

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

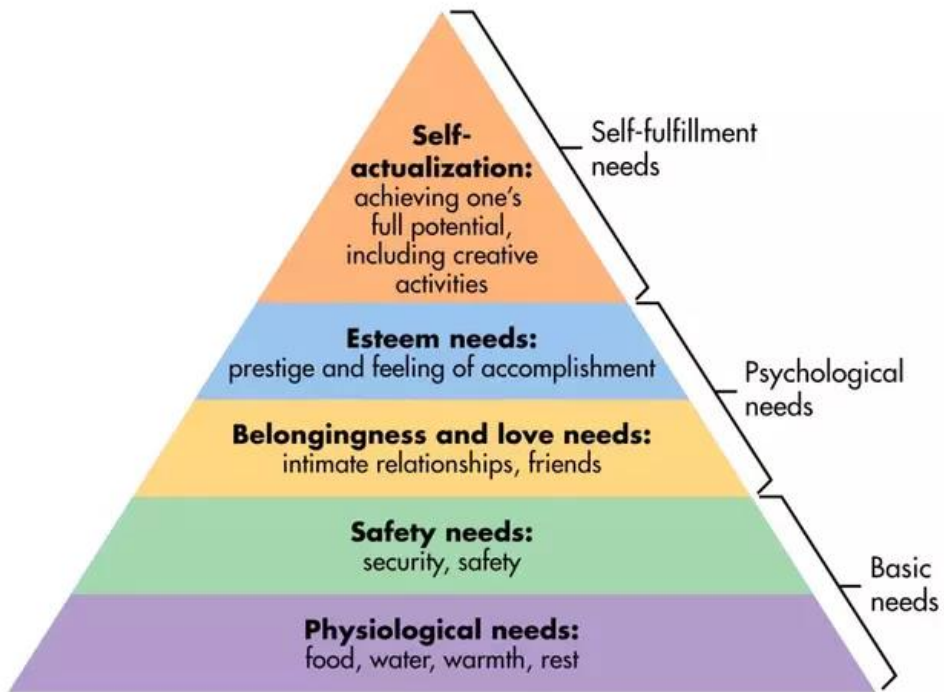
The principles of teaching and learning which guide the work in the school are as follows:

- 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

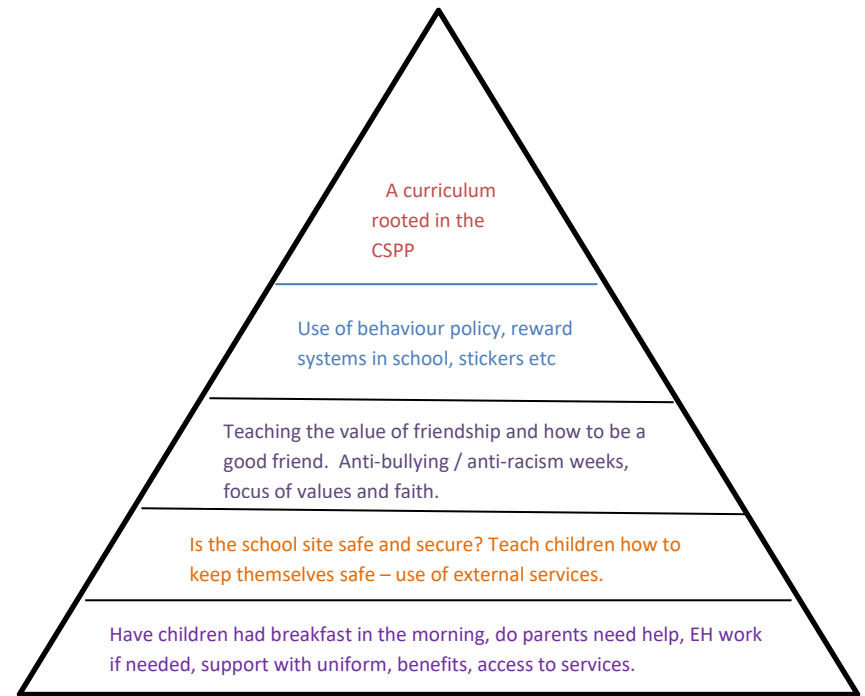
Before Teaching – Meeting Children's Needs

When children arrive in school, we realise that learning and school work may not be at the forefront of children's minds. We are aware that there maybe many other ideas / worries / thoughts running about in their heads. Some children may be worried about issues at home, friendships, family issues. We recognise this and have reflected on Maslow's Hierarchy of needs which states the order / pyramid that a child should go through to achieve self-actualisation. The fundamental needs of being safe, secure etc must be met in order for a child to learn and achieve.

We have looked carefully at Maslow's Hierarchy of Needs and thought about how at St Joseph's we meet the basic needs of every child before effective learning is able to take place.



Maslow's Hierarchy of Needs



How school meets the needs of children

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

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 formative assessment to meet the needs of the pupils both during and after lessons.
- 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 Executive Headteacher and Head of School 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

Assessment:

Assessment will be used at the end of units / topics of work. The most valuable form of assessment is formative assessment and used correctly this can have huge impact on children's learning and progress – "Formative assessment is the bridge between teaching and learning" Dylan Wiliam.

Bloom's Taxonomy

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

Remembering

- Choosing **wisely** what to copy
- **Attentively** noticing
- Being **discerning** when making links
- **Lovingly** working together with **compassion**

Analysing

- Show **generosity** and **gratefulness** in using everybody's ideas
- Be **learned** and **prophetic** when re-thinking ideas
- **Attentively** noticing

Creating

- Planning with **discernment**
- Imagining with **curiosity**
- Choosing **wisely** what to copy
- **Lovingly** working together with **compassion**
- **Truthfully** and **intentionally** remembering

How we learn at St Joseph's

Applying

- **Actively** managing distractions
- Being **learned** in concentrating to understand
- Choosing **wisely** what to copy
- **Lovingly** working together with **compassion**
- Being **discerning** when making links
- **Truthfully** and **intentionally** remembering

Evaluating

- Questioning with **hope** and **eloquence**
- **Intentionally** showing empathy and Listening
- Imagining with **curiosity**
- **Actively** planning
- Being **discerning** when making links

Understanding

- Being **learned** in deciding who to work with
- Being **intention** in choosing the best way to learn
- Being **discerning** when making links
- Being **faith-filled** and **hopeful** to keep on trying
- **Truthfully** and **intentionally** remembering