

St Joseph's Catholic Primary School



Teaching, Learning and Assessment policy

Approved by: Victoria McBrown **Date:** September 2025

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1. Aims

This policy aims to:

- Explain how we will 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 raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

As a Catholic school with Christ at the centre of all we do we support our children to Respect Ourselves, Respect Each Other, Respect our World and to Love God. We aim to integrate each child's holistic development through a balanced and creative curriculum which sees God as the centre of the learning process. Our curriculum provides opportunities to develop the full potential of the whole child encouraging self-confidence, resilience and independence.

Our key driving principles in all learning situations are:

- Children working independently are given quality skills-based learning challenges that are well resourced
- Key vocabulary is taught and used
- Regular and effective feedback (verbal and written) leads to more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid.
- Support staff are well deployed with a clear role in each learning session.

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

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. Please see our home school agreement available on our website.

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 through termly leaflets detailing curriculum content, through information on our website, liaison via Microsoft Teams and through open mornings etc. this will include clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress in the autumn and spring term at Parents' Consultation , and produce an annual written report on their child's progress + an opportunity to discuss the report.
- Meet the expectations set out in all other policies.

3.2 Support staff

Support staff at our school 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
- Meet the expectations set out in all other policies

3.3 Senior leaders

Senior leaders at our school 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 all other policies.

3.4 Subject Leaders

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
- 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 all other policies.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Display excellent learning behaviours at all times, respecting the rights of others to learn
- Be ready to learn
- 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 the Home School Agreement

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/Trustees

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. Pedagogy and Planning

Our curriculum intent is as follows:

We are inspired by St Joseph the worker who dedicated his life to Christ. We deliver a bespoke, rich and broad curriculum that develops children's knowledge, skills and talents for now, for the future and to make the world an even better place. We embrace a lifelong journey where everyone is equally valued and equipped to be creative and discover new learning. Learners develop the skills to work both independently and collaboratively, be determined, curious, and memorise important facts.

In Early Years we use Development Matters to guide our planning and we follow the National Curriculum across key stages 1 + 2

Lessons will be planned well to ensure good short-, medium- and long-term progress. Planning templates are provided and planning is monitored by the Assistant Headteacher. Each class has a planning file (typically purple) where hard copies of planning are kept. Copies of all planning must be placed in the class planning folder and that it is best practice that support staff within the class receive copies of planning emailed to them before 8.30am Monday morning.

Planning should be emailed to Curriculum and Teaching and Learning Leads by 8.30am on a Monday morning. See Appendix 1 for planning templates.

As a school we use the following schemes of work

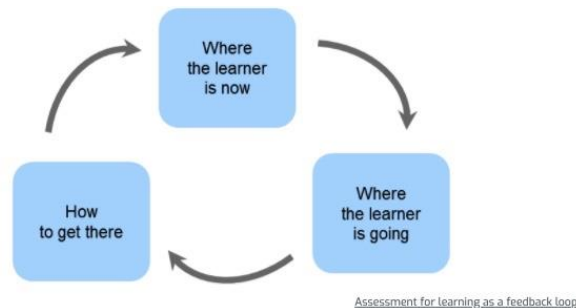
- RE – RED (To Know You More Clearly)
- Maths – White Rose Maths
- History, Geography, Art, Design and Technology – Kapow Primary
- Computing – Purple Mash
- French – CGP+
- Music – Charanga
- Science – Developing Experts

At St Joseph's our Teaching and Learning Framework outlines our clear expectations on what a learner can expect from their time at St Mary's (See Appendix 2).

We focus on evidence driven pedagogical approaches to support the children's learning. A key teaching strategy is the use of the **lesson structure** review, teach, practice, apply which underpins and supports all teachers in planning lessons which move children's learning forward. Similarly, the **modelling** technique of

“I do it, we do it, you do it” supports children in having opportunities to practise and embed skills before being asked to work independently.

Assessment For Learning strategies are expected to be seen in all lessons where teachers are continuously assessing the children’s learning and subsequently reshaping and scaffolding the learning or challenging and extending.



Deployment of Staff

Our staff team is our greatest resource and as such they must be deployed effectively. As a staff team we have agreed the following key principles when working with additional adults in our classrooms.

Planning: the role for the TA during the input and when the children are doing their independent work (whole lesson) must be specific (i.e. not just writing supporting the children, but **how** they are supposed to support them. What will they be doing?

Resources: TA's will be doing the preparation and gathering resources during times such as PE or when you as the teacher are reading to the class etc. – using your teacher/ professional judgement. They will not be doing this when working with the children would be **much more** beneficial!

Priorities: TA's are there to add value to your lessons and to support the teaching. They may enhance pupil's learning through questioning, guiding, and supporting the children.

The adults in your room need to be working with a range of children including working in small groups as well as checking in and active – marking. **TAs must have a clearly defined role.**

See our EYFS policy for more details on our school’s teaching and learning approach in the early years.

5. Learning environment

When pupils are at school, learning may take place in a variety of places – classrooms, library, spare rooms, school grounds, the church – the list is endless! As such these places will be maintained to a high standard, kept safe, clean and ready for pupils to use them.

With careful thought and planning, an effective classroom environment is used as an interactive support to engage children in discussion and promote independent learning through the use of accessible tools and scaffolding.

They will be arranged to promote learning through:

- Are well organised, tidy and inviting.
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Have clear Working Walls as detailed below + displays that celebrate pupils' learning
- Accessible resources for learning such as books, concrete maths resources and other equipment
- A seating layout that allows everyone to see the board and participate

Working Walls

At St Joseph's we believe the main purpose of a working wall is **to support children in their current learning and enable independence**. In collaboration with the children, we agree that our boards will contain the following as a minimum

EYFS	
Reading	A photocopy of the front cover of the book
	Real life props, costumes, toys linking to the book
	Key words with definitions and pictures to support
	A story map indicating the beginning, middle and end
Phonics	Current graphemes linked to words, pictures or objects beginning with that grapheme
	Tricky words
Maths	Example of current learning with practical objects to recreate underneath.
	Big numbers + abacus
	Removeable items for interactivity e.g. Velcro objects, whiteboards +

Key Stage 1

English	A photocopy of the front cover of the book
	Real life props, costumes, toys linking to the book to bring the book to life
	A max of 6 key words with definitions and pictures to support related to the task
	Concrete and then pictorial resources as appropriate.
	Current graphemes linked to words, pictures or objects beginning with that grapheme
	Children's work - post its, copies, speech bubbles, flipchart, sentence strips etc
	Grammar highlight
Maths	Title of current unit
	Key words – number of to be decided by unit + abilities of the children – aim to increase through the year.
	Number lines at eye level with the children.
	Concrete/ pictorial representation e.g. tens, ones, objects (numbers), sharing, halving, clocks
	Children's work + photographs

Key Stage 2

English	A photocopy of the front cover of the text
	Key vocabulary – key words, acronyms + rhymes
	WAGOLL for current piece – either adult or child's work
	Scaffolding including sentence starters
	Purpose + audience defined and made clear
Maths	Title of current unit
	Key words – number of to be decided by unit + abilities of the children – aim to increase through the year.
	Mindmap with misconceptions identified
	Stem sentences to model reasoning
	Worked examples – teacher and child

6. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- More Able pupils

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they know, can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Task adaptations will be clearly defined in weekly planning. Learning objectives will be specified for all adaptative teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Pupils with special educational needs (including more able children) receive support provided through 1:1, small group and whole class teaching which is delivered by the class teacher, a teaching assistant and occasionally the SENCo. Additionally, advice is sought from relevant external support agencies when and where the need demands it. Teachers set individual targets each term per child in English and Mathematics as well as other areas as appropriate. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. These are shared with the child and parents to encourage partnerships in learning. Please see our SEND policy, information report, and statement of equality information and objectives which can be found on the school website.

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.

Year group	Home Learning Tasks
Reception	Individual reading books matched to each child's ability to decode/blend. Counting activities Numbots challenges
Year 1	Individual reading books matched to each child's ability to decode/blend. Weekly spelling list to learn for spelling test Numbots challenges
Year 2	Levelled reading books and a library book (reading for pleasure) Weekly spelling list to learn for spelling test 2, 3, 5 and 10 times table and related division facts (Timestable Rockstars)
Year 3	Levelled reading books and a library book (reading for pleasure) Weekly spelling list to learn for spelling test 2, 3, 4, 5, 6, 8 and 10 times table and related division facts (Timestable Rockstars)
Year 4	Levelled reading books and a library book (reading for pleasure) Weekly spelling list to learn for spelling test All times tables to 12 x 12 and related division facts (Timestable Rockstars)
Year 5	Levelled reading books and a library book (reading for pleasure) Weekly spelling list to learn for spelling test Revision of all times tables to 12 x 12 and related division facts (Timestable Rockstars)
Year 6	Levelled reading books and a library book (reading for pleasure) Weekly spelling list to learn for spelling test Revision of all times tables to 12 x 12 and related division facts (Timestable Rockstars) Reading comprehension practice texts and questions.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

At St Joseph's we know that research on feedback shows high effects on learning. The research also shows us that Impact is highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

It is therefore the expectation at St Joseph's that all learning is given feedback in a timely fashion (by the next lesson) using our "live marking" approach and marking code. See appendix 3

We use the live marking approach as we believe that children's work should be marked as soon as it's done, when it's "live". The children get instant feedback on what they did well and how to improve and know that their efforts have not been ignored. Research suggests this immediacy approach has a greater impact on pupil outcomes.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

Formative assessment helps teachers and children to identify their strengths and areas to improve "in the moment". It occurs during the learning process and allows teachers to reshape the learning and scaffold and extend as necessary. Formative assessment identifies areas for improvement and gives children immediate opportunities to implement the feedback they've been given. At St Joseph's formative assessment happens in each and every lesson as teachers observe learning, give feedback, reshape, scaffold and extend. Our live marking approach supports this.

Summative assessment occurs at the end of the learning process and provides a final evaluation of knowledge. It can involve the testing of children. Informal summative assessment happens at St Joseph's through weekly times tables and spelling tests etc. Formal summative assessment occurs three times a year in the autumn, spring and summer terms using NFER tests. Statutory testing occurs during key year groups:

- Reception – Baseline + FSP,
- Year 1 – Phonics Screening Check
- Year 2 – Phonics resits + End of Key Stage assessments.
- Year 4 – Multiplication Tables Check
- Year 6 - Standard Assessments Tests

Following formal testing we have 3 "data drops" a year, in the autumn, spring and summer term. These data drops are informed by teacher judgement which is supported by formal testing.

Pupil Progress meetings occur after data drops to discuss children's attainment and progress. During these meetings we identify areas of strength, areas to improve and actions to be taken to support children's progress.

Targets are set for all pupils in late September based on their prior year's attainment and prior key stage attainment and progress is tracked against them as part of the Pupil Progress meetings.

Progress and attainment information is shared with parents three times a year. In the autumn and spring terms we hold parents' evenings where parents/carers can look at the children's learning and a brief written summary is provided identifying current attainment and next step targets. In the summer term a

formal written report is given summarizing the child's year including their attainment, progress and next targets for learning. We then provide an open afternoon opportunity for parents and carers to come to school to look at the children's learning and discuss their child's report should they wish.

10. Monitoring and evaluation

We will monitor teaching, learning and assessment in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Conducting Blink tests and Deep Dives
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Moderation of assessment judgements
- Book scrutinies

Please also see our Performance Management Policy

11. Review

This policy will be reviewed annually by the headteacher and at every review, the policy will be shared with the full governors or Trust board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Equality information and objectives

