

Teaching and learning policy

St Joseph's Infant School



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This policy is to provide us with clear expectations which we are all held to account for. These will enable us to ensure that every child at St Joseph’s infant school,” reach their God given potential. “

1. Aims

This policy aims to:

- Explain how we as staff and leaders , provide an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils’ learning and development

Our School Vision

St Joseph's Infant School is an inclusive, nurturing community where children grow together to become lifelong learners

Pupils learn best at our school when they:

- › Have their basic physical needs met
- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › Are not disrupted or distracted by others
- › Can work with others or on their own, depending on the task
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practise what they are learning
- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Expectations are that you will seek support, advice of guidance should you struggle to meet any aspects of this policy.

3.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers Standards](#)
 - › Sequence lessons in a way that allows pupils to make good progress from their starting points
 - › Actively engage parents/carers in their child's learning; informal chats at the end of the school day, curriculum newsletters, open afternoons), including clearly communicating the purpose of learning, meeting with Governors.
 - › Update parents/carers on pupils' progress at scheduled parent consultation meetings, and produce an annual written report on their child's progress at the end of the academic year
 - › Use agreed assessment for learning strategies
 - › Use effective marking and feedback as required
 - › Meet the expectations set out in your curriculum statement, behaviour policy, and marking and feedback policy, DCAT Handbook.
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3.2 Support staff

Support staff at our school will:

- › Know pupils well and adapt support to meet their individual learning needs
- › Actively engage with pupils during teacher input so all learners can access the curriculum
- › Support teaching and learning with flexibility and resourcefulness
- › Use effective marking and feedback as required
- › Support the class teacher to providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Use resources to support learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners
- › Meet the expectations set out in the curriculum statement, behaviour policy, marking and feedback policy, DCAT Handbook and Midday supervisor handout.
- › Engage in CPD.

3.3 Subject leaders

Subject leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Resource their subject, providing teachers with necessary resources to deliver the learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Report on and improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in the curriculum statement, behaviour policy, marking and feedback policy, DCAT Handbook and Midday supervisor handout.

3.4 Senior leaders

Senior leaders at our school will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning
- › Provide support and guidance to other staff through coaching and mentoring
- › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly with clear procedures for capability and misconduct
- › Meet the expectations set out in the curriculum statement, behaviour policy, marking and feedback policy, DCAT Handbook and Midday supervisor handout.

3.5 Pupils

Pupils at our school will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend school regularly and be ready to learn

Be 'Ready, Respectful and Safe'

- › Be curious, ambitious, engaged and confident learners
- › Put maximum effort and focus into their work
- › Complete home learning activities as required – including reading at home daily
- › Wear the correct school uniform to promote the sense of belonging
- › Meet the expectations set out in the home school agreement and the behaviour policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning and daily reading at home
- › To promote the sense of belonging by providing your child with the correct uniform.

3.7 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
 - › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
 - › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Planning

Our Curriculum at St Joseph's Infant School :

At St Joseph's Infant School we aim to provide the best possible start to every child's education. We work together with all stakeholders (staff, pupils, parents and governors) to ensure that children feel safe, nurtured and comfortable in the environment.

We want all of our children to love learning, be inquisitive and strive to succeed in the best way that they can.

Our curriculum is designed around the needs of the children. We plan exciting learning opportunities and experiences that support children's learning and development. Through interesting, creative topics and core quality texts we draw together the key elements of the National Curriculum. In addition, at the core of what we do is giving children the opportunities to develop their trust, communication and problem solving skills experience life beyond the classroom through outside learning experiences, Forest School and numerous visits to the City of Chichester and the surrounding area.

One of the central aims of the curriculum is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to, because they know a great deal about the world and 'interested' in finding out more. We believe that knowledge breeds curiosity - as pupils learn more about the world they become more curious. It is very difficult to be curious about something that you don't know anything about. We understand that knowledge is substantive and disciplinary, in other words, the more pupils know, the easier it is for them to know more. As a result, we carefully check and activate prior knowledge to ensure our pupils are able to understand and remember new things they are learning.

Through the curriculum, we aim to encourage our learners to be inquisitive, resilient and thoughtful as well as being confident and ready when they leave us for the next stage of their educational journey.

5. Learning environment

When pupils are at school, learning will take place in classrooms and the learning garden outside the classrooms. All pupils will access Forest School in an academic year

These spaces will be kept safe, clean and ready for pupils to use them they will be arranged to promote learning through:

- Clearly labelled (words and pictures) resource, comfortable, attractive and inviting zones such as reading corners
- A daily updated visual timetable
- Accessible resources for learning such as books and other equipment
- A maths and English working walls which reflects current learning
- Engaging topic and science walls with key vocabulary and children's work
- Cursive alphabet (upper and lower case)
- Age appropriate number line
- Ready, Respectful and Safe
- Displays that celebrate and support pupils' learning
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6. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

[NASEN Teacher Handbook](#)

[DCAT Adaptive Practice Toolkit](#)

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate ➤
Providing writing frames and word banks

7. Home learning

Home learning will support pupils to make the link between what they have learnt in school and the wider

world. It's most effective when done in a supportive, secure environment, with focused time set aside. Daily reading is one of the most important home learning exercises that pupils can do.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

See marking and feedback policy

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

We will hold pupil progress meetings 3 times a year for each class, where each pupil is discussed in detail with class teacher, SENCO and headteacher. From these areas of need and interventions are planned.

Appropriate screenings and assessments are carried out to identify interventions and support.

We will provide regular parents' evenings where verbal reports about children's progress will be given.

Pupils will receive a written report annually.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks (drop ins) and formal observations
- › Reviewing marking and feedback
- › Termly (2,4 and 6) pupil progress meetings
- › Gathering input from pupil Voice
- ›› Book scrutinies

11. Review

This policy will be reviewed every two years by the SLT and LGB. At every review, the policy will be shared with the LGB.

12. Links with other policies

This policy links with the following policies and procedures:

- › Behaviour policy
- › Curriculum statement
- › SEND policy and information report
- › Marking and feedback policy
- › Equality information and objectives