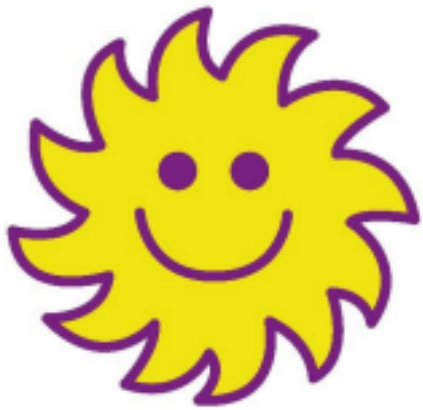




St Joseph's Catholic Primary School, Guildford
The Way, The Truth, The Life

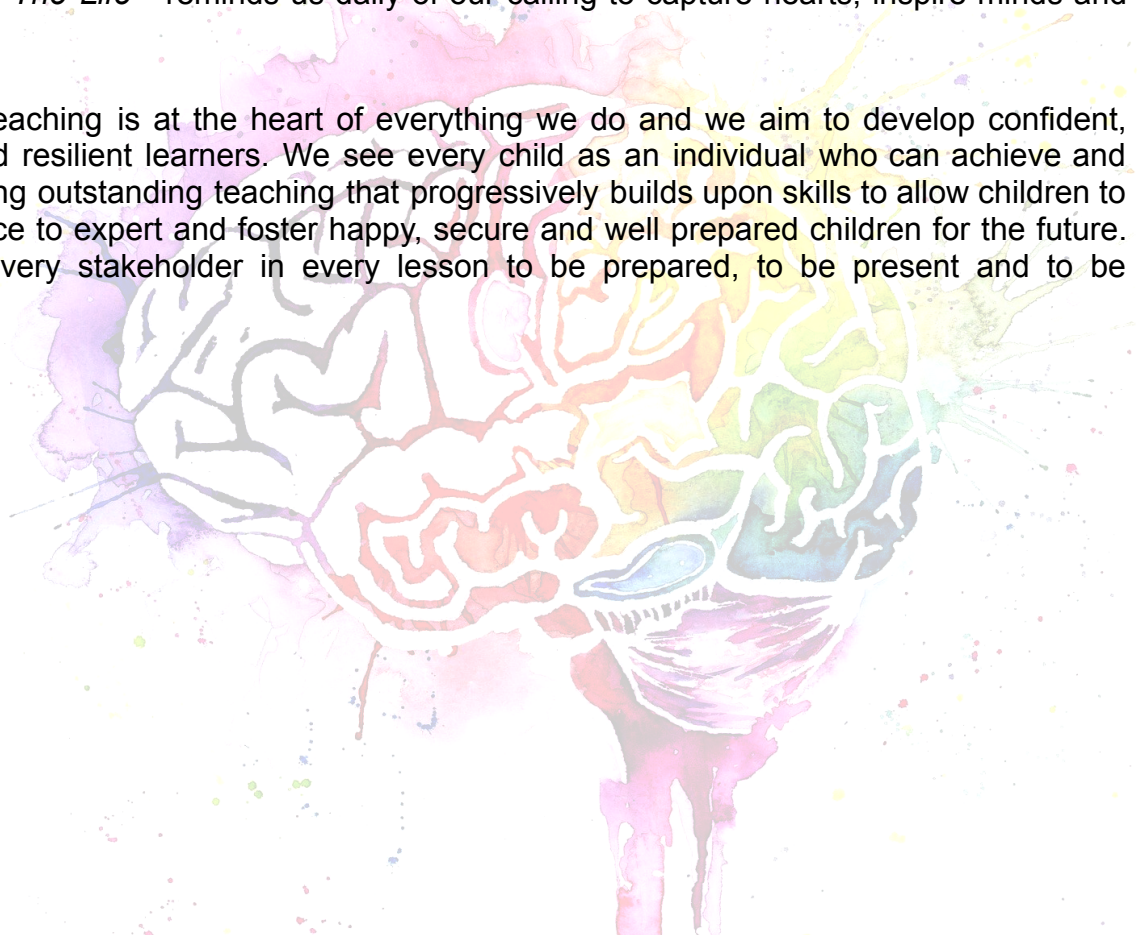
Learning & Teaching Policy 2025



*Inspiring **minds** as we pursue the highest standards in education*

We believe that the ability to learn is a treasured gift from God. As part of our distinctive Catholic curriculum, we seek to educate the whole child: heart, mind and soul. Our school motto - *The Way, The Truth, The Life* - reminds us daily of our calling to capture hearts, inspire minds and awaken souls.

Learning and Teaching is at the heart of everything we do and we aim to develop confident, independent and resilient learners. We see every child as an individual who can achieve and excel by providing outstanding teaching that progressively builds upon skills to allow children to move from novice to expert and foster happy, secure and well prepared children for the future. We strive for every stakeholder in every lesson to be prepared, to be present and to be passionate.



At St. Joseph's, we inspire minds to seek the **TRUTH**. This means that excellence in learning and teaching for the children in our community means excellence in all five of these areas:

The classroom culture

Every classroom should have:

- Relationships are at the core of everything we do for staff and children alike.
- A calm, structured classroom environment, which is low sensory and aids all children to be ready to learn.
- Consistent, established routines to support behaviour management (entry routines, equipment routines, seating arrangements, attention routines, transition routines, toilet routines, exit routines).
- Safe and respectful behaviour, reinforced through specific praise and celebration.
- The growth mindset to develop resilience and regulation.
- Adult/s to empower, prompt and guide pupils to develop intrinsic motivation for learning.

Retrieve, teach, model:

Every lesson should include:

- Expertly planned subject content to ensure progression.
- A core learning objective that is achievable and measurable.
- Retrieval of prior learning: last lesson, last week, last year.
- Explicit instruction given in planned, sequential steps.
- Varied opportunities for purposeful pupil talk and active response.
- Precise and deliberate modelling to guide pupil learning.

Understanding learning:

Every learner should have access to:

- Explicit teaching, with precise, learner-appropriate language, questioning and instruction.
- Cognitive strategies to support the retention of core learning to aid working memory.
- Scaffolding as a temporary supportive tool to develop independent learners.
- Flexible grouping after teacher Assessment for Learning (AfL) to give *specific, timely* feedback.
- A range of appropriate resources to strengthen and deepen pupils' understanding.

Time to try:

Every lesson should have:

- Pupils actively engaged in their learning.
- Time for deliberate and independent practice.
- The time and space for learners to explore, take risks and challenge themselves.
- Proactive teacher intervention to address misconceptions and move learning forward.

How did I do?

Every learner should have:

- Time to review their learning - metacognitive strategies.
- Opportunities for reflection, focusing on what they have achieved and their next steps.
- Opportunities to be celebrated for their own personal growth.
- Regular specific teacher feedback that will ensure individual progress.

