

# St Joseph's Catholic Primary School



## **CRC Article 29(goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Teaching and Learning Policy**

### **Rationale**

The principles of teaching and learning which guide the work in the school are as follows:

- To include all pupils in a culture of high expectations of work and behaviour
- To enable all pupils to achieve their best
- To establish the centrality of Literacy and Numeracy across the curriculum
- To infuse learning skills across the curriculum, thus enriching the learning experience
- To encourage independent learning
- To expand teachers' repertoire of teaching strategies and techniques, including assessment for learning strategies, thus making learning worthwhile and enjoyable

### **Strategies and guidance**

#### **Schemes of work will:**

- Clarify objectives and progression
- Identify clearly the subject knowledge to be taught
- Include different learning style opportunities so that all pupils are able to learn in their preferred style (VAK)
- Include references to differentiated work to enable all pupils, whatever their ability, to learn effectively

- Provide opportunities for challenging tasks for the Gifted and Talented
- Provide opportunities for developing independent learning
- Identify appropriate and planned use of ICT
- Identify how the following are delivered within lessons:

**Teachers will:**

- Focus and structure their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already, using steps to success at the beginning of lessons
- Actively engage pupils in their learning so that they can make their own meaning from it
- Make clear what the assessment criteria are (through the use of steps to success)
- Develop systematically pupils' learning skills so that their learning becomes increasingly independent
- Use assessment for learning to help pupils to reflect on what their next learning steps will be and how to achieve them
- Make use of baseline data and plan work accordingly
- Create an environment that promotes learning in a settled and purposeful atmosphere, using a seating plan according to school policy
- Use a variety of resources and varied activities, providing opportunities for different learning styles of pupils
- Use non-teaching staff effectively
- Ensure a sharp start and continued good pace to the lesson with a high percentage of time on task.
- Use a variety of questioning methods to explore learning and encourage pupils to question.
- Give positive feedback to all children, using methods outlined in the marking policy (to include displaying work and rewards in line with School behaviour Policy)
- Set homework in line with the homework timetable and school policy document (see Homework policy)
- Follow Behaviour policy
- Be aware of the groups of children they have in their class, e.g. EAL, SEN and Pupil Premium children

**Lessons will:**

- Have learning objectives which are communicated to the pupils and displayed at the start of the lesson on the IWB
- Have clear learning outcomes

- Will be structured to include starters and plenaries whenever appropriate.
- Have differentiated work available, with extension work for those who have completed work - not more of the same

**Pupils will:**

- Respond in line with the class charter and Behaviour Policy
- Be encouraged to take pride in their work and the achievement of others
- Be encouraged to respond with enthusiasm
- Evaluate their own effort and progress using the schools marking criteria

**CPD Opportunities for teachers:**

- Through specific teaching and learning staff meetings, teachers are given the opportunity to watch lessons to evaluate their effectiveness and reflect on their own practice
- Teachers work with the Head and Deputy Headteacher to plan and teach good or better lessons
- Staff are given the opportunity to watch each other delivering sessions to extend good practice within the school
- Staff continue to work with OFSTED inspectors and the School Improvement Partner to continue their professional development
- Staff are given feedback from lesson observations, planning moderation and book trawls to share good practice throughout the school and offer direct support where needed

**Bloom's Taxonomy**

- Throughout the school children are taught the skills of learning – rooted in Bloom's Taxonomy.
- Children are taught the skills and how to apply these skills in their everyday learning – see poster below.

## Remembering

- Copying
- Noticing
- Making Links
- Working Together

## Creating

- Planning
- Imagining
- Copying
- Working Together

## Evaluating

- Questioning
- Empathy and Listening
- Imagining
- Planning

## Applying

- Managing Distractions
- Concentrate to Understand
- Copying
- Working Together

## How we learn at St Joseph's

## Understanding

- Who to Work With
- Best Way to Learn
- Making Links
- Keep on Trying

## Analysing

- Use Everybody's Ideas
- Re-thinking
- Noticing
- Reasoning