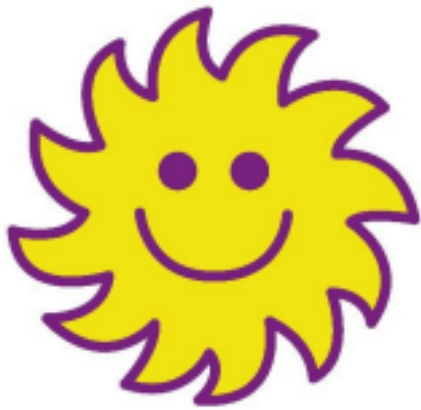




St Joseph's Catholic Primary School, Guildford
The Way, The Truth, The Life

Learning & Teaching Policy 2026



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

We believe that the ability to learn is a precious gift from God, entrusted to each child. Rooted in our distinctive Catholic identity, we are committed to the holistic formation of every pupil—nurturing heart, mind and soul. Our school mission, The Way, The Truth, The Life, permeates all that we do, calling us to capture hearts, inspire minds and awaken souls in the light of Christ.

Learning and teaching are a vital expression of our mission and purpose. We are unwavering in our commitment to securing excellence for every pupil through high-quality, carefully sequenced teaching that inspires curiosity, deepens understanding and fosters a love of learning. We recognise each child as a unique individual, created in God's image, with the potential to flourish and achieve highly. Through a curriculum and pedagogy that progressively build knowledge, skills and character, we enable pupils to grow in confidence, develop a strong sense of self-belief and aspire to excellence in all that they do.

In doing so, we nurture happy, secure and reflective learners who are confident and prepared for the next stage of their education and their future lives. We expect all members of our community to approach each lesson with readiness, presence and a shared passion for learning.

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

- Room ready - all books, stationery, resources (worksheets, working walls, scaffolds) are smartly arranged and readily available in a low sensory environment.
- Lesson ready - relentless routines and expectations are embedded and consistently applied: silent signals, attentive posture, slick transitions, tracking the speaker, least invasive behaviour management etc.

Retrieval, steps & vocab:

- Short, specifically aligned retrieval task, recorded in books.
- Focused learning objective, supported by sequential steps and scaffolds to structure the lesson.
- Explicit vocabulary input to introduce, model and practise effective communication.

Understanding learning:

- New units of work begin with a knowledge organiser, to identify the sticky knowledge children will need to remember.
- Explicit instruction given in planned, sequential steps with limited teacher talk.
- Dynamic back and forth targeted questioning using oracy-informed strategies - talk partners, cold-calling and choral responses - with a no hands up culture.
- Precise and deliberate modelling of the task (e.g. I do, we do, you do).
- Use of carefully designed scaffolds throughout the lesson to support all learners to make age-related expectations (question and sentence stems, manipulatives, word banks, modelling).

Time to try:

- Quiet, independent application of teaching. All children record their learning with appropriate layers of challenge & support to embed the objective.

How did I do?

- Timely and individualised feedback, in-the-moment, to correct misconceptions and extend thinking.
- Tick and fix, whole class feedback, to review outcomes and assess which steps have been achieved in the lesson.
- Book review, soon after the session, to ensure all children have achieved the lesson objective and to plan pre-teach or intervention to ensure children catch up, where needed.
- All units of work end with a quiz or assessment, to capture the sticky knowledge that has been remembered and to plan for future retrieval tasks.

We're always striving for 100%

Oracy is integral to our teaching approach and is embedded across the curriculum to support pupils in knowing more and remembering more. Informed by robust research, we explicitly teach and model the physical, linguistic, cognitive and social-emotional skills required for effective communication, ensuring structured opportunities for purposeful pupil talk in every lesson. This enables pupils to articulate their thinking with clarity, engage in reasoning and listen respectfully, strengthening both understanding and retention. Oracy is consistently developed through our classroom routines, high-quality questioning and responsive teaching, contributing to a positive classroom culture and supporting all pupils to become confident, articulate and reflective learners, prepared to be effective communicators in today's society.