



St. Joseph's  
Catholic Primary School

# Teaching and Learning Policy

socially mistakes morally potential  
confidently Learn spiritually  
Grow academically world  
Love St Jesus faith  
ourselves others Joseph's

Date Approved:	March 2026
Date Reviewed:	Lent Term 2026
Date for Next Review:	Lent Term 2028

**Mission Statement:**

**At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!**

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

**School Aims**

St Joseph's Catholic Primary School strives to be an excellent learning community where all pupils and staff *love, learn and grow together with Christ.*

We believe that learning should be lifelong, meaningful and enjoyable. Our aim is for every child to leave St Joseph's as a confident, resilient learner who is well-prepared for the next stage of their education. We seek to equip children with essential knowledge, skills and personal qualities that help them understand their world and live out love in all aspects of their lives.

**Principles of Teaching and Learning**

At St Joseph's Catholic Primary School, we aim to:

- Create a community of learners where learning is valued, enjoyed and shared.
- Enable children to become confident, enquiring, independent and resourceful learners.
- Foster self-respect and respect for others, their ideas, values, cultures and beliefs.
- Encourage children to take pride in their work and celebrate the achievements of themselves and others.

We believe that:

- All children are entitled to a broad and balanced curriculum that meets their needs.
- All children can succeed when supported with appropriate challenge and guidance.
- Children should leave St Joseph's with secure reading, writing and mathematical skills enabling them to access the secondary curriculum.
- Children should be actively engaged and involved in their learning.
- Children should be taught to think critically and reflect on their learning.

## Early Years Teaching and Learning

At St Joseph's, our Early Years provision is firmly rooted in the Early Years Foundation Stage (EYFS) Framework, ensuring that all children are safe, healthy, and supported in their holistic development. Teaching and learning are structured to promote progress across the Prime Areas—Communication and Language, Physical Development, and Personal, Social and Emotional Development—as well as the Specific Areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

We deliver learning through a two-year rolling curriculum informed by Cornerstones, White Rose, and Read Write Inc., enabling an ambitious, engaging, and creative environment where our school vision—*Love, Learn, Grow*—underpins every experience. Continuous assessment, including the Reception Baseline Assessment and the EYFS Profile, ensures that children's progress is closely monitored, and teaching is responsive to their needs.

Our Golden Threads articulate the core skills, attitudes, and behaviours we expect every child to develop by the end of Reception. These support children in becoming independent, confident, curious learners who are ready for the next stage of their education.

## Key Features of Teaching & Learning Across the School

### 1. Planning

- Teachers plan collaboratively within year groups to share expertise, ideas and high-quality resources.
- Subject leaders provide training, guidance and planning support.
- Clear expectations for teaching, learning and lesson sequence are shared across all subjects.
- Planning follows recognised, progressive schemes of learning and is adapted to meet the needs of classes and individuals.
- Cognitive science principles—such as retrieval, chunking and reducing cognitive load—inform lesson design.
- Staff trained by G. Gadsby integrate engagement strategies to “hook” learners effectively.

### 2. Learning Questions

- Each unit and lesson include clear learning questions shared with pupils.
- Questions focus on learning, not tasks.
- They are displayed at relevant points in a lesson, discussed with pupils and phrased in accessible language.

### 3. Opportunities for Reflection

- Lessons include planned points to review progress against the learning question.
- Adaptive teaching, based on formative assessment, supports responsive changes in pace, scaffolding or challenge.
- Children apply skills learned in specific subjects across the wider curriculum.
- Pupils reflect on *how* they learned as well as *what* they learned.

#### **4. Support and Challenge**

- Provided throughout the lesson and matched to individual needs, including EHCP targets.
- Delivered through adult support, scaffolding, differentiated resources, time, tasks and outcomes.
- Focus group teaching supports targeted groups for both support and stretch.
- Teachers model learning processes explicitly.
- Working walls promote independence, vocabulary and key learning.

#### **5. Engagement**

- All staff implement C. Gadsby engagement strategies using the St Joseph's engagement toolkit.
- Lessons include active and interactive learning approaches.
- A purposeful pace ensures that learning time is maximised.
- Pupils work individually, in pairs, groups and as a whole class.
- Extensive use is made of the school grounds, including opportunities linked to Forest School.
- Trips, visitors and themed weeks (e.g., Book Week, Science Week) enhance engagement.

#### **6. Questioning**

- Questioning assesses learning, deepens understanding and challenges pupils' thinking.
- A range of question types is used, including open, closed, higher-order and probing questions.
- "No hands up" is used regularly to ensure full participation.
- Children are supported to ask and develop their own questions.
- Learning questions are revisited at the end of lessons and topics.

#### **7. Feedback & Marking**

- Live marking and regular verbal and written feedback support immediate improvement.
- Feedback highlights strengths and identifies next steps.
- It may relate to learning objectives, targets or aspects of spelling, punctuation and grammar.
- Time is provided for pupils to reflect on and respond to feedback.

#### **8. Self & Peer Assessment**

- Used regularly to address misconceptions and support improvement.
- Children are trained to assess against clear criteria (e.g., "Every Piece Every Time") and learning characteristics.
- Expectations for self and peer assessment are developed and reviewed with pupils.

#### **9. Specialist Subject Teachers**

- Specialist staff deliver learning in subjects such as languages, music and Forest School.
- Staff with subject expertise support and guide colleagues to strengthen teaching and learning across the curriculum.

## **Learning Environment**

A stimulating environment sets a positive climate for learning. Classrooms are welcoming, well organised and promote independent learning.

Displays are used to:

- Celebrate success (particularly in communal areas).
- Support organisation (e.g. timetables, labelled resources).
- Promote independence through prompts and scaffolds.
- Support learning with Working Walls, examples of high-quality work and interactive features.

Displays are changed regularly to reflect current learning.

## **Teaching Assistants**

Teaching Assistants and other adults support learning throughout the school by:

- Supporting pupils' progress.
- Contributing to assessment.
- Promoting independence.

## **Intervention**

All children should receive high-quality first teaching. We prioritise "Keep Up" over "Catch Up", identifying pupils early for same-day interventions.

Specific targeted Interventions are:

- Led and monitored by class teachers.
- Targeted, specific and measurable.
- Based on accurate assessment.
- Delivered using evidence-based programmes by trained staff.
- Tracked to monitor impact and effectiveness.
- Time-limited.

## **Review**

This policy will be reviewed every two years and ratified by the Local Academy Committee.