



ST. JOSEPH'S COLLEGE
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TEACHING & LEARNING POLICY

Policy Owner AH T&L	Associated documents	Legal Framework
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SJCR Teaching and Learning Policy

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This policy adopts a holistic approach to teaching and learning across the Senior and Prep Schools, including the delivery of phonics within the EYFS. Where variations in approach exist between the Senior and Prep Schools, these are clearly delineated within the document.

Strategic Intent

This document outlines key teaching and learning principles to guide classroom practice at St Joseph's based on up-to-date educational research. It outlines principles that guide staff pedagogy rather than a tick list to which they must adhere. Subject / phase teachers are experts in their domain, and it is for them to apply these principles within their context. Understanding the principles and applying the strategies allow for a coherency of approach with a shared language of learning which benefits our learners. It allows all pupils to grow, learn and flourish at St. Joseph's.

As a Catholic school we also guided by the Lasallian tradition rooted in the teachings of St. John Baptist de La Salle, the patron saint of teachers. He emphasised the importance of faith, love, and dedication in education. He believed teaching was a sacred vocation, requiring teachers to be watchful guides, inspiring and leading students with kindness and respect. He stressed the need for teachers to touch hearts, nurture faith, and recognise the inherent dignity of each student.

“Know your students individually and be able to understand them.” (Med 33.1)

“Show much kindness and love for the young people you teach.” (Med 134.2 - on St Barnabas)

“To touch the hearts of your students is the greatest miracle you can perform.” (Med 139.3 - feast of St Peter)

This embodies our strategic intent of striving to be saints and scholars – forming the head, hands and heart and informs our framework for teaching and learning (figure 1.)



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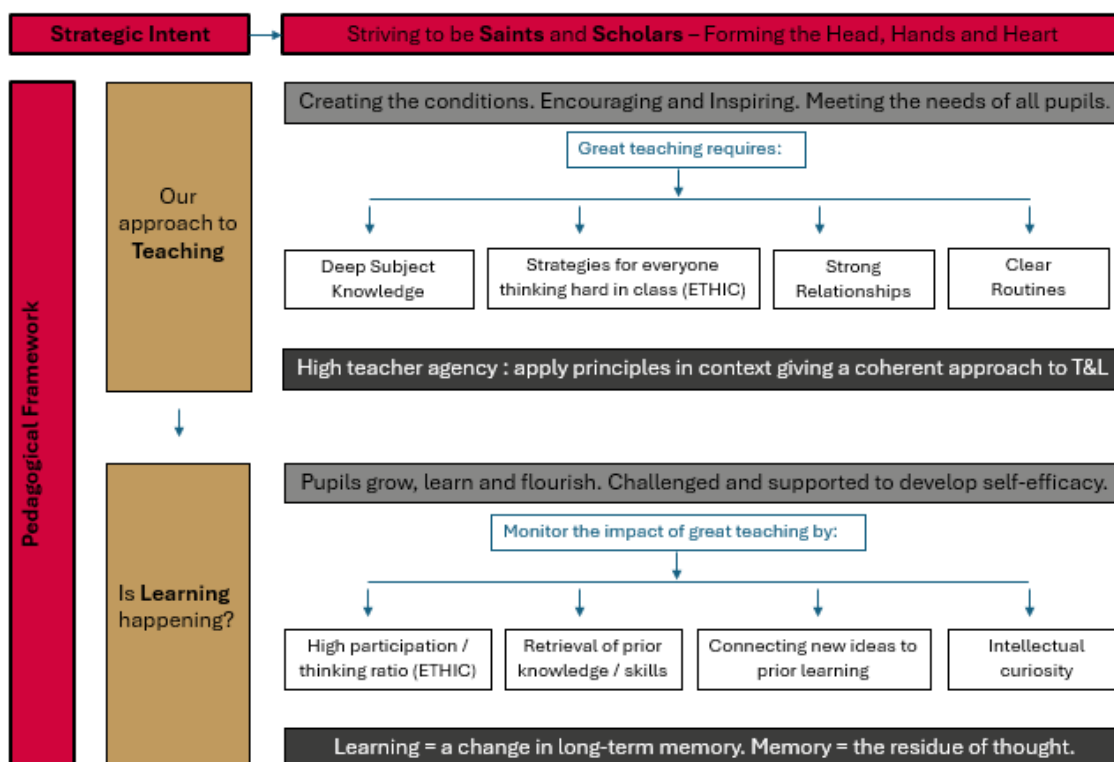


Figure 1. SJCR Teaching and Learning Framework

Teaching and Learning Principles at St Joseph's

At St Joseph's, our teaching and learning pedagogy is underpinned by two key principles from cognitive science:

1. **Learning as a Change in Long-Term Memory¹**: We focus on ensuring that learning leads to a lasting change in students' long-term memory.
2. **Memory as the Residue of Thought²**: We emphasise that what students think about most is what they will remember, hence we structure our lessons to maximise thoughtful engagement.

This informs our approach to great teaching at St Joseph's which requires:

Deep subject knowledge

Research from the Sutton Trust (See Appendix: SJCR Teaching Toolkit) on 'what makes great teaching?' identifies two factors with the largest effective size on pupil attainment. The first highlights

¹ Kirschner, Sweller and Clark (2006) Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102_1

² Willingham, D (2008) What Will Improve a Student's Memory? https://www.aft.org/sites/default/files/willingham_0.pdf



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the importance teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions. This in turn underlies the second, the teacher's ability to provide good quality of instruction, which includes using strategies like effective questioning and the use of assessment. Good quality instruction is rooted in deep subject knowledge.

Strategies to ensure everyone is participating and thinking hard in class (ETHIC)

In evolutionary terms there are two types of knowledge – biologically primary knowledge and biologically secondary knowledge. Biologically primary knowledge is innately learnt through interactions with our environment – it is both context specific and fundamental for human survival. Biologically secondary knowledge refers to information acquired externally and requires a conscious effort on the learner and must be explicitly taught by the teacher. We focus on teaching biologically secondary knowledge in schools and as this does not come naturally to pupils, teachers must ensure by design that there are opportunities for pupils to think hard. Strategies must consider the demands that this puts on the pupils' working memory and ensure that the cognitive load is reduced (see appendix – cognitive load theory). For all pupils to make good progress within our inclusive classrooms we need to maximise opportunities for all pupils to participate in this deep thought. This can firstly be achieved through the next two strands of great teaching: effective relationship building (instilling positive behaviour for learning) and clear classroom routines.

Specific strategies to ensure everyone is thinking hard in class includes:

- Inclusive questioning
- Increasing wait time
- Mini white board use
- Accountability measures such as 'no-opt out'
- Silent independent practice
- Turn and talk
- Call and response
- Well planned group work

Strong relationships

At St Joseph's we foster connection with our pupils to develop relationships built on mutual respect and underpinned by Catholic values.

This is achieved by:

1. Getting to know our pupils
2. Creating a welcoming and inclusive classroom
3. Modelling positive behaviours and narrating the positive behaviours in pupils
4. Being genuine and authentic
5. Believing that all pupils can make progress and holding high expectations of them
6. Rewarding pupils as per the rewards policy.

Strong relationships reinforce positive behaviour for learning.

Clear routines



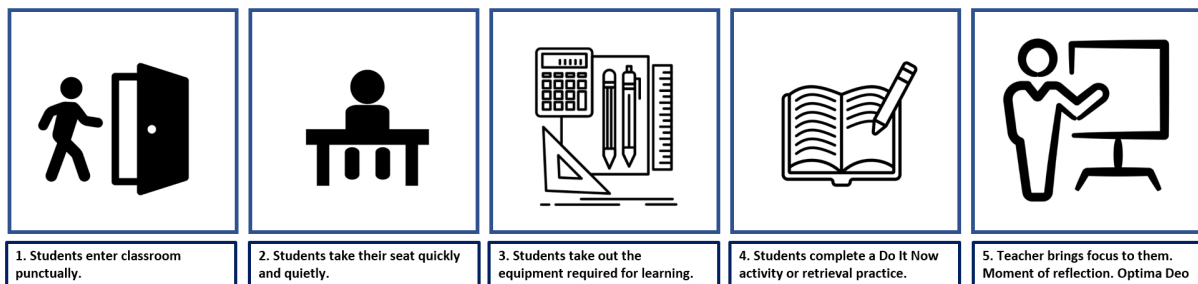
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Effective classroom management establishes the conditions for high-quality learning. Well-defined classroom routines are essential for ensuring that pupils complete tasks and transitions efficiently and appropriately. When applied consistently, routines that are underpinned by precise language and high expectations create a calm, purposeful environment that fosters a sense of belonging and supports the needs of all learners.

Effective routines reinforce positive behaviour for learning, minimise distractions, and provide a predictable and secure classroom environment. Such predictability reduces opportunities for misbehaviour and is particularly beneficial for pupils with special educational needs and disabilities.

Unless there is a clear contextual need for deviation (such as in a science lab) our start of lesson routine is:



When there is a high likelihood that pupils may arrive before the teacher (such as when a teacher is transitioning from one end of the school to another), strategies should be in place so that pupils have work to get on with upon entry to the room. This could be self-quizzing, reading or responding to feedback. Students should not line up outside classrooms in the corridor.

When implementing new routines, staff should follow the 5 D approach:

Design: Think about the routines you want and need.

Describe: Ensure the pupils know the routines you have chosen.

Demonstrate: Demonstrate the routines to pupils so they know what they look like in practice.

Demand: Reinforce the routines as 'the way we do things around here!'

Disengage: Take a step back and evaluate the routines: do they now run without constant reinforcement and micromanagement?

In turn this informs our assessment of whether learning is happening.

High participation / thinking ratio (ETHIC)

Learning happens when everyone is thinking hard in class; this is our ETHIC. There are two key components of this ratio: how many students are thinking and how hard are students thinking. The classroom environment must be one where a large proportion of students are actively and thoughtfully engaged in the lesson's activities and discussions. When pupils are observed to be in the top right of the quadrant in figure 2, learning is likely to be occurring. This is resultant on effective strategies as outlined under our approach to teaching.



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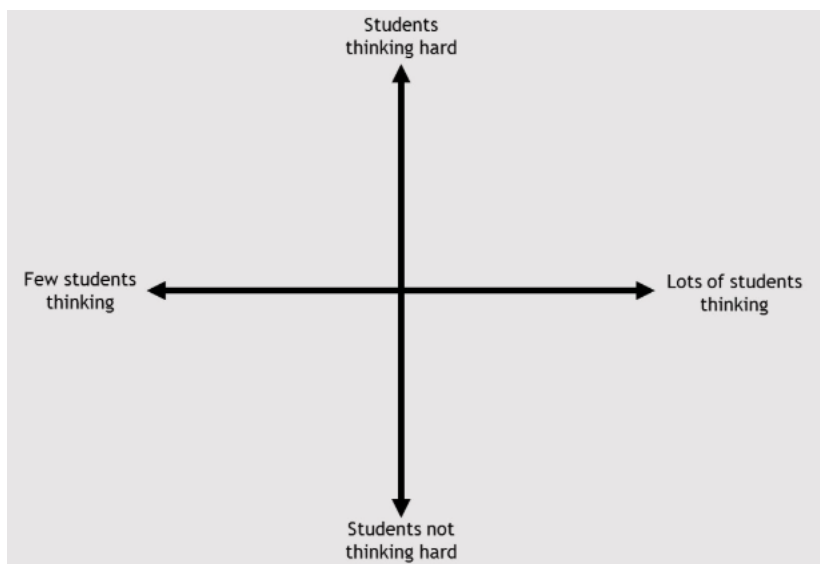


Figure 2. Participation / thinking ratio

Retrieval of prior knowledge and skills

Opportunities for pupils to retrieve prior knowledge and skills are integral to learning. Most lessons start with dedicated time to do this via a 'do now activity'. This develops a culture of recall and primes the pupil ready for the introduction of new knowledge or skills.

The ability to connect new ideas to prior learning

Pupils develop rich, connected schemas of knowledge and skills allowing them to develop ideas through processes of organisation, comparison, or elaboration. To achieve this teacher's need to activate prior knowledge, such as through retrieval practice. This is a generative approach to learning. Relating new information to existing knowledge stored in long-term memory, allows for deeper understanding and retention. This process helps learners build more robust and enduring knowledge by integrating new concepts into their existing mental frameworks.

In addition to activating prior knowledge teachers can aid schema development through the following strategies:

- Making Explicit Connections: Clearly demonstrating how new concepts relate to previously learned material.
- Using Examples and Analogies: Relating new information to familiar concepts or experiences to make it more accessible.
- Encouraging Discussion and Reflection: Providing opportunities for students to discuss their understanding and make connections between new and old information.
- Sequencing Content Appropriately: through well designed schemes of work.

Intellectual curiosity



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Intellectual curiosity is a desire to seek deeper understanding and explore beyond what is already known. Asking questions, challenging assumptions and thinking creatively are all predicated on sound learning. An inquisitive mind should be encouraged to go further than any examination specification.

Inclusive Teaching – Meeting the needs of all pupils

At St. Joseph's we strive to meet the needs of all pupils within our classrooms. Inclusive teaching ensures that all pupils, including those with SEND or SEMH needs, benefit from high-quality instruction within the classroom. This approach rebalances teaching from a reactive, individualised model toward inclusive, universally effective pedagogy. *How we learn is more similar than it is different (Willingham, 2012).*

Research by McCrea, Barker and Goodrich (2025) identify 5 principles which ensure more inclusive classrooms

Principles of Inclusive Teaching (Figure 3)

To secure strong educational experiences and outcomes for every pupil, inclusive teaching should be guided by the following principles:

1. Embrace Cognitive Similarity

Recognise that most learners—regardless of additional needs—share core cognitive processes. Design teaching that draws on these shared capacities.

2. Prioritise High-Impact Core Instruction

Deliver teaching that is evidence-informed and universally strong as the foundation for learning. This lessens reliance on fragmented or make-do interventions.

3. Make Lessons Accessible by Default

Adopt inclusive design from the outset—remove access barriers, simplify presentation, clarify language, and support engagement as standard practice.

4. Adapt Minimally and Appropriately

When modification is necessary, apply it thoughtfully and sparingly to avoid over-reliance on individual accommodation. This ensures classroom routines remain cohesive for all learners.

5. Empower Effective Teacher Assessment

Inclusive Teaching Implementation Strategies

1. Universal Lesson Design: Prepare lessons with accessible entry points—dual coding, clear structure, and scaffolding built in as standard.

2. Consistent Formative Checks: Use regular questioning, low-stakes retrieval, and real-time feedback to inform adaptive teaching.



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3. Whole-School Culture of Inclusion: Ensure that staff training, leadership priorities, and peer collaboration reinforce inclusive mindsets across all phases.

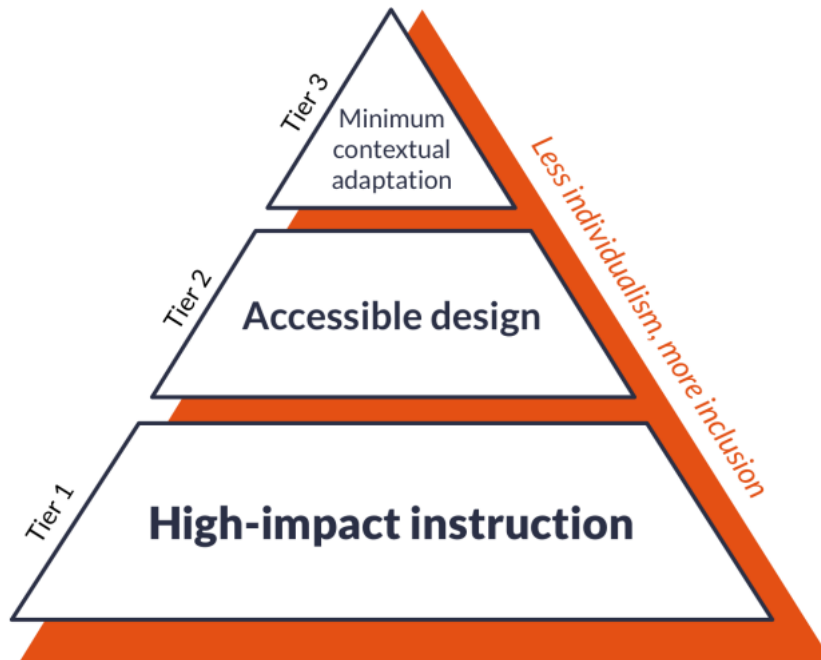


Figure 3: Principles of effective inclusive teaching.

Inclusive Teaching Complements Specialist Intervention (CLARITY):

While strengthening universal classroom practice benefits all learners, including those with complex needs, some pupils will still require specialist interventions through the CLARITY programme. By improving baseline inclusive teaching, we optimise specialist resources so they can be targeted more effectively.

The Teacher Standards

Staff must also ensure that they are meeting all the [Department for Education's Teacher Standards](#). The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

In short, a teacher must:

1. Set high expectations which inspire, motivate and challenge learners
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons



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5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities.

Lesson Planning

It is not a requirement of the College for every lesson to have a written lesson plan. It is a requirement that teachers have given deep thought to every lesson and that lessons are taught in line with this policy.

The college has a lesson planning template proforma to guide planning in line with our principles. The SJCR Lesson Plan Template identifies 5 distinct phases of a lesson:

We plan for...	<i>Link to pedagogical framework</i>
Do Now Activity	<i>Retrieval of prior knowledge / skills Clear Routines</i>
Reflection: Optima Deo – my best for God	<i>Clear Routines</i>
Direct Instruction (Introduction of new knowledge or skills)	<i>Connecting new ideas to prior learning Intellectual curiosity</i>
Guided / Independent Practice	<i>Connecting new ideas to prior learning Intellectual curiosity</i>
Check of understanding	<i>Retrieval of prior knowledge / skills Connecting new ideas to prior learning High participation ratio - ETHIC</i>

Evidence-Informed Pedagogical Strategies

Strong Lesson Start: Each lesson begins with clear 'do now' activities, involving retrieval practice to reinforce prior learning.

Guidance on Retrieval Practice

- Involve all pupils: Retrieval practice should engage the whole class, not just individual pupils, to ensure everyone regularly checks their knowledge – see use of mini whiteboards.
- Ensure accuracy: Techniques must enable pupils to identify what they know securely and where gaps remain, by checking their work for accuracy and completeness. (This is distinct from marking extended assessments with full mark schemes.)
- Specify knowledge: Where appropriate, pupils should know the body of knowledge retrieval will be based on so they can prepare and self-check effectively. Knowledge requirements must be laid out in a way that makes self-checking possible.
- Keep it generative: Pupils should retrieve from memory without relying on cue cards, prompts, scaffolds, or textbooks, encouraging them to think for themselves.
- Prioritise efficiency: Techniques should be quick to implement, repeatable, and effective without taking up disproportionate lesson time.
- Manage workload: Retrieval practice must not create unnecessary teacher workload. Pupils, not teachers, should check answers routinely, with teacher checking reserved for occasional monitoring.



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Effective Questioning Strategies: We predominantly use strategies like inclusive questioning and mini whiteboards to maximise student thought, participation and to check for understanding. This is our everyone thinking hard in class approach (ETHIC).

Guidance on Inclusive questioning

At St Joseph's we use the term 'inclusive questioning' when referring to cold-call strategies. Cold call is a teaching strategy named and promoted strongly by Doug Lemov in Teach Like A Champion. The teacher poses a question, gives the class thinking time then chooses who to respond. This is part of our everyone thinking hard in class approach (ETHIC). Pupils must be taught this approach especially if they have recently joined us from another context.

- Introduce the approach with students and build the culture around it; this may take time.
- The spirit is inclusive and invitational. Avoid language such as 'I'm going to pick on...'
- If we do not use inclusive questioning it signals the expectations around participation and learning are lower for some students.
- Use strategies to ensure all students feel confident in joining the classroom discussions.
- Know your pupils – be adaptive in your teaching.

Use of Mini Whiteboards

- All Key Stage 3 pupils are provided with a mini whiteboard for use in lessons.
- Mini whiteboards enable teachers to pose questions or problems to the whole class, with pupils recording individual responses and displaying them simultaneously.
- This strategy allows teachers to check understanding rapidly and adapt instruction in real time.
- The temporary nature of mini whiteboards encourages pupils to take risks, make mistakes, and refine their thinking in a low-stakes and inclusive way.
- Mini whiteboards promote effective and inclusive learning by supporting retrieval practice and increasing active pupil participation.
- Staff must establish consistent routines for mini whiteboard use, ensuring pupils are given sufficient thinking time and display their boards only when instructed by the teacher.

Home Learning

At St Joseph's we refer to homework as *home learning*. Whilst the distinction is subtle, our focus is on reinforcing classroom learning through both set tasks and regular retrieval practice. We subscribe to the principle that "*retrieval from day one, ensures that revision is done.*"

Home learning is an integral part of ensuring pupil progress at St Joseph's. It provides opportunities for pupils to:

- engage in retrieval practice of knowledge and skills,
- undertake deliberate practice to build fluency
- develop life-long independent study habits.

This approach is supported by research from the Education Endowment Foundation (EEF), which finds that home learning has, on average, a positive impact of +5 months, particularly in secondary schools.



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The research also highlights that:

- home learning linked directly to classroom content is more effective,
- home learning accompanied by feedback has the greatest impact, and
- making the purpose of each task clear to pupils (e.g. revising a specific area of knowledge or developing fluency in a skill) significantly enhances its effectiveness.

Guidance on Setting Home Learning

- Home learning tasks should not be open ended.
- Home learning should not be set over several weeks.
- Home learning should not be to finish classwork.
- Home learning should allow opportunities for retrieval practice.
- Home learning should build upon and provide opportunities for pupils to practice previously taught material.
- Home learning which involves either reading or research should have clearly defined outcomes.
- Home learning must be set on the day shown in the timetable. If pupils are out on this day (on a trip for example) home learning should not be set unless it is a regular and expected retrieval practice on an online platform such as Sparx and pupils have capacity to complete it in a timely manner.
- Home learning must be written in the pupil's planner and set as an assignment on Teams. Tutors are to regularly check and sign planners at KS3.

Independent Study at Key Stage 5

Independent study is a core component of successful learning in the Sixth Form. Set home learning tasks provide structured opportunities, while additional reading and research extend pupils' understanding beyond the classroom. Engaging with wider reading and research is essential for developing deeper knowledge and preparing for academic success.

While teachers will set reading and research tasks, pupils are also expected to be self-directed learners who take responsibility for their own progress.

Until the final examination has been sat, the work of a Sixth Form pupil is never complete. There is always retrieval, research, and reading to be undertaken.

Developing Independent Learning at SJCR - The Six Strategies

Recent research has shown there to be six strategies that are most effective for individual study and revision. These strategies are taught to pupils within the curriculum, in additional study skills presentations and as part of the Year 11 Catalyst Programme. All staff should strive to embed these to develop self-efficacy and build self-agency over time.

1. Retrieval Practice



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Retrieval practice involves recreating something learnt in the past from memory and thinking about it right now. Pupils need to forget the information at least a little for retrieval to be effective; the process of recall makes the information more readily accessible later.

2. Deliberate Practice

Deliberate practice refers to independent learning that is purposeful and systematic. Deliberate practice requires focused attention and is conducted with the specific goal of improving performance, in this case examination performance. Past papers, questions and end of unit tests can all be used for deliberate practice. Questions should be attempted under test conditions. Good timing is a skill that needs to be practiced, and pupils must be aware of differing time requirements in subjects. After each attempt feedback must be sought by reviewing against mark schemes, previous tests, class notes, textbooks or by staff.

3. Spaced Practice

Spacing out studying over time is more effective than completing the same total amount of revision in one go. The same amount of study time will produce more long-lasting learning. Spacing learning requires advance planning and pupils have been given guidance on writing revision timetables.

4. Interleaving

The research suggests that pupils shouldn't study one idea, topic, or type of problem for too long. Instead, they should change it up often. Interleaving can help pupils to choose the correct strategy to solve a problem and see the links, similarities, and differences between ideas.

5. Dual Coding

According to the dual coding theory, we process verbal and visual information through separate channels. Dual coding is the process of combining verbal materials with visual materials. When pupils have the same information in two formats - words and visuals - it gives them two ways of retrieving the information later.

6. Concrete Examples

Abstract ideas and concepts are harder to remember than those that are concrete. Use concrete examples to illustrate abstract ideas. Multiple examples help students understand the underlying abstract idea better.

Guidance on Setting Cover Work

Cover work must always be purposeful, accessible, and logged on SchoolBase to ensure continuity of learning for all pupils.

- Ensure continuity of learning: Cover work must be purposeful and directly linked to the current curriculum, avoiding tasks that feel like 'fillers'.
- Provide clarity: Instructions should be clear, accessible, and require minimal explanation from the cover teacher so that pupils can engage independently.
- Match expectations: The quality and level of challenge should reflect the standards of a regular lesson, maintaining high expectations of effort.



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- Plan for accessibility: Tasks should be designed so that all pupils can access them, with appropriate scaffolding where necessary.
- Build in accountability: Work should include an outcome that can be checked (e.g. written responses, completed practice questions, or retrieval activities) to ensure pupils remain focused.
- Use available systems: Cover work must be uploaded/logged in SchoolBase and, if required, Teams to ensure consistency and access.
- Balance workload: Where possible, make use of existing resources (e.g. retrieval practice questions, exam practice, structured reading) to ensure setting cover is efficient for staff while effective for pupils.

Senior School

- Pupils are expected to work independently when completing cover work.
- The cover teacher's role is to maintain a calm and purposeful learning environment and to offer general support where appropriate.
- As cover teachers are often not subject specialists, they are not expected to teach the lesson content. The only exception to this is PSHE cover lessons which are to be taught using the resources provided.
- Sixth form lessons are not routinely covered but clear guidance must be given as per the guidance above to allow pupils to complete this work independently.

Prep School

- In the Prep School, the member of staff covering is expected to teach the lesson as normal.

Responsibilities

- Where a teacher is unable to set cover, it is the responsibility of their line manager to ensure appropriate work is provided.

Digital Teaching and Learning

The College encourages the use of educational technology where it leverages traditional techniques to enhance learning, support teaching and reduce workload. Staff must be mindful that any techniques employed must be accessible for all pupils given their access, and any classroom restrictions, to devices.

The College uses Microsoft Teams to enhance the learning experience for pupils. This platform is used for staff and pupils to:

- Communicate and collaborate with one another.
- Set assignments and provide feedback.
- Share content and manage resources.

All classes have a class team set up automatically through Wonde.

The use of digital platforms also improves digital literacy over time which prepares pupils for the increasingly digital landscape in their careers and future.

Classroom Expectations: Leaving the Classroom



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- Pupils are expected to remain in the classroom throughout lesson time unless they have to leave to attend another authorised activity such as a music lesson, LAMDA lesson or sporting fixture.
- Teachers may use their professional judgement when considering requests to use the toilet, considering both the pupil's needs and the phase of the lesson.
- Toilet breaks should not be permitted during the first 15 minutes of the lesson, when pupils are engaged in the *Do Now* activity or during the introduction of new knowledge and skills.
- Where a pupil frequently requests to leave the classroom, teachers must inform the Head of Year. If it is suspected that requests are linked to self-regulation, concerns should also be shared with the SENCo.
- Some pupils will have agreed permission to leave lessons to self-regulate. This will be authorised by the Head of Year or SENCo. The pupil will be given a time-out card which will either be directly presented to the teacher or left visibly on the desk. Pupils using their time out card should go to the CLARITY Centre.
- Pupils are expected to fill water bottles during break and lunchtime. Learning time must not be lost for refilling bottles during lessons

Classroom Expectations: Seating Plans

- Every class must have a seating plan designed to maximise learning, considering the profile and needs of pupils.
- Well-considered seating arrangements support adaptive teaching, enabling personalised learning and targeted support.
- Decisions about where pupils sit rest with the teacher and must be consistently applied.
- Seating plans must be logged on SchoolBase to ensure clarity and continuity, including for cover teachers.

Classroom Expectations: Equipment for Learning

Pupils are expected to have the following equipment for learning. It is their personal responsibility to bring these to lessons.

- Pencil case
- Black or blue handwriting pens
- Pencils and rubber (including 2B pencil for art)
- Geometry set (protractor, ruler and compass)
- Coloured pencils
- Sharpener
- 2 x Highlighters
- Felt tip pens
- Glue stick
- Scissors
- Reading book

In Year 7 to 9 pupils are expected to bring their folder with their mini whiteboard, pen and eraser with them. Pupils can purchase replacements from reception for £5.



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Whilst in the moment the teacher will implement strategies to ensure that forgotten equipment does not disrupt teaching and learning recurring instances must be dealt with in line with the behaviour and sanctions policy.

Teachers must avoid regularly giving out equipment as it builds a culture of dependency.

Marking and Feedback

See 3A Assessment, Marking and Reporting policy.

Teaching of Phonics

The teaching of phonics across the College is through the Twinkl phonics scheme. This is rooted around the four cornerstones of the scheme which are fundamental to pupils making good progress in phonics, figure 4:

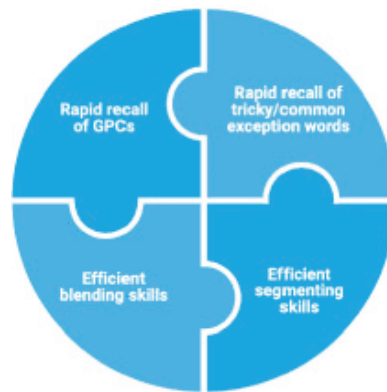


Figure 4: The four cornerstones of phonics.

Rapid Recall of GPCs (Grapheme-Phoneme Correspondence):

This involves children being able to quickly and accurately identify the sound a letter or group of letters represents (e.g., 's' for sun, 'igh' for light).

Rapid Recall of Tricky/Common Exception Words:

These are words that cannot be easily sounded out phonetically, such as "said," "was," or "you," which children need to learn to recognise by sight.

Efficient Blending Skills:

This is the ability to sound out a word by blending individual sounds together to read it, particularly important for words with adjacent consonants in Phase 4 (e.g., blending 's-t-o-p' to read "stop").

Efficient Segmenting Skills:

This is the ability to break down a word into its individual sounds to spell it (e.g., segmenting "milk" into 'm-i-l-k')

Progression overview:



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Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4
Level 2	7	Reception	4-5
Level 3	12	Reception	4-5
Level 4	5	Reception	4-5
Level 5	30	Year 1	5-6
Level 6	30	Year 2	6-7

All phonics lessons follow this structure:

1. Revisit and review
2. Teach
3. Practise
4. Apply
5. Assess (continually)

Monitoring of Teaching and Learning

Formal Lesson Observations

Full, formal lesson observations take place once an academic year unless there are concerns or immediate areas for development required. They are designed to be developmental in their nature and will be carried out by members of both the senior leadership team and academic middle leaders. Staff receive constructive feedback on their performance.

Full lesson observations focus on five areas of teaching and learning.

1. Teacher role
2. Pupil Learning
3. Subject / curriculum knowledge
4. Assessment
5. Wellbeing and behaviour

Peer Observation Fortnights

Peer observation takes place twice a year in the Autumn and Summer term. Staff arrange to observe 10-15 minutes of a colleague's lesson providing positive feedback and more focused feedback on a specific area of teaching and learning. The feedback is slip is passed to the Assistant Head Teaching and Learning for the feedback to be logged before being returned to the teacher observed.



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Learning Walks

Learning Walks are a means for senior leaders and academic leaders, to assess the standard of learning that is taking place in the school as a whole or a particular subject. These classroom visits are 'drop-ins' to inform monitoring of the quality of learning. They are not a lesson observation of teaching and focus on students' learning. They may also speak directly to pupils and/or look in their books.

Book Looks

Book looks can tell us about routines, efforts and standards and are carried out by academic middle leaders in line with their marking and feedback policies. Book looks do not assess learning if learning is defined as a change in long-term memory. Book looks are to take place once a term and are logged in the academic leaders OneNote.

Staff should consider the following questions:

- Is the teacher delivering the correct content?
- Do the pupils take pride in their work?
- Are all pupils evidencing progress over time?
- Is the department marking and feedback policy being applied correctly?
- Is there any evidence of pupils responding to or acting on feedback?

Teacher Development

The College believes that all teachers can improve their pedagogy. The College has a well-established CPD and appraisal process to support them with this (See 7c Professional Development Policy).

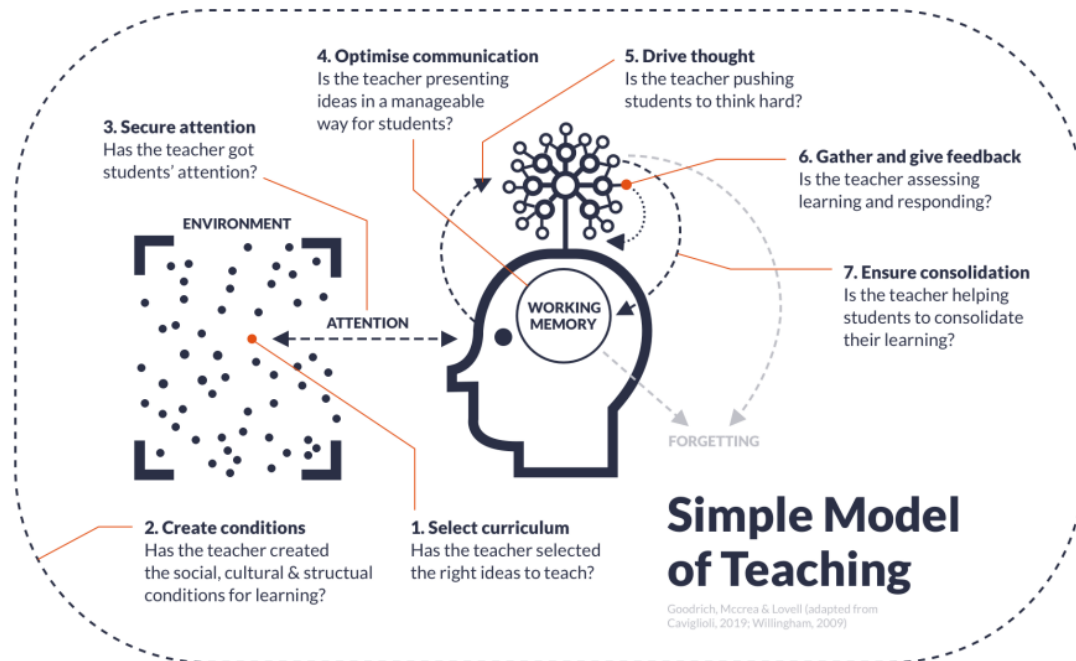
When coaching and supporting staff to better their practice the questions developed in 'responsive coaching' form a useful analytical tool.

1. Select curriculum: has the teacher selected the right ideas to teach?
2. Create conditions: has the teacher created the social, cultural and structural conditions for learning?
3. Secure attention: has the teacher got the students' attention?
4. Optimise communication: is the teacher presenting ideas in a way that is manageable for students?
5. Drive thought: is the teacher pushing students hard to think about ideas?
6. Gather and give feedback: is the teacher assessing student learning and responding appropriately?
7. Ensure consolidation: is the teacher supporting students to consolidate their learning?



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When a teacher is not meeting the standards, they will be supported with their pedagogy by an Academic Leader or member of SLT. Following the initial support put in place where necessary the teacher may be put on a more formal support plan with specific targets to meet.

Induction of Early Career Teachers (ECTs)

The College follows the statutory guidance for the induction of Early Career Teachers (ECTs) published by the Department for Education. The Assistant Head (Teaching and Learning) fulfils the role of Initial Teacher Training Co-ordinator (ITTCo) and reports the progress of ECTs to the Head. In most cases the ITTCo is also the ECT's Tutor. A mentor with specific subject or phase expertise is also assigned.

The role of the Tutor is to guide, encourage, reassure, inform, listen and facilitate. They are responsible for monitoring the progress and development of ECTs, making sure they know and understand their role and responsibilities within the College. They should enable the ECT to explore and extend their experiences within a safe framework of support and advice. The Tutor is assisted in their role by the a mentor either a Head of Department of the curriculum area involved and by the Head of Section to which the ECT is attached.

The ECT is given 10% protected time in their first year in addition to the normal non-contact time for all staff. They are encouraged to use this time to work towards the teacher standards and to extend their experience by observing other colleagues, visiting other schools and taking part in any other opportunities for professional development either in or out of College. This is reduced to 5% in their second year.



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In their first year, the ECT will meet with the Tutor and their mentor for one period each week to discuss progress against the teacher standards, review targets and the focus for the next week. This provides the agenda for discussion each meeting.

Informal chats also take place as required and much support is given on an informal basis by many colleagues. In their second year this meeting will take place fortnightly or monthly as required.

The Tutor provides an overview of the programme for the year and in discussion with the ECT agrees the main targets following discussion of the Teacher Standards. The documentation for support and guidance of ECTs supplied by the Independent Schools Teacher Induction Panel (ISTIP) is shared and discussed with the ECT.

The ECT is encouraged to attend regional meetings provided by ISTIP or Exam Board inset and to visit other types of school.

The ECT is observed by the Tutor or their mentor each term; they will have two formal observations in the first term and one in every subsequent term. Additional observations to support specific aspects of the ECTs development will be arranged as required.

Formal reviews with the Tutor are arranged towards the end of each term (pro rata for part time ECTs) to assess progress towards the objectives and the Induction Standards. New objectives are set and an ECT Progress Check is completed and uploaded to ECT Manager. If an ECT was in danger of not meeting the Induction standards this would be addressed at an early stage by extra support and help from other members of staff, external courses and increased opportunities to observe good practice.

The ECT will complete an evidence tracker to show progress against the Teacher Standards. The Tutor will complete a progress review at the end of each term and an assessment form at the end of each year. These reports are discussed with the ECT who can comment.

All documentation is uploaded to the ISTIOP OneNote by the ECT.

Professional Learning Sessions

Professional Learning Sessions support our teacher trainees with the induction process and are based around the teacher standards. All staff are welcome to attend. Sessions are published for the term ahead.

It is short, sharp CPD which takes place weekly. All sessions have a brief introduction to the topic followed by some discussion questions. It is an opportunity for staff to come together and benefit from each other's experience and expertise.

Research Updates

The Assistant Head Teaching and Learning is responsible for providing research updates. These are incorporated into inset days, professional learning sessions, disseminated on teams or through bulletins.

Appendix: The SJCR Teaching Toolkit

Our pedagogical framework is underpinned by the following research. All staff should have good knowledge of the following research and models.



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Cognitive Load Theory

Staff must have an awareness of cognitive load theory. Cognitive Load Theory (CLT) - coined in 1988 by John Sweller, suggests that our working memory is only able to hold a small amount of information at any one time and that instructional methods should avoid overloading it to maximise learning (Sweller, 1988).

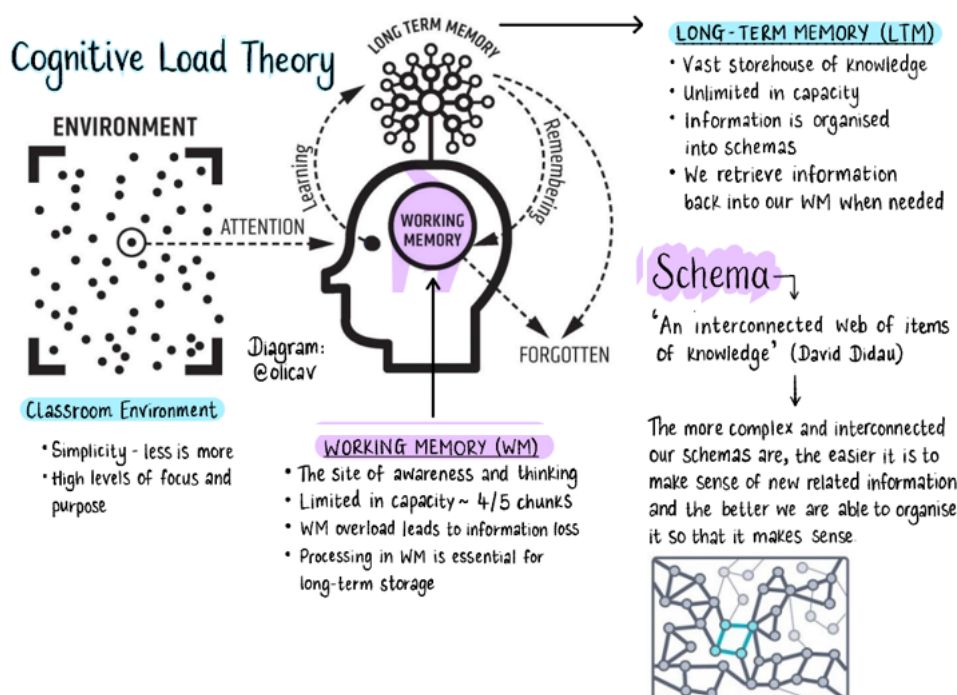
'Sweller's Cognitive Load Theory is the single most important thing for teachers to know'. Dylan Wiliam

There are three types of cognitive load: intrinsic, extraneous and germane.

Intrinsic load is the inherent difficulty of the learning material – this **needs to be managed** by breaking down complex information into smaller, manageable chunks and presenting it in a way that builds upon prior knowledge. Clear and concise language, visual aids, examples / case studies, logical sequencing and using scaffolding to provide support and guidance helps learners to effectively manage their intrinsic load.

Extraneous load is the unnecessary mental effort caused by how the material is presented, how the task is structured or distractions within the classroom environment – this **must be minimised**.

Germane load is the mental effort that is directly related to learning and schema construction – this **should be maximised**



What makes great teaching? (<https://www.suttontrust.com/our-research/great-teaching/>)

The two factors with the strongest evidence of improving pupil attainment are:



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- teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions
- quality of instruction, which includes using strategies like effective questioning and the use of assessment

Specific practices which have good evidence of improving attainment include:

- challenging students to identify the reason why an activity is taking place in the lesson
- asking a large number of questions and checking the responses of all students
- spacing-out study or practice on a given topic, with gaps in between for forgetting
- making students take tests or generate answers, even before they have been taught the material

Common practices which are not supported by evidence include:

- using praise lavishly
- allowing learners to discover key ideas by themselves
- grouping students by ability
- presenting information to students based on their "preferred learning style"





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Rosenshine's Principles.

Rosenshine's principles underpin effective teaching and learning to help move pupils from being novices towards being experts. The principles are not a checklist that has to be evidenced in every phase of learning.

The full paper 'Principles of instruction: research-based strategies that all teachers should know' can be found [here](#).

Rosenshine's Principles in Action by Tom Sherrington

Below is the name Sherrington gives to each principle, followed by how Rosenshine expresses each principle in 'Principles of Instruction' Page numbers correspond to the PDF.

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 Weekly and monthly review

Daily review

'Begin each lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall' (p. 13).

Present new material using small steps

'Present new material in small steps with student practice after each step: Only present small amounts of new material at any time and then assist students as they practice this material' (p. 13).

Ask questions



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'Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning' (p. 14).

Provide models

'Providing students with models and worked examples can help them learn to solve problems faster' (p. 15).

Guide student practice

'Successful teachers spend more time guiding students' practice of new material' (p. 16).

Check for student understanding

'Checking for student understanding at each point can help students learn the material with fewer errors' (p. 16).

Obtain a high success rate

'It is important for students to achieve a high success rate during classroom instruction' (p. 17).

Provide scaffolds for difficult tasks

'The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks' (p. 18).

Independent practice

'Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic' (p. 18).

Weekly and monthly review

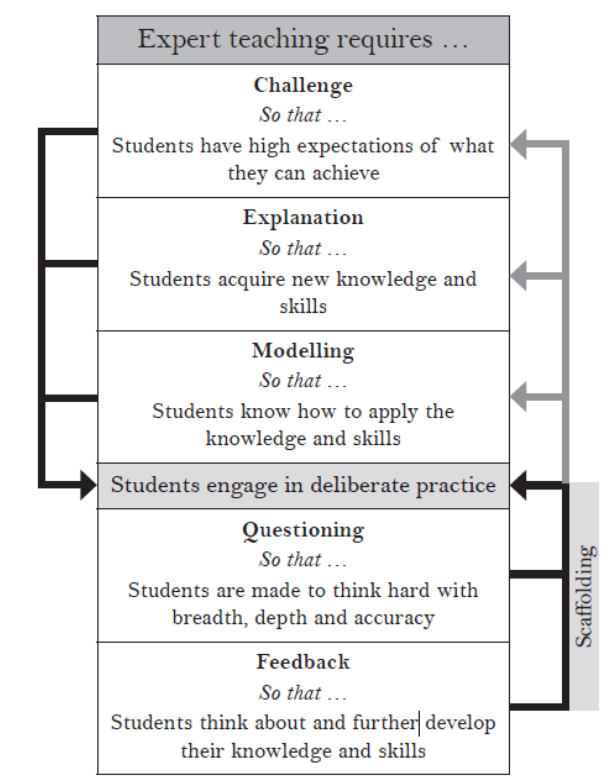
'Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge' (p. 19).

Making Every Lesson Count

Staff must also consider the structure of their lesson to ensure that every lesson counts. A good model is that proposed by Shaun Allison and Andy Tharby in 'Making every lesson count'.



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<https://evidencebased.education/the-distinction-between-performance-and-learning/>

Teaching and Learning Glossary:

1. Active Learning

A pedagogical approach where students engage with the material through discussion, problem-solving, or applied activities. Research shows active learning improves retention and understanding compared to passive listening.

2. Assessment for Learning (AfL)

A formative assessment strategy that involves using assessment to inform teaching and support student progress. It includes techniques like questioning, feedback, and peer/self-assessment.

3. Cognitive Load Theory

A theory describing how human working memory has limited capacity, influencing how instruction should be designed. It informs how to balance and manage different types of cognitive load (intrinsic, extraneous, germane).

4. Constructivism

A learning theory suggesting learners actively construct knowledge based on prior understanding. Effective teaching builds on students' existing mental models.



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5. Deliberate Practice

Focused, goal-oriented practice with feedback, shown to improve performance over time. It's not just repetition—practice must target specific weaknesses.

6. Dual Coding

Combining verbal and visual information enhances memory and understanding. For example, using diagrams with explanations.

7. Elaboration

The process of adding meaning or connecting new information to existing knowledge. Strategies include self-explanation, analogies, and asking “why?” questions.

8. Explicit Instruction (also referred to as Direct Instruction)

A structured, systematic, and clear teaching method. Rosenshine's Principles of Instruction advocate for teacher modelling, guided practice, and scaffolding.

9. Extraneous Cognitive Load

The mental effort imposed by poorly designed instruction or unnecessary complexity. Reducing this load improves learning by removing distractions and irrelevant tasks.

10. Feedback

Information given to learners about their performance to guide future learning. High-quality feedback is timely, specific, and actionable.

11. Formative Assessment

Ongoing assessment used to monitor learning and inform instruction. Unlike summative assessment, its primary goal is to support learning rather than evaluate it.

12. Germane Cognitive Load

The cognitive effort devoted to processing, understanding, and constructing new knowledge. Instruction should aim to maximize germane load to support schema development.

13. Growth Mindset

The belief that abilities can develop through effort and learning. Promoted by Carol Dweck, though its application in classrooms should be evidence-informed, not over-simplified.

14. Intrinsic Cognitive Load

The inherent difficulty of the content being learned. It is shaped by the complexity of the material and the learner's prior knowledge.

15. Interleaving

Mixing related topics or problem types during practice. Though counterintuitive, it improves long-term retention and transfer more than blocking.

16. Metacognition

The awareness and regulation of one's own learning. Teaching metacognitive strategies (planning, monitoring, evaluating) enhances independent learning.

17. Retrieval Practice



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Actively recalling information from memory improves learning better than rereading. Supported by robust evidence in cognitive psychology.

18. Scaffolding

Providing temporary support structures (e.g., modelling, hints) to help learners achieve tasks just beyond their current ability. Supports are gradually removed as competence increases.

19. Spacing (Distributed Practice)

Spreading learning over time enhances long-term memory retention compared to massed (crammed) practice.

20. Transfer of Learning

The application of learned knowledge or skills to new contexts. Effective transfer often requires deep understanding and varied practice.