-date knowledge of their subjects
 - helping pupils to make connections within and across subjects
 - varying teaching styles, learning activities and the learning environment to meet the needs of different types of learner
 - giving pupils the opportunity to discuss their learning with each other
 - effectively using ICT and multi-media presentations when appropriate to enhance pupils' learning experiences and outcomes
 - using praise, positive reinforcement and display of pupils' work
- c. create a focused learning environment by:
- being consistent about class rules, including the setting and completion of homework
 - ensuring, through accurate assessment and record keeping, that learning is progressive and continuous
 - ensuring that all tasks and activities performed by pupils are safe
 - ensuring that the classroom environment remains free of clutter, clean and tidy at all times
- d. match lesson activities to pupil abilities by:
- ensuring pupils have a clear and common understanding of the high expectations held of them individually and collectively
 - using assessment data to gauge pupils' individual achievement so that lessons are well planned for all
 - using appropriate differentiated materials and tasks to ensure pupils' active participation in lessons
 - planning opportunities to give constructive verbal feedback for all pupils
 - having a full understanding of the extent to which pupils have met the planned learning outcomes
 - having an intervention plan for all pupils who are not making the progress that is expected of them
 - working pro-actively with teaching assistants to support all pupils
- e. develop positive and productive working relationships with pupils by:
- respecting pupils, recognising that they are individuals with different needs, treating them fairly, and giving them equal opportunity to take part in class activities
 - supporting pupils when necessary and appropriate outside lesson times
 - providing quality feedback, verbal and written, to move pupils forward in their learning



- valuing each child as a unique individual and being familiar with the relevant equal opportunities legislation covering race, gender and disability

- f. create extended opportunities for learning by:
 - viewing themselves as learners and using action research within the classroom, as well as using professional development, observations, discussions and INSET to improve and share good practice
 - treating all interactions in the school as learning experiences
 - ensuring tutorial activities are given equal prominence with curriculum lessons
 - using enrichment activities to provide opportunities for extending learning beyond the classroom
 - making sure classrooms are motivating and purposeful learning environments which consist of pupil work illustrating the learning process and interactive displays
 - establishing links with the local and wider community and using external partnerships to enrich pupils' experiences.

4. Monitoring and Evaluation

Teaching and Learning will form part of the St Joseph's Monitoring and Evaluation Cycle. This includes formal and informal systems including lesson observation, peer observation, work sampling and feedback from pupils and parents. Findings will inform the St Joseph's on-going development planning.



Appendix A: Lesson Observation Feedback form:

**St Joseph's School.
Lesson Observation Record**

	Quality of learning & progress	Pupil engagement	Subject knowledge	Planning based on the needs of the pupils	Structure of the lesson (including use of AfL)					Use of resources & additional adults	Feedback to pupils	Relationships & behaviour	Overall Lesson Judgement
					Start & end of lessons	Pitch, pace and challenge	Learning intentions & success criteria	Scaffolding, questioning & learning environment	AfL during lesson				
Embedded													
Developed													
Developing													
Immediate areas for focus													

Teacher		Observer		Date	
Class		Subject		Term	

Contextual information			
No. of pupils in class		Number of adults in class	
Other contextual information e.g. No of SEN, EAL, G & T pupils			

Feedback	
Overall strengths:	
Areas for development (3 maximum):	
Specific follow up actions to secure improvement:	
Signed (Teacher):	Signed (Observer):
Date:	

Appendix B: Lesson Judgement/Criteria:

	Embedded	Developed	Developing	Immediate areas for focus
Quality of learning and progress	Teaching ensures pupils are making exceptional progress. The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. The pupils' application of their basic skills is innovative and highly effective.	Teaching secures good progress and learning. The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils successfully apply their well-developed basic skills.	Pupils make progress during the lesson that is broadly in line with their capabilities. The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. The pupils apply basic skills securely.	Teacher expectations are inappropriate so pupils do not make sufficient progress. The extent to which pupils acquire knowledge, develop understanding and learn and practise and application of skills is inadequate.
Pupil engagement	The teaching is highly effective in inspiring pupils and ensuring that they learn extremely well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They show resilience when tackling challenging activities.	The teaching is consistently effective in ensuring that pupils are motivated and engaged. Pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They are generally able to work independently at appropriate tasks.	The teaching ensures that pupils are generally engaged by, and interested in their work and little time is wasted. Pupils generally work steadily and occasionally show high levels of enthusiasm and interest and show some level of independence.	The teaching fails to promote the pupils' enjoyment. . Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.
Subject knowledge	The teacher has excellent subject knowledge which is applied consistently to challenge and inspire pupils.	The teacher has strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress.	The teacher's subject knowledge is secure.	The teacher's subject knowledge is not secure.
Planning based on the needs of the pupils	The teacher and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. The needs of all pupils are met through precisely targeted differentiation, including flexible grouping which maximises progress.	As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Effectively targeted differentiation, including flexible grouping, is planned for.	Regular and accurate assessment which takes into account the pupils' capabilities, prior learning and their understanding of tasks informs planning, which is generally differentiated to meet the needs of all groups of pupils.	Assessment takes too little account of the pupils' capabilities, prior learning or their understanding of tasks and so planning does not meet the needs of pupils and there is insufficient differentiation.
Structure of the lesson including AfL ~ start & end of lessons	The lesson structure is highly effective with a well paced start that engages all learners. The clear end to the lesson supports pupils in reviewing their learning with links made to future learning.	The lesson is effectively structured with a well paced start. There is a clear end to the lesson with learning summarised and an opportunity for pupils to assess their own learning.	The lesson is structured and has a clear start. There is a defined end to the lesson with some attempt to summarise the learning.	The lesson is not sufficiently well structured and the start is not effective and time is wasted. The end of the lesson is abrupt or disorganised with no summary of learning.
Structure of the lesson including AfL ~ pitch, pace and challenge	Thought provoking and challenging learning opportunities, which are well pitched and paced, meet the needs and interests of learners throughout the lesson.	Interesting and challenging learning opportunities, which are well pitched and paced, meet the needs of learners throughout the lesson.	Learning opportunities are engaging and provide some challenge. Pitch and pace is appropriate and generally meet the needs of learners. There is some over reliance on worksheets.	The pitch and pace of the lesson does not meet the needs of the learner. Learning is not sufficiently active during the lesson. Tasks do not challenge or engage pupils. There is an over reliance on worksheets.
Structure of the lesson including AfL ~ scaffolding, questioning & learning environment	Pupils' learning is expertly scaffolded through precise modelling and skilled questioning (by adults and pupils) which probes and extends pupils' understanding and challenges their thinking. There is a highly supportive learning environment which underpins the learning.	Pupils' learning is well scaffolded through clear modelling and a good range of questioning which probes and extends pupils' understanding. There is a supportive learning environment which is used by learners.	Pupils' learning is scaffolded through modelling and, a range of questioning which provides prompts for pupils' learning. Some use is made of the learning environment by the teachers and learners.	Pupils' learning is not sufficiently well scaffolded to allow them to make satisfactory progress. Questioning is limited with too many procedural or closed questions. The learning environment does not scaffold learning.
Structure of the lesson ~ AfL during lesson	The teacher systematically and effectively checks pupils' understanding throughout lessons, anticipating where they	The teacher listens to, observes and questions groups of pupils during lessons in order to reshape tasks and	The teacher monitors pupils' work during lessons, picks up general misconceptions and adjusts their plans	The teacher takes too little account of pupils' learning during the lesson.



	Embedded	Developed	Developing	Immediate areas for focus
	may need to intervene and doing so with striking impact on the quality of learning.	explanations to improve learning.	accordingly to support learning.	
Use of resources and additional adults	Resources, including new technology, make a marked contribution to the quality of learning. The support provided by other adults is precisely targeted and makes a marked contribution to the quality of learning.	Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning.	Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed and supports pupils in making progress.	Use of resources, including new technology are inadequate or inappropriate and do not support learning. Other adults are not effectively deployed and so do not support pupils in making progress.
Feedback to pupils	Marking and dialogue between the teacher, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so.	Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress.	Pupils are informed about their progress and how to improve through marking and dialogue with adults	Marking and oral feedback does not inform the pupils of their progress or how to improve.
Relationships and behaviour	Relationships are excellent. Adults are highly skilled and sensitive in their management of pupils and their behaviour. Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning. Pupils are highly considerate and very supportive of each other in lessons.	Relationships are good and pupils' behaviour is managed well. Their behaviour makes a strong contribution to good learning in lessons and they behave considerately towards each other.	Relationships are secure. Adults generally manage pupils and their behaviour appropriately so that learning proceeds appropriately and time is not wasted. Pupils understand what is expected when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline.	Relationships are less secure. Adults do not manage pupils and their behaviour sufficiently well so that poor behaviour and rudeness inhibit progress and time is wasted through persistent low-level disruption, excessive off-task chatter and a lack of attention in too many lessons.