



*In the Light of Jesus
we Learn to Shine*

St. Joseph's Catholic Primary School

Teaching & Learning Policy

Ratified by Governors

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NON - STATUTORY

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

At St. Joseph's Catholic our mission is to educate the whole child—academically, spiritually, morally, and socially—in the light of the teachings of Christ. We are inspired by Gospel values and committed to nurturing every pupil's God-given potential. We adopt a consistent teaching model across the school, aligned with our School Mission Statement every child's gifts through structured, purposeful learning.

Our approach to teaching and learning is guided by research-informed practice, including Barak Rosenshine's Principles of Instruction, underpinned by Catholic values of love, service, hope, and dignity for all.

Rosenshine Principles	Practical Examples
Daily Review	Retrieval tasks (LTM); reflection to recall prior learning
Present new material in small steps	Break down concepts clearly, support every learner
Ask a large number of questions	Use a range of questioning to challenge and support
Provide models	Worked examples; teacher modelling (live-CT)
Guide pupil practice	Scaffolded tasks with support and feedback (live marking)
Check for understanding	Formative checks; cold calling; low-stakes quizzes
Obtain a high success rate	Adaptive teaching to ensure success
Provide scaffolds	Use of writing frames, prompts, and visuals
Independent practice	Extended application; revision; reflection journals (You do)
Review	Knowledge organiser reviews (as necessary); interleaving tasks

Core Teaching Model: “I Do, We Do, You Do”

1. I Do – Teacher as a model

- Teachers model new knowledge or skills clearly and explicitly
- Begin with a **hook** that sparks curiosity
- Connect new learning with previous knowledge ensuring pupils know more, remember more and do more

2. We Do – Learning in community:

- Guided practice allows pupils to collaborate and learn together
- Use of **Think-Pair-Share** and **AfL strategies** encourages respectful dialogue, listening, and shared discovery (oracy)
- Teachers guide, question, and clarify misconceptions to ensure deep understanding in learning.
- Practice together supports the retention of long term memory and skills

3. You Do – Independent practice:

- Pupils apply their learning with increasing independence at their level, accessing support as required, and taking ownership of their God-given talents
- Opportunities for reflection on what has been learned, linking knowledge to a deeper understanding of themselves and the world
- Tasks and exploratory learning builds confidence and resilience, fostering a growth mindset

Celebrating Success

We celebrate the achievements and efforts of all pupils, affirming their unique dignity and worth:

- Recognition during all lessons including feedback and marking
- Celebration walls displaying academic and faith-linked (CST) work.
- Gospel value awards: kindness, courage, service, wisdom.

- Achievement certificates, house points and DOJO points
- End-of-term celebrations acknowledging achievements – Roll of Honour and Top Table

Roles and Responsibilities

Teachers:

- Deliver high-quality lessons using Rosenshine’s principles and Catholic teaching.
- Model Gospel values in speech, action, and pedagogy.
- Support pupils’ spiritual, moral, emotional, physical and academic development.
- Make links between subject content and Catholic Social Teaching (e.g. stewardship in Science, justice in History).

Leaders:

- Provide high quality CPD and best practice
- Monitor and support the quality of teaching and learning
- Celebrate successes and foster a culture of continual growth

Pupils:

- Participate fully and respectfully in learning
- Use their gifts to grow in knowledge, wisdom and service
- Support and celebrate the learning of others
- Use their learning to serve others and build a better world

What to Expect from a Lesson

1. A Warm, Purposeful Start

- A clear **learning objective** and **success criteria** are shared with pupils
- A **hook** (e.g. image, question, quote, or scripture) may be used to spark curiosity and link learning to real or imaginary world and personal / lived experiences
- A **Do Now** or short **retrieval activity** is used to activate prior knowledge and encourage pupils to know more, remember more and do more

2. Structured, Sequential Teaching

- Lessons are delivered using the “**I Do, We Do, You Do**” model.
- New knowledge is presented in **small steps** with **modelling** and **clear explanations**.
- Learning is sequenced to build fluency and confidence over time.

3. High-Quality Questioning and Interaction

- Teachers use **questioning techniques** (e.g. cold calling, Think-Pair-Share) to promote deep thinking and check understanding
- All pupils are expected to contribute (**no hands up- alternative strategies evident**), listen actively, and reflect respectfully demonstrating dignity and respect for all voices including pupil tracking when pupils are speaking

4. Guided and Independent Practice

- During the “We Do,” pupils practise new material with scaffolding and support from the teacher and peers
- The “You Do” stage allows for **independent application**, ensuring pupils work towards mastery with confidence and accountability

5. Formative Assessment Throughout

- Teachers use real-time feedback, mini-plenaries, and assessment for learning to address misconceptions and adapt teaching
- Pupils understand how to improve through verbal and written feedback / feedforward

6. Celebration and Encouragement

- Teachers recognise effort, improvement, and excellence with praise and appropriate rewards.
- Pupils are encouraged to see their learning as part of their whole development

In Every Lesson, Pupils Should:

- Feel safe, included, and valued as unique children of God
- Know what they are learning, why it matters, and how it connects to previous and future knowledge
- Be challenged to think deeply and supported to succeed
- Reflect on their learning and celebrate progress

Well-Organised Classrooms and learning environments

A well-organised classroom is the foundation of effective teaching and learning. It enables routines to run smoothly, minimises disruptions, promotes independence, and creates an atmosphere where pupils feel calm, focused, and ready to learn. Organisation is not simply about tidiness; it is about purposefully designing the space, routines, and resources to maximise learning time and pupil success.

Key Features of a Well-Organised Classroom Include:

Clear and Consistent Routines

- Daily routines (such as lining up, transitioning between tasks, distributing resources, or ending lessons) are predictable and well-rehearsed, reducing cognitive load and maximising learning time.
- Visual timetables or daily schedules are displayed and referred to, helping pupils anticipate changes and develop time-awareness
- Routines foster pupil independence (e.g., registering, handing in homework, using equipment stations) and reduce reliance on adult direction

Accessible and Labelled Resources

- Learning materials (books, tools, manipulatives, stationery, etc.) are clearly labelled through images and words, well-organised, and easily accessible to pupils
- Resource areas are consistent across the school or phase, so pupils know what to expect as they transition between year groups e.g. reading materials are clearly labelled
- Pupils are taught how to use and return resources responsibly, fostering ownership and care of the learning environment

Thoughtful Physical Layout

- Furniture is arranged to support the intended learning activity – whether it’s whole-class instruction, group collaboration, or quiet individual work
- Consideration is given to adult positioning in the classroom and outside to support classroom management and engagement
- Walkways and fire exits are free from clutter, and the room is arranged to minimise distractions and support focused attention

Purposeful Displays

- Displays are current, relevant, and supportive of learning – such as working walls, vocabulary banks, visual learning tools such as success criteria, and modelled examples
- Pupils' work is celebrated through displays, fostering pride, motivation, and a sense of ownership over their environment
- Visual aids are used intentionally to reinforce key knowledge, learning processes, and classroom values

Organised Teaching Materials

- Teacher resources, planning tools, and assessment data are stored neatly and securely but are readily accessible for daily use
- Resources for differentiation (such as extension activities or scaffolding tools) are prepared and easily deployable during lessons

Personalisation and Ownership

- Pupils contribute to keeping the classroom organised and take responsibility for their own areas (e.g., tidy trays, equipment)
- Opportunities for pupil leadership (e.g., class monitors, resource managers) build responsibility and reinforce the importance of shared spaces
- The classroom reflects the identity and diversity of its learners, contributing to a sense of belonging