



St Joseph's Catholic Primary School



Learning and Teaching Guidance

"Following in the footsteps of Jesus , together we love live and learn."

St Joseph's is a caring community, a family growing in faith and belief with a love of learning.

Our vision is to:

Create a safe and caring learning environment with positive relationships and high expectations, where our uniqueness is respected and celebrated and where we develop skills and confidence for an ever-changing world.

This document is supplemented by non-negotiable guidance for inclusion and SEN provision.

All learning and teaching is set in a motivating and inspiring context, linked to a theme which children engage with enthusiastically as a suitable vehicle to meet the next steps in the children's learning.

Curriculum – see curriculum rationale and successful classrooms Annex 1 for more detail.

Assessment and data analysis

- Evidence for formative assessment comes through interactions in class and feedback to children. It is led by class teachers with contributions from teaching assistants.
- Once per term class teachers collate and update formative assessment and record achievement codes on Educater.
- Class teachers assess this using the national curriculum criteria and school curriculum documents.
- Senior leaders analyse data to check rates of progress and for possible underachievement for all groups. Expectations are that all pupils make at least three points progress over the academic year and that teachers aim for accelerated progress.

Visible Learning

- School Council represent the student body.
- Children are encouraged to think about and challenge their learning. Discussion plays a large part in learning within the classroom.
- Every classroom will display "the learning pit" to remind the children of positive learner behaviours that the children can refer to in any subject they are learning .
- Teachers encourage children to talk about their learning and help them self-evaluate and pupils give feedback to teachers about their learning.
- SLT and subject leaders monitor the development of the learning culture through walks and pupil conferencing.

Learning Objectives, Success Criteria, Plenary.

- Learning Objectives (LOs) can be traced to the National Curriculum and are from the appropriate year group bank specified in school curriculum documents. Open learning objectives, such "Can I write the opening of a story to entertain?" are accompanied by success criteria, written or verbal.
- LOs are always clearly displayed in the children's books and are accompanied by specific success criteria *where suitable*.
- Success criteria can be used as a means to differentiate a task and children should be able to explain what the success criteria are for a given task.
- Oral and written feedback is linked to success criteria and relates to next steps for learning. (see below)
- LOs can be differentiated to start learning from a different point when appropriate.
- Mini plenaries are used to ensure opportunities for Assessment for Learning (AFL) and self-assessment, as are plenaries which also identify where learning is going next.

Presentation

- All work should be presented to a high standard. Letter formation should be accurate and consistent across the curriculum (refer to handwriting policy.)
- Children should use rulers to underline or when drawing shapes.
- All writing should be in pencil unless the child has been given a pen licence. All recording should be in pencil in Maths books.
- All work should be dated. Children should record the long date on the left hand side of their books. A short date is used for Maths.
- All books should be neatly labelled on the front on the line by the teacher in ink for name, subject and class.



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Meeting needs

- All parts of the lesson ensure all children can access/be challenged in learning at an appropriate level.
- Not all introductions are whole class ie not all children begin the lesson with the same introduction. Some children may be continuing work or responding to written feedback from teacher, until the teacher joins them.
- Evidence of both are seen in children's books and plenary sessions. Planning shows no tasks set a 'ceiling' on learners progress.
- 2 or 3 thought provoking questions are noted on planning rather than lots of simplistic ones.
- Teachers plan for misconceptions and respond to others that arise to inform future planning and they are addressed immediately whenever possible.
- Identified children are grouped according to learn a specific skill and overcome a specific short -term barrier to learning. This guided work then provides focused opportunities for accelerated progress.
- Tasks set progressively deepen the understanding of the subject through careful modelling and scaffolding to ensure skills are mastered.

Feedback

- Oral (and written if needed) feedback is an integral part of each lesson.
- In written feedback 'Green for Great' (positive reinforcement) and 'Pink for Think' (next steps) link to the objective set, the steps to success and any personal targets.
- Feedback is given as imperatives which the children show they have responded to by making improvements on that work or on their next piece.
- Pupils are given quality time to respond to next steps often as part of pupil conferencing.
- Some children may have Individual Provision Map (IPM) targets. These are shared with parents or designated carers at Parents' evenings.
- The teachers' writing should be clear and neat.
- Marking codes should be displayed in the classroom and understood by all.
- Books are marked throughout the children's text for basic errors.
- Where work does not require a large amount of written marking, it must still be acknowledged with a tick of the LO.
- Marking extends pupils' thinking.

Planning:

- An agreed weekly proforma is used for Reading, Writing, Maths, Science and RE. These should be evaluated and the next day's planning should take account of this. At the end of the week the next steps should be identified. Planning is a tool to support the teacher and TA and should be in a required level of detail needed for both.
- The weeks' planning should be kept in the planning files on the school system. TAs should have access to this for the week ahead, so that they are aware of the learning objectives for the children. To show coverage of the foundations subjects, a weekly timetable should be stored on the system in the planning files. Any children with specific needs should be highlighted on the planning and specific provision planned.
- A class book for RE is kept where children's responses to questions or comments on topics can be recorded as further evidence to work recorded in books.

Effective deployment of TAs

- TAs are fully briefed on tasks they have been allocated. This is clearly indicated on planning at different stages of the lesson (not just independent work).
- Key questions for their particular group are prepared by the teacher and shared to help them guide the children towards achieving the objective.
- Feedback and discussion on pupil progress takes place regularly and TAs are responsible for evaluating the children they have been working with to feedback to the teacher.
- TAs should not be placed with children on a 1:1 routinely or isolate SEN children from collaborative peer work. All learners should access group work unless they are unable to do so.

Classroom Provision

- Classrooms are organised in accordance with the Ordinarily Available Provision Guidance
- Organisation of the class varies to best facilitate the learning task. Children work as a whole class, in groups, in specific groups by ability, with learning partners and individually.
- Talking or learning partners are used to enhance pupils' thinking and learning time.



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- Planning ensures that children are not kept for long periods on the carpet or in their seats listening to teachers talking.
- Toolkits, whiteboards, number fans, punctuation pyramids, pencil grips, the use of different coloured papers, talking postcards and visualisers are in constant use.

Inclusive Practice

- Emphasis on quality first teaching.
- Children with identified needs receive targeted provision
- Some children temporarily receive interventions in addition to adaptive teaching: they are not necessarily SEND but are underachieving or at risk of underachieving. These children should have an individual achievement or provision plan.
- SEND children or with an EHCP receive additional support in line with their IPM.
- Teachers and TAs work with all ability groups on a regular basis.

Subjects

See subject overviews.

Maths, reading and writing take place a minimum of 4 times a week.

RE is a core subject within our curriculum and, as such, it is allocated 10% of Curriculum time as required by the Bishops' Conference. This equates to 2.5 hours. This 10% is in addition to time given to Prayer, Assemblies, Christmas Plays, Circle Time, PSHE, Catholic Social Teaching, SRE, Citizenship and Hymn Practice. It is normally taught over two sessions per week but there may be times of special focus when it is taught in a continuous block or more frequently, for example during Holy Week. Please refer to the School's RE policy for full details.

All monitoring activities are saved on the school system on a uniform proforma.

The focus of any monitoring relates to an identified action on the School Improvement Plan (SIP). Learning Walks inform the school's evidence base of improvements to classroom environments and active learning. Before the activity takes place, the subject lead informs staff of the date and focus for the walk. Book Trawls inform the school's evidence base of improvements in practice and children's progress. Before the activity takes place, the subject lead informs staff of the date and focus of the trawl. A sample of children's books are viewed from all the different groups from the Prior Higher Attainers, SEND, EAL, LAC, LA and PP.

Where possible two colleagues work together to identify good practice within the books and identify next steps. All findings are shared with staff to help to continually share and develop practice.

This Policy was updated in September 2023.

Annex 1 Successful Classrooms

- Purposeful and tidy learning environments
- Lessons planned for misconceptions
- Pre-requisite knowledge identified (knowledge you need before you can learn something new).
- Active listening promoted – no one is allowed to 'check out' or sit passively. Learning is EVERYONE'S responsibility.
- "What have you understood" "Tell me again better"
- Learning is designed in small steps, scaffolded and modelled and opportunities for rehearsal are given.
- Tasks are as open as possible to allow for a range of responses and accessibility to all learners.
- Group learning takes place where all members of the group have a role and understand it
- Children teach each other in peer support to reinforce and embed their learning
- Children are able to articulate their next steps in learning
- Children have confidence to solve problems