# Unlocking the Potential for Everyone to Flourish in the love of Christ.

**'But I am like an olive tree flourishing in the house of God.' Psalm 52:8**

# Teaching and Learning Policy

# September 2025

## Teaching and Learning Policy

At St. Peter's CE Primary School, it is our intention that learning should:

- Be meaningful, rewarding and memorable
- Equip children with the knowledge, skills and understanding to be successful learners
- Enable children to lead ambitious, rewarding lives in our society

- Include a range of different strategies to incorporate all learners, including the needs of SEND and EAL children.

Through our teaching and new curriculum, we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential regardless of their background equipping them for future life. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners.

## Principles

- To develop a community of learners where learning is highly valued, enjoyed, supportive and that can ultimately build a lifelong love of learning
- To enable children to become confident, resilient, resourceful independent learners who are able to think critically
- To develop the capacity to communicate clearly, the ability to articulate their thoughts and ideas eloquently, and the confidence to speak in a wide range of contexts which are fundamental to success in school life and work
- To ensure learning is sequential and connected thus embedding in long-term memory and can be retrieved and applied in real life
- To develop children's self-respect and respect of the ideas, attitudes, values and feelings of others
- To encourage children to take pride in themselves, their learning and the learning of others

## Learning Culture

To enable children to learn well, the school will develop a culture where children:

- have a love of learning
- feel safe
- interact respectfully with adults and other children, accepting others viewpoints
- take risks in their learning
- recognise mistakes and errors as learning opportunities
- persevere
- respond positively to high expectations – learning behaviour, progress in learning and are accountable for the work they produce
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and where adults:

- establish positive working relationships with all children in the class
- have high expectations for all children's behaviour and learning
- are consistent in dealing with children's behaviour and learning, in line with the school policies.
- model learning and expected behaviour for the children
- treat all children fairly with kindness and respect following our Christian values

This learning expectation will be communicated to parents as children start school. Teachers will actively teach and reinforce this culture throughout the child's life at St. Peter's and will be actively involved in the child's participation at every stage.

## Effective Teaching and Learning

When planning for learning, teachers must have:

- thorough, accurate subject knowledge
- a range of effective teaching methods.
- an understanding of which teaching method would be most effective in teaching a particular subject or topic.

Teaching will be organised using metacognitive strategies to help pupils remember learning by:

- sequencing learning so that there is progression over lessons and the year
- teachers actively making links explicit between elements of learning and prior learning where these are present (Interleaving).
- recapping learning regularly so that short-term, medium-term and long-term memory is developed through the use of strategies to recall information such as quizzes, metamins, quick maths, retrieval of phonics sounds in reading practice, questioning… (Spacing and retrieval)
- planning opportunities for purposeful talk and critical questioning to enable children to be able to discuss and explain learning with others (Elaboration)
- representing learning visually and verbally (Dual-coding)
- designing teaching and tasks to avoid overloading working memory (Cognitive Load Theory)

Teachers will draw from a range of strategies in order to engage children in the teaching and promote learning for all. These will include:

- dialogic teaching
- investigation, problem solving and critical thinking
- reasoning and explanation of learning
- focused research
- opportunities to communicate findings in a variety of ways using both exploratory and presentational talk
- opportunities to practise and apply newly acquired skills and knowledge
    - whole-class learning
    - purposeful group learning (in groups selected for different reasons)
    - purposeful paired learning
    - individual learning
    - independent learning, which is child directed
    - collaborative skills are taught and developed
    - selecting and using relevant resources to support learning
    - asking and answering questions
    - use of IT including visual images, film, interactive teaching resources etc without overloading working memory
    - fieldwork and visits to places of educational interest
    - guest visitors and performances
    - creative activities
    - debates, discussions, oral presentations and other speaking and listening strategies
    - drama techniques
    - designing and making things
- participation in athletic or physical activity

- setting challenges for themselves
- producing work for a variety of audiences

Children will be taught to take responsibility for their own learning; to review the way they learn and remember and how to overcome challenges in their learning.

## Effective Teaching

Constantly adaptive teaching (Assessment for Learning) will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in knowledge and skills. Children will also be identified on the teacher's planning as BLW, WTS, EXS or GDS to ensure accurate tracking. Planning will be shared with TAs. Children will also be able to answer questions on what they are learning, not what they are doing.

- **Learning objectives are:**
    - clear and focused - based on learning rather than task
    - displayed at the appropriate time in the lesson
    - discussed and explained with the children as an explicit link to ensure purposeful, real life learning
    - based on prior attainment, knowledge and understanding
    - written in the format: "To..."
    - referred to throughout the lesson
- **Success criteria will:**
    - be identified by the teacher during the planning process to ensure the learning outcome is met
    - break down the learning taking place
    - will be open to all, not limiting
    - include the steps or 'ingredients' the children need to be successful in their learning
    - the success criteria will be short, maybe visual
    - will usually be generated with the children during the lesson
    - be written up and referred to during the lesson when appropriate
- **Review of learning/Plenary will:**
    - allow teachers to be constantly adaptive in response to children's learning
    - reflect on the learning which is taking/has taken place
    - review progress towards the learning objective and success criteria
    - allow adults and children to address misconceptions, make improvements and add further challenge
    - **o** allow time to reflect on the 'how' the children have developed as learners in addition to 'what' has been learnt
- **Outcome will be:**
    - **o** what is achieved by the children by the end of the lesson
    - **o** the learning activity/evidence of learning
    - **o** given sufficient time to enable children to achieve meaningful learning
- **Challenge for all. Teaching will:**
    - be appropriately pitched to the age-group
    - support children to achieve the learning and extend children who grasp the concept quicker than others

- Be adaptive throughout the lesson (including the use of TAs) and will respond to learning needs as they arise to avoid artificial grouping that may limit learning
- Address EHCPs/IOPs for children with SEND

- **Adult input:**
  - Provides overviews and reviews of objectives
  - Outlines content to be covered and signals transitions between different parts of the lesson
  - Calls attention to main ideas
  - Reviews main ideas and scaffolds thinking through the use of open questions

**It will also:**

- Model learning to impart knowledge
- Engage children in the learning
- Be active and interactive
- Make effective use of verbal and visual teaching strategies
- Have appropriate pace to ensure maximum learning takes place
- Respond to, and be adapted to, ongoing assessment during the lesson
- Generate success criteria
- Be flexible according to the learning taking place e.g.
  - Different inputs for different groups
  - Different start times for different groups in recognition that higher ability children will not need to sit through the same teaching
  - Input – activity – input – activity
  - Guided groups etc.

**Throughout the above, teachers will communicate clearly and directly with pupils**

- **Questioning**
  - Questions will be asked to assess learning, challenge and deepen thinking and understanding
  - A range of different types of question will be used as appropriate: open/closed; higher and lower order (eg. Bloom's Taxonomy); product (single response) and process (explanation response)
  - Will be matched to the children's understanding and ability
  - Opportunities will be planned for children to develop their own questions and questioning

- **Feedback & Marking**
  - Regular feedback will be given to the children in line with the school policy.
  - It identifies success and areas for improvement/next steps in learning
  - Refers to learning objectives, success criteria, and age related expectations in spelling, punctuation and grammar where appropriate
  - Informs further planning, teaching and well timed interventions

- **Self & Peer Assessment**
  - Guidelines are discussed, agreed and developed with the children
  - Is used regularly to enable children to address misconceptions and make improvements to their learning

- **Vocabulary**
  - All staff will model the use of standard English and children will be corrected if not speaking correctly or if they are not using full sentences
  - Opportunities will be taken to develop and extend children's working vocabulary

- Topic specific vocabulary will be taught progressively throughout the school through the use of vocabulary mats and knowledge organisers
- Displays will promote vocabulary

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

## Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.