

St Joseph's Catholic Primary School

St. Joseph's School is a Catholic family where each child is encouraged to love, learn and succeed.

Faith, Hope, Love

Policy for Teaching and Learning

Our ethos is one, which nurtures education through the recognition and celebration of all children's experiences and achievements, whatever the context.

Each child is an individual and deserves to be respected and valued as such. Every child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success.

Subject Leader: Wendy D'Arcy and SLT

Governor Link: Learning and Standards Committee

Updated/approved by Staff and governors: 20/06/17

Date for Review: Summer 2019 (review every 2 years)

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Teaching and Learning Policy

Aims:

At St Joseph's Catholic Primary School, through our teaching we aim to:

- Inspire and motivate learners
- Foster a life- long love of learning
- Ensure all children reach their full potential regardless of their starting point
- Provide safe learning environments where children are confident and do not fear failure
- Nurture and enhance unique talents and gifts that each child has been blessed with

Responsibilities

- It is the responsibility of all teachers to provide the highest quality teaching for our pupils according to the Professional Standards for Teaching
- The Headteacher, SLT and subject leaders are responsible for monitoring the quality of Teaching and Learning across the school and to identify where development is needed.
- Governors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' needs.

Effective Teachers:

- Challenge and inspire ALL children and enable them to achieve their full potential.
- Ensure ALL children make good or better progress.
- Use a range of teaching methods which engage all types of learners.
- Ensure that ALL groups of children are engaged and active in their learning at all times.
- Use a range of effective resources that are prepared before the lesson.
- Provide regular opportunities for children to talk about their learning.
- Are organised and manage time well so that all children receive balanced coverage of the national curriculum.

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- Organise their classrooms to provide defined learning areas, resource stations and clear walk ways, which reflect the current 'topic' of that class. (Appendix 1)
- Enable children to self-assess their progress, against the steps to success at the end of the lesson
- Ensure that lessons are well planned and matched to individual children's needs.
- Set clear learning objectives (WALTS) which are shared with the children, as well as clear steps to help the children achieve them (steps to success).
- Have Assessment for Learning embedded within their practice, so that each child's progress is constantly monitored within a lesson.
- Identify success and improvements for their learning which are shared with the children.
- Assess each child during and after the lesson, shown by comments within the marking. Future planning is adapted if necessary and children identified as a focus during the next lesson
- Deploy support staff effectively to work with individuals or groups of children.
- Establish good relationships with the children, praise and reward them (through the whole schools reward systems - Golden Time, marbles, privilege points), and consequently create positive attitudes from the children, towards their learning.
- Use questioning which encourages children to draw on their previous knowledge and extend their thinking.

Effective Learners:

- Are motivated to learn.
- Can talk confidently about what they are learning *not* what they are doing.
- Have a clear understanding of the learning objectives and what is expected of them.
- Are on task, able to maintain concentration and are fully engaged in their learning.
- Listen and are able to follow instructions.
- Are able to work well in a variety of ways - in pairs, groups, individually.
- Are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck' and use the 4B's
- Use appropriate vocabulary connected with their learning.
- Ask relevant and appropriate questions.

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- Are well organised with their time and equipment, and are able to select their own resources when appropriate.
- Are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process.
- Show pride in their work and the presentation of their work.
- Self assess against their WALTs and steps to success.
- Can apply their skills to other situations or in different subjects.
- Are good problem solvers, they are determined and try a number of different strategies and methods, in order to succeed.
- Are active and take responsibility for their learning, by reviewing HOW they learn most effectively, identifying what HELPS them learn and those things which may STOP them from learning.

Monitoring of Teaching and Learning

- The Headteacher, SLT and subject Leaders will regularly monitor the teaching and learning through:
 - Lesson observations.
 - Scrutinising planning.
 - Work sampling.
 - Discussions with pupils.
 - Focussed walks.
 - Analyse data
- The Headteacher will do unannounced 'drop ins' to all classes to ensure that this policy and the 'Essentials' are being adhered to at all times.(Appendix 2)
- Teachers should also see themselves as learners, and have high expectations of themselves; they should constantly question how they can improve and develop their teaching. Teachers should evaluate their own teaching performance against the national standards
- Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP linked to the school's overall drive to raise the achievement and standards of the learners.
- The information will also be used to inform the school's Self Evaluation Form (SEF) - 'Teaching, Learning and Assessment'
- Targets will also inform the school's annual Performance Management meetings, and entitlement for all teaching staff.

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- The judgements for teaching and learning within the classroom will be based the latest Ofsted criteria (School Inspection handbook)

The role of Governors:

The school's governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective 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
- Governors at St Joseph's are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. They receive reports from subject leaders which gives them information about the current status of their subject. The Learning and Standards Committee monitors implementation of the School Development Plan, evaluates and reviews policies and feeds back to the Full governing Body.
- the full Governing Body receives a termly headteacher's report(either verbal or written)
- governors also carry out and report on focused visits to the school to look at a specific aspect of teaching and learning.
- ALL governors to lead by example by following the Home/School agreement and supporting the policies of the school

The role of parents in teaching and learning:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;

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- structured conversations for those parents of children who are having interventions (X9 week)
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- 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 home/school learning.

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;(see Attendance Policy)
- 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;
- fulfil the requirements set out in the home/school agreement. (Appendix 3)

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Appendix 1

Classroom organisation

- Tables at right angles to the walls
- Class needs to reflect the theme very clearly
- Only things being used on a daily basis out
- All resources stored in one place (CENTRALLY)
- No resources on children's tables
- Choose use return
- Access to quality reading resources
- Working wall for Maths, English and VCOP
- Topic board
- Prayer table and interactive resources with correct liturgical cloth
- Water bottles on resource table/convenient place
- Cloths to match the theme and cover tables
- Children should have an input into how prayer tables are arranged - in line with the theme
- Golden Rules and British Values
- Visual timetable
- Different coloured backgrounds on IWBs (support dyslexic friendly classroom)
- Use a range of colours when writing on whiteboards - alternate lines
- Maths resources
- Children's books (English, Maths, God Matters and theme books) stored neatly
- Everything has a home and classrooms need to feel and look tidy and organised at all times

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Appendix 2

Essential ingredients in each lesson

The teacher:

- Sets clear objectives
- objective shared with children (WALT)
- there are high expectations of all children
- uses a range of teaching styles / techniques
- actively involves children during the lesson
- balance between teacher and pupil talk
- uses a range of questioning - extend learning, assess
- uses subject specific vocabulary and is displayed
- Manages behaviour well

Planning:

- Clear objective / learning outcome
- Age related expectations / high expectations
- Clear learning journey
- Links to previous / future learning
- Shows matched learning, meeting the needs of all children
- Identifies vulnerable groups on planning
- Evaluation and assessment used to inform future planning

Teaching Assistant:

- Is clear of their duties / children's tasks
- Is actively involved in all parts of the lesson
- refers to objective during the lesson
- manage behaviour and pre-empt/deal with low level disruption to allow teacher to carry on teaching

Children:

- Motivated to learn
- On task quickly (transition period)
- Actively involved in their learning
- Can talk about their work

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- Can discuss their learning
- Can access resources
- Can work independently
- Work at a good pace
- Behave appropriately
- Can talk about their learning not what they are doing

Classroom:

- Tidy, organised, and stimulating working environment
- Resources available for children
- Resources presentable
- Clear learning journey
- Subject specific vocab. Displayed where appropriate

Displays:

- Evidence of children's work in shared areas (autumn, writing, Spring, Maths, Summer Topic)
- Balance between children's work, photos, prompts, information
- Information etc. displayed is relevant to the children's learning
- Reflects the theme
- Are organised and presentable
- Representative of the Catholic ethos
- Learning walls that support children

St Joseph's Mission Statement

St. Joseph's School is a Catholic family
where each child is encouraged to love,
learn and succeed.

At St Joseph's Catholic Primary School
we:

- have faith in our children
- develop our children to have faith in themselves
- seek to open the hearts of our children to the faith in God
- see our children as the Hope for the future
- encourage our children to fulfil their true potential and strive for academic excellence and achievement
- are a family of love, where each child learns to love and be loved
- nurture and develop a love of learning aspire to develop life long learners

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Headteacher: Wendy D'Arcy

Faith Hope Love



**St Joseph's Catholic
Primary School**

**HOME-SCHOOL
AGREEMENT**

Child's name

Class

The School

We acknowledge our responsibility to support families in their task of nurturing their children within a faith community

- We will nurture the spiritual development of each child
- We will contact parents if we have concerns about your child.
- We will be welcoming and open at all reasonable times.
- We will inform child, parents and carers what we aim to teach your child, through termly topic webs.
- We will ensure the safety, happiness and self confidence of all children
- We will set, mark and monitor homework.
- We will offer a broad and balanced curriculum that meets the needs of all children
- We will promote values of tolerance and understanding towards others
- We will offer opportunities for parents/carers to be involved in school life
- We will inform parents/carers regularly of how children are progressing through termly parents evenings
- We will encourage the children to be the very best they can be

Signed.....

The Child

I know that everyone is different and that God has given me special talents to use wisely.

- I will show honesty and respect to other children and adults.
- I will take care of the school environment
- I will help others
- I will always try my best and begin to take responsibility for my own learning; including my homework.
- I will keep to the Golden Rules
- I will wear the correct uniform with pride
- I will tell a member of staff if I am worried about anything.
- I will try to follow in the footsteps of Jesus

Signed

Parent/Carer

We acknowledge that we are joint educators of our children and that we will support our children's learning at school

- I/we will nurture the spiritual development of my/our child in line with the school ethos.
- I/we will inform the school of any reason for absence either in writing or by telephone (on that same day)
- I /we will make sure that my/our child/ren attends school regularly, arriving and leaving on time(the doors open at 8:40 ready for the start of the day at 8:50)
- I/we will let school know if there are any problems that may affect my/our child's ability to learn
- I/we will support my/our child/ren in their homework and other learning opportunities
- I/we will ensure my/our child/ren wears the correct uniform
- I/we will ensure that my/our child/ren have the correct items for their day

Signed

Print name