Teaching and Learning Policy

St John with St Augustine Primary School

2026

Our Christian Vision

With God's help, together, we aspire, achieve and believe

Our Christian Vision is rooted in the parable of:

The Mustard Seed - Mark 4:30-34

"It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.

Our subject leaders have worked collaboratively with teachers to form a personalised curriculum which is ambitious and which will help our children to flourish.

Many of our children thrive from experiences and opportunities they wouldn't otherwise have. Therefore, our entire curriculum incorporates varied teaching and learning strategies as well as cultural capital opportunities to ensure our children receive a rich curriculum.

Each curriculum subject is planned out progressively, so that key knowledge is taught sequentially within each year group and across each key stage. Knowledge is regularly revisited so that children can remember the learning that has previously taken place.

Connections are often made between subjects where knowledge and skills can support a deeper understanding across different areas of learning. Progressively introducing key vocabulary at certain times can also allow children to have a deeper understanding of what has been taught.

We are widely recognised as a nurturing school, where we aim to account for all pupils needs, whilst ensuring that we instil respect and understanding through our Christian Vision. We seek to address equity, diversity and justice by ensuring that there is positive representation of people from around the world.

Our curriculum is intended to help our children prepare for the ever-changing world that they will grow into.

Our teaching and learning principles

- To provide a range of teaching and learning experiences for our pupils for their life journey.
- For our children to be able to achieve their potential and become the person God created them to be.
- To foster confidence, delight and discipline in seeking wisdom, knowledge, understanding and skills in order to shape their lives.
- To encourage each other to believe in ourselves.
- To make a positive difference through our Christian values.
- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong.

Learning Culture

- A sense of independence, whereby children can achieve their potential.
- To be Ready, Respectful and Safe in their learning.
- To encourage each other to believe in ourselves and take risks.
- To have high expectations – learning behaviour, progress in learning and presentation etc.
- To have an 'I can do' attitude.
- Adults establish positive relationships with all children in the class.
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect through encouragement, and praise.
- Recognise mistakes and errors as a learning opportunity

NB: The above need to be actively taught and quickly established (in the first half term), then further developed and reinforced throughout the year, involving the children at every stage.

This will be taught through our school's 'Behaviour Curriculum' – where whole school themed weeks are planned for the year, to ensure consistency across school and to explicitly teach these behaviours.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners, including:

- Adaptations of resources, environment or task when needed
- Positive representation of equity, diversity and justice with the concepts taught.
- Opportunities for children to think about injustice in the world so that they can be agents of change.
- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work or talk partners
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- Cultural Capital Experiences: Visits, visitors, fieldwork and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- oracy opportunities
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves
- Opportunities to reflect spiritually in their learning. Eg: ‘How does this make you feel?’
- Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

  (Where possible avoid a worksheet lesson).

Planning

Plans provide specific information about what, how and when pupils are expected to learn. Plans highlight how all adults will support and challenge children throughout the lesson. Learning outcomes and assessment strategies are considered. Planning responds appropriately to the needs of all pupils (in terms of ability, learning style and interest). Formative assessment strategies will be planned for and plans will be acted on according to this.

Curriculum Overview for the year group:
Long Term Plan (for all subject areas)

Medium Term plans:
English – teaching sequence for the unit/s
Curriculum – half termly overviews

Weekly plans for:
Maths
English
Guided Reading
Curriculum short term plans

Classroom Management Planning

- Teachers should use the management planning template to help to pre-empt any behavioural issues which could arise. These should be well thought out and involve the teaching assistant and SENCo (if necessary). Once thoroughly planned they would only need to be reflected on if some aspect of the plan wasn't working. In which case, this should be amended as necessary.

Effective Teaching

Assessment for learning will be evident in planning and lessons to ensure lessons are **well paced and all pupils make progress** in learning.

- **Learning Objectives**
  - The teacher should ensure that prior learning has be established first.
  - Objectives should be clear and focused based on what knowledge or skills needs to be acquired rather than the task to be completed
  - clearly displayed on the screen/ shared with the children
  - discussed and explained to the children
  - building on prior attainment, knowledge and understanding
  - Learning objectives to be written in English books

- **Success Criteria**
  - break down the learning which will take place into steps the children need to be successful in their learning
  - identified by the teacher during the planning process, but sometimes generated with the children during the lesson

- referred to during the lesson

- **Plenary and mini-plenaries**

  - Planned times during, and at the end of, the lesson as necessary
  - Reviews progress towards learning objective and success criteria
  - Allows adults, and children, to address misconceptions, make improvements and add further challenge
  - Learning may be applied to different contexts
  - Time to reflect on the 'how' of learning in addition to 'what' has been learnt

- **Outcome**

  - what will be achieved by the children by the end of the lesson in relation to the learning objective. What new knowledge did the children acquire? What is their understanding?

- **Differentiation/Adaptations**

  - Is planned for in advance but can also adapt to the continual needs of the children
  - Is matched to children's levels and their appropriate next steps
  - When planning work for children with Special Educational Needs information and targets contained in the children's Pupil Provision Plans are addressed
  - Range of differentiation will include adult support; a range and level of resources; time; task; different outcomes
  - Having high expectations for all without a ceiling on their learning.

- **Adult Input**

  - Teachers will ensure there is good pace to the lesson.
  - Teachers will use the 'Teach from the front, not from the seat' approach.
  - Engages children in a calm and positive way, using smiles and the 'catch children in approach'
  - Adults should not be sat for extensive periods. Instead they should be a visible presence around the classroom.
  - Is active and interactive
  - Responds to, and is adapted to, ongoing assessment during the lesson
  - Clearly models successful learning/the learning activity
  - Is flexible according to the learning taking place eg.
    - Different inputs for different groups
    - Re-shaping of tasks as necessary
    - Effective questionnnig
    - Guided groups etc.
    -

  Where necessary restorative conversations should take place away from other children as teachers use the 'Praise in public', reprimand in private' approach.

- **Questioning**

  - questions will be asked to assess learning, challenge and deepen thinking and understanding

- The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
- Will be differentiated
- Opportunities will be planned for children to develop their own questions and thought-provoking questioning. (These are often planned in MTP)

- **Feedback & Marking**
  Marking and feedback will be in line with our Marking and Feedback Policy
  However, the general principles are:

  - Teachers should pre-teach key concepts to the children who require it.
  - Pupils will use the Red/Green discs to indicate if they need support
  - Immediate and regular feedback will be given to the children
  - Identifies success and areas for improvement – blue pen for acknowledgement comment and green pen for improvement (including basic foundation skills in English and Maths books)
  - Support in the afternoon will be given to a child who has struggled in maths during the morning lesson. (This is to take place on the same day).
  - Teacher will model the school's handwriting in their written comments when marking.

- **Self & Peer Assessment**
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  - Children at Key Stage 2 are trained to self and peer assess
  - Guidelines are discussed, agreed and developed with the children
  - Is used regularly to enable children to address misconceptions and make improvements to their work
  - Children use talk partners to support their learning

- **Active Learning**

  - Children are given opportunities to be involved in the learning throughout the lesson
  - A range of strategies are used
  - There is an appropriate balance of adult/pupil talk. There should be more opportunities for the children to engage than for the lesson to be weighted by 'teacher talk'
  - Children are given opportunities to use working walls within the classroom

Learning Environment

- Classrooms will be tidy and attractive.
- Classes will have an environment conducive to promoting calmness and meeting the emotional needs of our pupils. This will support calm behaviour throughout school.
- an exciting, well-organised classroom promotes independent use of resources and supports our behaviour strategies.

- ***Classrooms should include:***
  i) Three rules of 'Be Ready, Be Respectful, Be Safe'

ii) The ‘Give me five’ principles
iii) RE displays should be clearly visible, accessible and a central feature of the classroom
iv) Maths and English Working Walls should be updated to be in line with the current lesson taking place.
iv) There should be a reading corner which is tidy and encourages children to want to choose a book to read.
v) Regulation areas
vi) Recognition boards (Sunshine)

- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging,
- Displays are changed regularly and reflect the current topic/themes/ learning

Displays

- Displays, both inside and outside the classroom, contribute significantly to the creation of a positive school ethos, reinforcing high expectations for success and achievement.
- Classroom displays should focus on supporting learning or exemplifying the learning process rather than on the children’s final outcomes.

Each classroom should have the following displays:

- RE area/ display
- English working wall
- Maths working wall
- Curriculum display boards
  Class Expectations
  Give Me Five
- Reading area
- Oracy display
- ‘WOW’ work

- Corridor displays will be used to celebrate and value the children’s achievements across the curriculum as well as promote the Christian ethos of the school as exemplified by our Christian Vision. These display will primarily consist of the children’s final outcomes/ finished work but may also include the learning process, in order to demonstrate children’s learning and progress over a period of time.

Expectations for displays:

- Display boards are painted (charcoal grey) and have a border (class colour).
- Display work is double mounted
- Mounting needs to be evenly lined up so that each side of the mount is the same.
- There is a clear title that references the topic/ learning/ curriculum area.
- A variety of work is displayed so that we create an inclusive learning environment.
- Displays are not overcrowded and have regular spaces between pieces of work.
- No overlapping with the border – ensure there is a clear, even gap between the class border and the displayed work.

- Displays should be ‘fresh’, changed regularly so they do not become ‘wallpaper’.
- Displays are purposeful, attractively arranged and are relevant to the current teaching and learning.
- The work should reflect high expectations.
- Clear lettering and labels. Labels must be printed in a large enough font to be read around the classroom/ shared area.
- Have work prepared, mounted and ready before an old display is taken down.
- Staples are removed when a display is taken down. When needed, repaint/ touch up the display boards.

Working Walls

- Maths and English working walls need to be positioned so they are visible and accessible to **all** children.
- They should promote engagement in learning and help pupils develop an understanding of what is expected of them.
- Working walls should be use to record and visualise the learning process.
- Teachers and pupils should refer and add to the working wall throughout the unit/ chapter/ topic.
- A working wall should reflect and support the learning taking place and therefore should not be a ‘Twinkl’ display.
- A working wall is a “work in progress” but should still be planned for and presented well.
- Working walls are updated regularly to reflect the learning journey of a unit of work/ topic.
- Key vocabulary which you will expect the children to use in lessons to be displayed.
- Interactive and engaging.
- Remember they need to be current, applicable and used.

Homework

- Weekly homework for maths, reading and spelling.
- Children are expected to read daily at home.

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence
- Supporting and modelling our positive behaviour strategies

Teaching Assistants will **not** be asked to carry out jobs, send messages or photocopy work when lessons are taking place. Being within the classroom and support children’s learning will help to reinforce our behaviour strategies.

Teaching Assistants should always be engaged in supporting children during learning time. Time should never be spent wandering during lesson time eg: if a 1:1 child is absent. In this scenario, teaching assistants should discuss alternative support which could benefit other pupils in school.

Volunteer helpers, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on visit and in providing other help.

Staff will ensure that:

- Teachers will use the 'teach from your feet, not from your seat' strategy
- Classrooms are organised, tidy and are not overcrowded.
- Displays are up to date, supporting, reflecting and celebrating children's learning.
- Classroom surfaces are free from clutter.
- Resources to be put away at the end of the day.
- Children are encouraged to take pride in their environment and be involved in maintaining it to a high standard.
- Walls are kept clear and staples are not to be used on walls (i.e. only staple display work on a display board).

The Role of Subject Leaders

- Keep up to date with the latest teaching and learning practices in their particular subject and share the practice with colleagues
- Monitor progress and attainment in their subject and action plan to address areas of need. This may be through drop in sessions, talking to teachers, pupils or looking at books/displays.
- Support colleagues to develop practice and subject knowledge to maximise progress
- Have responsibility for policy, and purchasing and organising resources

Role of Parents

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

Parents will be invited to a 'Meet the Teacher' meeting to discuss their child's new class routines and how they can support their children with homework;

- Parent evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- Sending an interim and annual report to parents explaining the achievements made by their child and indicating areas for improvement;
- Sending information to parents via the school website and newsletters 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 i.e.: Red reader children or where children are behind building up to their tests.

Role of 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.
- Attend Governor Days in which focus on the key developments within the curriculum and assessment

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.

Review date: 2027

Marking Key for written feedback 2026

blue tick 	correct work
wavy underline in green	SPaG error
blue dot 	incorrect answer (maths)
highlight top outer corner in blue 	LO achieved
highlight top outer corner in green 	LO not achieved
S in green S	work has been supported
VF in green VF	verbal feedback given
red pen abc	KS2 respond in red