



*Saint Joseph's*  
CATHOLIC SCHOOL

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# **Teaching & Learning Policy**

Version 2.0 – September 2025

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY



<b>Success Criteria:</b>		
<b>Context/Aim:</b>		
<b>Monitoring Procedures:</b>		
<b>By Whom:</b> Deputy Head teacher and/or Assistant Head teacher and the Governors of the Academic Committee	<b>When:</b> Annually	<b>How:</b> Deputy Head teacher and/or Assistant Head teacher will meet with governors to discuss any need to update or change items in the Policy.
<b>Evaluation:</b>		
<b>By Whom:</b> SLT	<b>When:</b> Annually	<b>How:</b> Regular discussions at SLT meetings, analysis on SEF and examination results presentation (annually) to Governors. Regular learning Walks, book scrutinies, pupil meetings.

<b>Revision History:</b>			
<b>Version</b>	<b>Approved and Ratified</b>	<b>Review Date</b>	<b>Additional Notes</b>
V2.0	September 2025	September 2027	Complete Rewrite
V1.3	September 2023	September 2024	Inclusion of SJCS Way Inclusion of HW Consequences & Support Clarification of Learning Walk & Observations
V 1.2	September 2021	September 2023	
V 1.0	November 2017	November 2019	Separated from Curriculum Policy



## Vision Statement:

### Vision

St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

*The process the school will follow has three stages so ensure the vision is fulfilled.*

- a. Raising Standards*
- b. Embedding strategies and honing consistency*
- c. Building and sustaining excellence*

### Mission Statement

The school has recently reviewed and launched its new mission statement that supports the School Vision. This mission statement focuses minds and permeates throughout every action of every member of the school family. It is the bond, the 'St Joseph's Why', it is the lens that everyone sees through and the quietly beating heart of the school.

'With God's love and inspiration, we aspire to achieve excellence.'

## Other SJCS Policies that relate to this Policy:

Curriculum Policy

Special Educational Needs Policy

Safeguarding & Child Protection Policy

Home Learning Policy

Assessment, Recording & Reporting Policy

Feedback Policy

Staff Development Policy

ECT and New Staff Induction Policy



# Teaching & Learning Policy

## 1. Aims

This policy aims to:

- Explain how we'll create 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 raise standards of achievement for all pupils in our school
  - Involve pupils, parents/carers and the wider school community in pupils' learning and development
  - Promote consistency of practise across the school through the use of research-led practises and WalkThrus resources

## 2. Our guiding principles & T&L Framework

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

To help achieve this we have our teaching & learning framework:

## St Joseph's Catholic Secondary School Teaching and Learning Whole School Framework

Without a clearly understood and shared whole school framework, there is no guarantee that every teacher can have this autonomy to teach their best. A lack of consistency across classrooms means that pupils may experience five different routines or systems on any given day. Some of these routines may be embedded, some not, which impacts the time in the classroom where pupils should be learning. ***“Every adult, every time”***

This approach links to our goal to be evidence-informed in our practice. We are utilising the expertise we have within our school but also ensuring we acknowledge and give importance to the context and demographic of our setting. Scutt (2018) argues that *‘evidence-informed practice is about drawing on research, but also considering it in context and balancing it with existing experience, expertise and professional judgement. In this way, it becomes a means of helping teachers to understand some of the problems that they are facing in the classroom and offers testable strategies to improve teaching and learning. At the heart of evidence-informed practice is the effort to reduce the guesswork around ‘what works and why’.*

In developing a whole school teaching and learning framework we have established a shared language, based around the use of Rosenshine's principles, to put together a set of Pedagogical Principles aimed at ensuring the quality of teaching is highly effective in all our classrooms. ***“If we say it, we do it”***

Bruce Robertson (author of the Teaching Delusion) advocates the use of a whole school framework for teaching and learning and states:

*“A clear and shared understanding of what makes great teaching is essential to improving the quality of teaching in classrooms and schools. Without this, different teachers will teach in different ways – some effectively and some less so... the quality of teaching will vary widely. Without a shared understanding... you might know what you are trying to achieve, but you don't know how to achieve it.”*

The Principles encapsulate the features that typically produce high-quality teaching, are inclusive and show an awareness of the needs of all learners. They provide a shared language for a whole school approach to Teaching and Learning which supports our vision to provide a



successful community of faith and learning that is based on Gospel Values, places the child at the centre and prepares all children to achieve academic and personal excellence.

***“Why this, why now?”***

In implementing these principles consistently, we will ensure the development of St Joseph's **pupils as independent learners** developing their **subject expertise** in line with **Rosenshine's Principles**. We aim to provide an education which enables every young person to have a positive relationship with: themselves, others, faith, learning and their future. Using the strategies outlined in the WalkThrus resources ensures consistency of approach and a common language used by pupils and teachers.

The Principles are not a checklist or prescriptive and there is no requirement that every lesson should be framed around all 9 principles.

## **‘Excellent Teaching’ Pedagogical Principles**

<b>Principle</b>	<b>Summary</b>	<b>Guidance</b>
<b>Catholic Social Teaching</b>	Ensure your teaching and interactions are based on the belief that God has a plan for creation, a plan to build His kingdom of peace, love and justice. Your teaching is underpinned by the belief that God has a special place in this story for each of us, whoever we are.	<ul style="list-style-type: none"> <li>• Do you plan for opportunities to explicitly teach material linked to the strands of CST: Community and participation, human dignity, care for creation, peace and reconciliation, solidarity and dignity at work?</li> <li>• Do you model the principles of CST in your interactions with pupils and colleagues?</li> <li>• Do you create a classroom climate which celebrates diversity, inclusivity and tolerance?</li> </ul>
<b>Subject &amp; Culturally literate pupils</b>	Make opportunities to recognise and support the development of pupils' independence, literacy and organisational skills as well as their ability to be reflective, ambitious and enthusiastic learners. Ensure that there is an explicit focus on improving and developing vocabulary and literacy. Use challenging texts and a variety of	<ul style="list-style-type: none"> <li>• Do you have an explicit focus on developing and improving vocabulary and literacy?</li> <li>• Do you use a variety of reading strategies?</li> <li>• Do you select challenging texts?(with appropriate scaffolding where appropriate)</li> <li>• Are you explicit in communicating and teaching effective learning</li> </ul>





	different reading strategies to aim for all pupils to be culturally literate. Ensure you are explicit about the core knowledge you are teaching to your pupils and how this will be built upon lesson by lesson.	<p>and revision strategies that pupils can use themselves independently?</p> <ul style="list-style-type: none"> <li>• Is there evidence of scaffolding being gradually removed to support pupil independence?</li> <li>• Is there evidence of metacognitive talk?</li> <li>• Do you pre-teach vocabulary before explaining the knowledge?</li> <li>• Are you implementing the whole school expectations with regard to homework?</li> </ul>
<b>Subject expertise</b>	<p>Ensure your lessons develop subject expertise through the delivery of substantive knowledge (the specific, factual content for the subject) and disciplinary knowledge (the action taken within a particular subject to gain knowledge). Ensure that, when delivering new knowledge, it is presented in an interconnected way leading to deeper learning and the development of strong schema.</p>	<ul style="list-style-type: none"> <li>• Do you present new material in small steps with pupil practice after each step?</li> <li>• Do you limit the amount of material pupils receive at one time? Do you provide clear and detailed instructions and explanations?</li> <li>• Do you ask pupils to explain what they have learned?</li> <li>• Do you ask pupils to explain how they arrived at an answer? (process questioning)</li> <li>• Do you spend a lot of time providing explanations?</li> <li>• Do you embed and consolidate knowledge through the use of PLC's and though knowledge tests.</li> </ul>
<b>Curriculum design, sequencing concepts and modelling</b>	<p>Ensure you explain the purpose of the lesson and how it fits into the bigger picture and wider scheme of work. Ensure all pupils are aware of the objective of the lesson and why and that they are <b>all</b> aiming to achieve this objective. Ensure new material is presented in small steps and explicitly modelled, showing</p>	<ul style="list-style-type: none"> <li>• Is there evidence that modelling is used to reveal the thought process of the expert learner (teacher)?</li> <li>• Is there evidence of the use of a range of modelling strategies such as live modelling, dual coding, worked examples, self explanation, metacognitive talk and use of visualisers.</li> </ul>





	<p>pupils what 'success' looks like. Use modelling, scaffolding and thinking aloud to narrate your thinking, decisions and choices to help pupils build their own schema. Provide many examples and re-teach material when necessary.</p>	<ul style="list-style-type: none"> <li>• Do you provide lots of examples before moving pupils on to guided, then independent, practice?</li> <li>• Do you share learning journeys with pupils and articulate the 'why this, why now' of your curriculum.</li> <li>• Do you sequence the knowledge to be taught in the day's lesson in the order it is to be taught?</li> </ul>
<b>Questioning</b>	<p>Ensure probing questioning is used to aid critical thinking, address misconceptions and check for understanding. Use questioning to check the responses of all pupils and to develop 'whole class' understanding. Ask lots of questions to lots of pupils. Develop a culture where pupils want to ask and answer questions by developing and rehearsing questioning routines. Ask pupils to explain what they have learnt.</p>	<ul style="list-style-type: none"> <li>• Are you using questioning to check for understanding, address misconceptions and support critical thinking?</li> <li>• Are you asking lots of questions to lots of pupils?</li> <li>• Do you use questioning to check understanding?</li> <li>• Is there evidence that questioning is used to provide feedback on whole class understanding?</li> <li>• Do you use questioning to check the response of all pupils?</li> <li>• Is the evidence of established routines to support active engagement in questioning?</li> <li>• Do you employ a range of questioning strategies including cold calling, think/pair/share, whole class response, no opt-out, probing, process and checking for understanding?</li> </ul>
<b>High expectations</b>	<p>Ensure you teach to the top with high and ambitious expectations and scaffolds provided. Ensure instructions are concise, communication is clear and that language is positive and encouraging.</p>	<ul style="list-style-type: none"> <li>• Is there evidence of teaching to the top with high and ambitious expectations? Do you provide scaffolds where necessary?</li> <li>• Are your instructions and communication clear and concise?</li> <li>• Is the language you use positive and encouraging?</li> <li>• Is the learning climate you create positive and productive?</li> </ul>







		<ul style="list-style-type: none"> <li>• Do you focus pupils' attention before you give any instruction or explain knowledge?</li> <li>• Do you front load your expectations on attention and participation?</li> </ul>
<b>Retrieval and retention</b>	<p>Ensure you provide a starter, or other activity, that recaps and reviews prior learning and consolidates knowledge. Use retrieval practice as a learning strategy, not an assessment tool - ensure it is low stakes and that it is being done to help them learn rather than to assess them.</p> <p>Ensure retrieval practice is effortful and that pupils recall previously learned information from memory (this is better for long term learning)</p>	<ul style="list-style-type: none"> <li>• Do you routinely engage pupils in a variety of forms of retrieval practice/review, recalling and applying previously learned material?</li> <li>• Is retrieval practice delivered as a 'low stakes' activity and followed by feedback.?</li> <li>• Does retrieval/review involve everyone checking their knowledge, not just a few?</li> <li>• Do pupils explore their memory to check what they know and understand? This means removing prompts, scaffolds, books etc and making pupils think for themselves.</li> <li>• Is retrieval/review workload efficient? Are pupils checking their own work?</li> </ul>
<b>Stages of practice</b>	<p>Ensure you provide a high level of practice for all pupils.</p> <p>Ensure pupils are guided as they begin to practice and fully prepared before moving on to independent practice.</p> <p>Monitor pupils closely when they are practising to ensure more time is spent checking for understanding and using worked examples.</p> <p>Use practice to ensure pupils are forming a strong schema early on.</p> <p>Set questions and tasks with sufficient practice to engineer a high success rate</p>	<ul style="list-style-type: none"> <li>• Do you ensure that pupils are challenged; that they have learning aims that are ahead of them?</li> <li>• Do pupils approach challenge with a positive attitude, understanding how to learn from mistakes and not being afraid of making them?</li> <li>• If the pupil success rate is too low, do you go back to re-teach, re-explain or re-model perhaps trying different approaches?</li> <li>• Do you provide scaffolds, where needed, as pupils engage in guided practice which are gradually withdrawn as the pupils</li> </ul>





		<p>engage in independent practice and become fluent?</p> <ul style="list-style-type: none"> <li>• Do you achieve a high success rate (80%) before moving on?</li> <li>• Do pupils practise new knowledge more than once?</li> </ul>
<b>Review and feedback</b>	<p>Ensure feedback is clear, manageable, specific and targeted. Ensure formative assessment is acted upon and that you are constantly trying to gain as much feedback from pupils as possible during lessons.</p> <p>Use a range of mechanisms to support feedback to pupils including compliance with whole school written feedback, verbal feedback, use of technology, MWBs, questioning, 1:1 support and PLCs.</p>	<ul style="list-style-type: none"> <li>• Is feedback clear, manageable, specific and targeted?</li> <li>• Do pupils act upon the feedback they receive with their MRIs?</li> <li>• Are pupils provided with verbal feedback during your lessons? Are you fully compliant with whole school procedures for providing written feedback?</li> <li>• Is there a drive to gain as much feedback as possible from pupils during the lesson?</li> <li>• Do you use a variety of assessment methods which are compliant with whole school assessment practices?</li> </ul>

## The St Joseph's Way

This is based on Roshenshine's principles of learning and underpins our approach to T&L. It outlines expectations at start of lessons and how learning should be conducted throughout lessons. Copies of the St Joseph's Way are in every classroom and every pupils' book. Academic assemblies each half term will also unpick the St Joseph's way for pupils.





**Saint Joseph's**  
CATHOLIC SCHOOL

**We do things the**  
**St Joseph's Way!**

As a pupil at St Joseph's, I am member of a **unique community**. I understand that I have a right to a first-class education, and have a responsibility to ensure that my classmates also receive a first-class education.

The **St Joseph's Way** is what sets us aside as a school. It helps me to understand why we do the things we do, and to ensure we can all thrive in a first-class learning environment.

**S** **Start lessons well:** Line up, full uniform, stand behind desks, equipment out, respect reflection.

**T** **Take my seat,** title, date, starter & retrieval immediately.

**J** **Join in the learning:** I will respond to questions when cold-called, volunteer answers when I can, and vote when requested.

**O** **One voice:** There's only one voice speaking at one time. This way, we all learn.

**S** **Silent work is good for me:** It's a chance to show what I have learnt and helps everyone to focus.

**E** **Extend my learning:** I will always push myself to extend my learning and access the challenge tasks when I can.

**P** **Plenaries** help me recall my learning and help my teacher to plan for the next lessons.

**H** **Homework is good for me:** It's my chance to show what I have learnt and to practise my skills.

**S** **Sharing ideas** helps me to learn from my peers. I'll use a partner voice if in pairs and a group voice in larger groups.

**W** **Work** is completed to MY best ability.

**A** **Assessments and feedback** are essential for helping my progress; my teacher feeds back to me what I need to do to improve and I act on it with my MRIs.

**Y** **YOLO – You Only Learn Once:** This is a myth! I know reviewing and revisiting my learning helps it stick in my long-term memory.

### 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.

This is how we will create the above conditions for pupils' learning at all times:



### 3.1 Teachers

- Teachers at our school will:
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning for example via the school newsletter, website, letters, open days/evening including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress in line with the school expectations and procedures (see Assessment, Recording & Reporting Policy)
- Meet the expectations set out in our curriculum policy, behaviour policy, and feedback policy.

### 3.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

### 3.3 Heads of Department / Subject leaders

Heads of Department / Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:



- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our curriculum policy, behaviour policy, and feedback policy.

### 3.4 Senior leaders

Senior leaders 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
- Meet the expectations set out in our curriculum policy, behaviour policy, and feedback policy.

### 3.5 Pupils

Pupils 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 all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners





- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behaviour policy and the St Joseph's Way.

### 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

### 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 & Lesson Structure

Lessons will be planned well to ensure good short, medium and long-term progress.

All teachers will be provided access to WalkThrus resources and are expected to use a range of strategies as outlined in the booklets / online.

A principled approach to each lesson structure should be:



- All lessons begin with pupils greeted at the door, stood behind desks with their equipment out, ready for the reflection.
- Following the reflection, a do-now activity (usually a retrieval activity that will link to the lesson's learning) will be tackled by the pupils.
- All lessons have a single challenging learning objective with purpose (so that) or an inquiry question (where appropriate).
- In line with Rosenshine's principles, new information will be delivered in small steps / chunks and teachers are expected to employ a range of questioning techniques to assess understanding. Modelling will also take place if appropriate.
- Pupils are then to be given time for independent practise to demonstrate their understanding and apply their newfound knowledge
- Teachers are expected to actively observe the class and provide feedback as necessary during the lesson (either to the whole class or to individual pupils).
- A plenary / review of learning takes place at the end of the lesson to inform future planning / learning.

## 5. Learning environment

When pupils are at school, learning will take place in a variety of spaces; classrooms, outdoor spaces, halls, music rooms and ICT suites.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Equipment packs on desks so that pupils are ready to learn at all times.
- We use displays to support, reinforce and celebrate learning. Displays should aid recall, stimulate further thinking, give new information and make connections. They should also celebrate achievement, remind pupils of expectations and motivate children towards further learning and/or career aspirations. It is the responsibility of the class teacher to maintain high-quality displays to inspire pupils in their classroom.

## 6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account.



## **SEND**

Every pupil regardless of their Special Educational Needs or Disabilities (SEND) has the right to receive the highest quality education, one that is appropriate to their needs, has high standards and the fulfilment of potential. This should enable every pupil to achieve their best, become confident individuals and make a successful transition into adulthood. High quality teaching, differentiated for individual pupils is the first step in ensuring that any Special Educational Needs are met. Every pupil on the SEND register has a pupil passport on Class Charts. These passports provide useful strategies to support quality first teaching. Through appropriate scaffolding support and retrieval practice, all teachers will ensure that these strategies are put in place as part of the graduated response to SEND needs.

## **EAL**

Pupils with EAL have a dual task at school: to learn English (language) and to learn through English. Bilingualism and multilingualism are an asset to our pupils, the ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are new to English or not. Learners actively use the languages they already know to learn English. At St Joseph's we ensure our high expectations around cognitive challenge are maintained. Access to the curriculum is needed, but this does not imply the "dumbing down" of the content. The pupils' proficiency in English is closely linked to academic success, EAL pupils need to be given opportunities to grow their English vocabulary range. This could be done by taking advantage of their first language(s) through translation, the use of flashcards and images whilst being immersed in their second language.

## **Disadvantaged**

We have a relentless focus on ensuring that all pupils achieve the highest possible outcomes regardless of their socio-economic background. In addition to the range of strategies and interventions in place (such as one to one tutoring or small group sessions) for our disadvantaged pupils, we believe that quality first teaching has the most impact and ensure that staff are well-trained to cater for all our pupils' needs inside the classroom. A Senior Leader has overall responsibility for the Pupil Premium strategy, and tracks pupils' progress very closely to ensure timely intervention is put in place as necessary.

## **Most Able**

We believe in creating a culture of 'aspire and achieve' and that all pupils are entitled to make the greatest progress possible, and that it is essential to ensure that our 'High Prior Attainment' pupils are challenged sufficiently to achieve this. Our aim is to provide an education that is appropriate to the needs and abilities of such pupils, which promotes not only their academic development but also their personal development. Our teaching and





learning framework ensures that these pupils are appropriately challenged in lessons to make excellent progress, and our overall strategy enables them to develop their cultural capital. We also have a High Prior Attainers (scholars) stream across curriculum areas to ensure pace and challenge for our most able pupils.

## 7. Home learning

Home learning, or homework, 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.

All home learning will be made available via ClassCharts and for core subjects at KS3 will be predominantly Sparx Reader, Sparx Maths and Sparx Science. Other subjects also have their preferred platforms / activities and these are outlined at greater depth in our Home Learning Policy.

Home learning will be reasonable in challenge and length.

## 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.

We focus on two types of feedback – 'live marking' and written feedback. Live marking takes place in the lesson and is usually verbal which allows our pupils to improve their work immediately. We believe that whole class feedback has the greatest impact on pupil progress and this is primarily how staff convey written feedback to pupils. We also encourage peer and self-assessment as and when appropriate. Full details of our feedback guidelines are outlined in our Feedback Policy.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Assessment is a cornerstone of effective learning, both formative and summative, and is used to promote and monitor the progress of pupils at St Joseph's. Evidence from assessment is used to respond to and adapt the teaching to meet the needs of our pupils. All teachers use a range of assessment techniques within lessons to support pupils' academic development, and our teaching and learning framework places an emphasis on the pupils' ability to act on feedback given so that they are reflective and 'learn how to learn'. Full details of our assessment guidelines are outlined in our Assessment, Recording and Reporting Policy.



## 10. Literacy & Oracy

The teaching of literacy and oracy is fundamental to ensure that pupils can access the curriculum, develop into confident young people and therefore leave the school fully equipped for their future careers. Therefore, we place much importance on literacy and oracy across the school and expect teachers of all subjects to teach and embed these skills.

The teaching of literacy and oracy is delivered both as an integrated pedagogy within each curriculum area and through discrete sessions. The school has appointed a Whole School Literacy & Oracy lead who delivers training and interventions.

## 11. Numeracy

The teaching of numeracy is fundamental to ensure that pupils can apply their mathematical knowledge, skills and understanding across the whole curriculum as well as to real life situations. St Joseph's aims to ensure that every pupil is fully numerically confident for their future careers. We place much importance on numeracy across the school and expect teachers of all relevant subjects to teach and embed it.

A range of strategies are used to promote and embed numeracy across the curriculum:

1. Promote a positive attitude towards Mathematics from all staff and pupils by using whole school or year group competitions and events,
2. Highlight and develop links between all subjects and Mathematics,
3. Ensure consistent mathematical methods are used across the Academy, particularly in relation to arithmetic calculations, percentages, statistics and the use of calculators.

The school has appointed a numeracy lead who delivers training and interventions.

## 12. 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. Methods include informal learning walks, work scrutiny, line management with HoDs and the deployment of the Beacon Teachers.

Senior Leaders, Heads of Department, and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:



- Conducting learning walks (see appendix A)
- Reviewing marking and feedback
- Pupil progress meetings
- Gathering input from the school council
- Book scrutiny



## Appendix A - Learning Walks

### **Protocol for learning walks (including senior leadership learning walks, joint learning walks and middle leader learning walks)**

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Learning walks are a powerful tool to observe and develop common trends in classrooms and to audit typicality. Typically a learning walk will last approximately 10-20 mins but the observer may deem it appropriate to stay longer in a lesson.

#### **During the learning walk:**

- Learning Walks are a regular feature of monitoring the Teaching & Learning at St Joseph's and can focus on a number of areas including:
  - Pupils Experience
  - Differentiation & Challenge
  - Marking & Assessment
  - Book Scrutiny
  - Behaviour & Attitudes
  - Learning Environment
- Senior and middle leaders will conduct learning walks as part of the self-evaluation process.
- Learning walks will be used to quality assure school and department policies and will be recorded in self-evaluation documents (SEFs).
- Learning walks will not result in lessons being graded.
- Written feedback is normally given via the school postcard and also recorded on BlueSky. Verbal feedback will also be given (rather than written feedback).
- There will typically be short or no notice of learning walks.
- The outcome of learning walks will be tracked by coverage: staff, subject, year group, cohort, sub group and will be stored centrally to inform the T&L monitoring





- Where possible learning walks will have a focus which will be given in advance.

**Feedback:**

1. Feedback will be given as soon as possible, within 5 working days. Written feedback via the school postcard will be given on the learning walk form via email or paper copy.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Learning walk feedback will be stored centrally to inform the T&L monitoring process. If the learning walk is linked to a specific objective from a teacher's performance management they should be reminded of this by the walker. The purpose is twofold – to review progress and to identify areas for support for coming year.