



## Teaching and Learning Policy

### Mission Statement

We are inspired by the teachings of Jesus Christ who is at the heart of all that we do.

Working in unity with our families, parish and community, we encourage and support the children to grow in faith and reach their full potential in a happy, caring and loving environment.

### Introduction

This policy outlines the core principles, expectations, and practices that define high-quality teaching and learning at Our Lady and St Edward's Catholic Primary School. It is a working document that ensures consistency and provides a shared understanding of excellence in pedagogy, supporting our mission to help all children grow in faith and reach their potential. It recognises and respects the individuality of each teacher's style, allowing for creativity and professional judgement within a shared framework of high standards

This policy provides direction and clarity, ensuring consistent teaching strategies and high expectations across the school. It serves as a reference point for staff, parents, governors and other stake holders, and is adaptable to incorporate educational innovation.

### Aims

- Promote high-quality learning
- Raise pupil achievement and progress.
- Develop independent, reflective learners.
- Provide equal fair access to a broad, balanced curriculum.
- Provide a model of excellence in pedagogy.
- Support a culture of self-evaluation and professional growth.
- Provide direction for aspirations.

## **Section 1: The Learning Environment**

### Effective Learning Environments

To promote high standards of learning, children need a secure, well-organised environment. We identify the following key features of effective learning environments:

- A safe, calm, positive working environment where each child feels valued and can achieve his or her potential.
- A welcoming Christian environment in which courtesy, kindness, forgiveness, respect and tolerance are fostered.
- A fair, disciplined environment where there are clear expectations with regard to behaviour and work ethic.
- Secure established class rules and routines which facilitate learning and nurture independence.
- Flexible learning spaces (indoor and outdoor) that promote choice, creativity, and independence.
- Access to water, fresh air, and regular physical movement.
- Digitally enriched classrooms supporting blended learning.

### Classroom Organisation

- Classrooms should be tidy and well organised.
- Clear labelling and accessible resources to foster independence.
- Inclusive visual displays and materials representing diverse backgrounds.
- Role-play and imaginative spaces in KS1.
- Reading areas that promote a love of literature.

### Classroom Displays

- Reflect current learning
- Used to enhance children's learning
- Organised, neat and purposeful
- Children's work is celebrated

## **Section 2: Effective Teaching and Learning**

### Characteristics of Effective Learning

Children learn best when they:

- Know what they are being asked to learn and the steps to achieve this
- Make links with previous learning
- Are engaged, curious and willing to take risks
- Select and use suitable resources to support learning (inc. digital resources)
- Reflect on their progress (metacognition)
- Engage in learning beyond the classroom
- Are challenged through questioning and real-world problems
- Collaborate and work together
- Engage in discussion, dialogue and oral presentations
- Have opportunities to work in different learning styles: visual, auditory and kinaesthetic

- Receive feedback and act on it
- Are intrinsically motivated and proud of the *process* when they have accomplished something
- Have high aspirations and a deep drive to know more

### Features of Excellent Teaching

Effective teaching requires teachers to ensure they adhere to the following principles:

- Clear planning informed by assessment and which builds on what children already know
- Adaptive teaching to meet diverse needs
- High expectations and academic rigour
- Cross-curricular links and purposeful learning contexts
- Engagement through creativity, oracy, and exploration
- Use of questioning to promote deeper thinking
- Inclusive and trauma-informed practices

### Teaching Strategies and Approaches

- Whole-class, small group, paired, and 1:1 instruction
- Direct teaching, modelled examples, and scaffolding
- Retrieval practice and distanced repetition
- Encouragement of resilience, independence, and curiosity
- Use of manipulatives and real-world examples

## **Section 3: Inclusion and Support**

### Adaptive Teaching

- Adapt teaching to ensure all pupils, including those with SEND and EAL, access and engage with learning
- Personalised strategies and resources respond to individual needs

### SEND

- Personalised learning plans for children who require significant adaptations to support their learning
- Support plans for all children who require learning to be regularly adapted to meet their needs
- Curriculum tailored to the needs of the children
- Suitable environment to support child's individual learning needs
- Support from a specialist teacher

### Role of Teaching Assistants (TAs)

Teaching Assistants are deployed throughout school to effectively support learning. They are involved in:

- Delivering targeted support (1:1/small group)
- Delivering pre/post-teaching
- Delivering targeted interventions
- Developing children's confidence and independence

- Collaboration with teachers to ensure progress and inclusion
- Providing feedback to pupils and contributing towards assessment

*Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.*

### **Section 4: Resources and Planning**

#### **Resources**

Adequate, good quality, appropriately stored resources are an essential tool for good teaching. Specialist resources are stored in the appropriate curriculum resources cupboard/area, and are regularly audited by the curriculum co-ordinators. Consumables are replenished as necessary by the Key Stage team leaders and/or co-ordinators in consultation with staff.

Pupils are taught how to use all resources correctly and safely, with care and respect, and with regard for Health & Safety and waste.

Care is taken to ensure that resources reflect the cultural diversity of our society, and that all pupils have equality of access.

In order to maintain the quality of resources and ensure that teaching sessions are not interrupted, resources should be:

- Prepared in advance of the session so that teaching sessions are not interrupted.
- Maintained in good condition and returned as found, promptly.
- Of good quality showing appreciation of best value.
- Adequate for the levels of use. Needs should be notified to the co-ordinator responsible.
- Appropriate to the task
- Frequently reviewed for continued relevance
- Labelled in appropriate storage and kept tidy.
- Varied to allow for differentiation and preference

#### **Planning Expectations**

- Short, medium, and long-term planning reflect curriculum goals
- Planning documents should be purposeful, flexible, and responsive

### **Section 5: Wider Stakeholders**

#### **Curriculum Co-ordinators**

##### **The Role of Curriculum Co-ordinators**

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues

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## Parents and Carers

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- Sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.
- In addition to parent meetings, IEP meetings are held each term for children with SEND.

## Governors

Governors support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

## Monitoring

- SLT and subject leaders are responsible for monitoring the consistency and quality of teaching and learning.
- Ongoing CPD supports staff in effective teaching and learning.
- Data analysis is used to inform the monitoring process:
  - Book monitoring
  - Lesson observations
  - Learning walks
  - Pupil progress meetings
  - Pupil Voice

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## Relationship to Other Policies

This policy should be read in conjunction with the following documents:

- Assessment Policy
- Handwriting and Presentation Policy
- Marking & Feedback Policy
- Equal Opportunities Policy
- Individual Curriculum Policies:
  - RE Policy
  - Reading Policy
  - Writing Policy
  - Maths Policy
  - Science Policy
  - PE Policy
  - Computing Policy
  - History Policy
  - Geography Policy
  - Art and Design Policy
  - Design Technology Policy
  - Music Policy
  - PSHE & HRSE Policy

<b>Written by:</b>	SLT	<b>Date:</b> May 2025
<b>Approved by:</b>	Headteacher	<b>Date:</b> May 2025
<b>Last reviewed on:</b>	May 2025	
<b>Next review due by:</b>	May 2027	