



St Joseph's Catholic Primary School, Guildford

Empowered by the example of Christ

Teaching & Learning Policy 2018



We aim to develop confident, independent learners

Teaching and Learning in the EYFS begins with creating positive and meaningful relationships with children and their carers. This leads to happy, secure children who begin developing a love of learning through play.

As children progress into Key Stage 1, they become fluent in the basic skills of self-expression. Confidence with these key skills encourages children to believe in themselves, take risks and try new things.

In Lower Key Stage 2, we continue to develop the resilience needed to learn from mistakes and become responsible individuals. Children reflect on their progress and success - becoming more self-aware.

Throughout Upper Key Stage 2 we strive to promote children's understanding of their own strengths and areas of development, helping them to take ownership of their learning and progress. By the time children leave our school we want them to be well prepared for the challenges of Year 7.



What does an effective learning community look like?

<u>Children...</u>	<u>when teachers...</u>
1. feel safe, secure and happy	1. establish structure, routines, rewards & sanctions. <i>(Rewards: class level – stickers etc, school level – house points)</i> <i>(Sanctions: ask > tell > warn > time out > escalate)</i>
2. readily seek support, advice and encouragement	2. develop positive relationships. <i>(Model the behaviours you expect to see from the children).</i>
3. become inspired and enthused by what they're learning	3. prepare well: making learning relevant and anticipating misconceptions. <i>(Think carefully about your choice of tasks and resources).</i>
4. have the confidence to take risks	4. offer support and challenge when needed. <i>(Scaffold the task for the least confident, deepen the task for the most confident).</i>
5. make links and connections in their learning	5. ask strings of probing questions. <i>(Be attentive to what children say and pursue their ideas).</i>
6. know how well they're doing	6. assess children regularly and accurately. <i>(Use the trackers regularly to support your decisions around planning and consolidation).</i>
7. understand how to improve	7. provide timely and incisive feedback. <i>(Use verbal feedback and make marking count – be consistent).</i>
8. receive opportunities to work flexibly and creatively	8. collaborate and learn from each other, not in isolation. <i>(Share and compare outcomes on a daily basis).</i>
9. learn to become more self-aware	9. reflect on their teaching openly. <i>(Talk to your team – be honest with them).</i>



Our Expectations

Be Prepared

Teachers: know your subject, understand your children and their needs, select activities that allow you to support and challenge all learners.

Children: be ready to learn. Sleep well, eat well and have everything you need for a busy day. Take time to complete activities at home that will help e.g. reading and maths practice

Be Present

Teachers: respond to what's happening in the lesson: ask strings of probing questions, listen carefully to the responses and act decisively to offer further support and challenge where necessary.

Children: listen attentively and engage with the environment you're in. Follow instructions carefully and learn from what's going on around you. Think about how well you are doing and if you need more support or challenge.

Be Passionate

Teachers: inject a little fun into each and every session - help children enjoy and retain their learning. Think about what will engage them!

Children: look for the awe and wonder in all you learn. Tell your teachers what you enjoy about your lessons and celebrate your successes.