



St Michael & St John's RC Primary School

Teaching and Learning Policy

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

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Responsible Leaders: Headteacher and SLT

Approved by: Governing Board St Michael & St John's RC Primary School

Vision

At St Michael & St John's RC Primary School, we believe every child can achieve highly. Rooted in our Catholic faith and values, we provide a nurturing and ambitious learning environment where all pupils are inspired to develop the knowledge, skills and character needed to flourish both now and in the future.

Through an engaging and knowledge-rich curriculum, pupils become confident learners, responsible citizens and compassionate members of society.

Aims

We aim to ensure that learning:

- Is meaningful, rewarding and enjoyable.
- Develops secure knowledge and understanding.
- Enables pupils to apply learning successfully in a variety of contexts.
- Builds confidence, resilience and independence.
- Promotes curiosity, creativity and critical thinking.
- Prepares pupils for the next stage of education and for life beyond school.

Principles of Great Teaching

At St Michael & St John's, we believe effective teaching is evidence-informed and based on what research tells us about how pupils learn best.

Every lesson should include:

1. **Clear learning intentions**
2. **Explicit teaching and modelling**
3. **Purposeful questioning**
4. **Frequent checks for understanding**
5. **Opportunities for retrieval and review**
6. **Guided and independent practice**
7. **Responsive adaptation based on pupils' learning**
8. **High expectations for all**

Learning Culture

We are committed to creating classrooms where learning is valued, effort is celebrated and all pupils feel safe to contribute.

Adults will:

- Build positive relationships with pupils.
- Establish clear routines and expectations.
- Maintain high expectations of behaviour and learning.
- Model positive attitudes to learning.
- Treat all pupils with kindness, fairness and respect.
- Promote independence and resilience.
- Encourage all pupils to participate and succeed.

Pupils will:

- Show respect for themselves and others.
- Engage positively in learning.
- Persevere when learning is challenging.
- Recognise mistakes as part of the learning process.
- Take increasing responsibility for their own learning.
- Reflect on how they learn and how they can improve.

Evidence-Informed Teaching

Teaching at St Michael & St John's is underpinned by research into learning, memory and effective instruction.

1. Curriculum and Learning Design

Teachers will:

- Plan learning that builds progressively over time.
- Ensure new learning builds on prior knowledge.
- Explicitly teach subject-specific vocabulary.
- Make connections within and across subjects where appropriate.
- Provide regular opportunities to revisit and strengthen previous learning.

This includes the use of:

- Retrieval practice
- Spaced review
- Interleaving where appropriate
- Knowledge-rich curriculum design

2. Explicit Teaching and Modelling

Teachers will:

- Communicate learning intentions clearly.
- Break learning into manageable steps.
- Use small steps explanations
- Provide clear explanations and worked examples.
- Model thinking, decision making and processes aloud.
- Use examples, non-examples
- Use visual representations and concrete resources
- Anticipate and address misconceptions.
- Gradually reduce support and scaffolds as pupils become more confident and independent.
- Check understanding regularly before moving on.

3. Questioning and Checking Understanding

Questioning is used to:

- Check understanding.
- Retrieve previous learning.
- Reveal misconceptions.
- Develop reasoning and explanation.
- Deepen thinking.

- Encourage pupils to justify and elaborate on their thinking.

Teachers will use strategies such as:

- Cold calling
- Think-Pair-Share
- Mini whiteboards
- Hinge questions
- Probing follow-up questions
- Responsive teaching

4. Practice and Feedback

Teachers will provide:

- Guided practice.
- Opportunities for rehearsal and retrieval.
- Independent practice.
- Timely feedback which leads to action
- Opportunities for pupils to improve and refine their work.
- Deliberate Practice
- Whole class feedback

Feedback will focus on helping pupils understand:

- What they have done well.
- What needs improvement.
- What they need to do next.

Feedback and marking will be in line with the school's Feedback for learning Policy.

Success Criteria

Success Criteria will be used where this supports learning. These should clarify what success looks like for pupils and may be co-constructed, modelled or gradually withdrawn as expertise develops.

Responsive Teaching

Assessment is an integral part of teaching and learning.

Teachers continually gather evidence of learning through:

- Questioning
- Discussion
- Observation
- Retrieval activities
- Review of pupils' work

- Assessment tasks

Teaching is adapted in response to this information to:

- Address misconceptions.
- Provide additional support.
- Increase challenge where appropriate.
- Secure learning before moving on.

Oracy

Oracy is fundamental to learning and communication.

Pupils will be explicitly taught to:

- Speak clearly and confidently.
- Listen attentively and respectfully.
- Use subject-specific vocabulary accurately.
- Explain and justify their thinking.
- Build on the ideas of others.
- Participate effectively in discussion and debate.

Purposeful talk will be planned across the curriculum, as part of high-quality learning, to support learning, reasoning and language development.

Pupils will understand that learning can be challenging and that mistakes, practice and feedback are essential components of improvement.

Challenge and Inclusion

We believe that all pupils can succeed.

Teaching will:

- Be ambitious for every learner.
- Provide appropriate support and scaffolding.
- Maintain high expectations for pupils with SEND and disadvantaged pupils.
- Offer challenge through depth, reasoning and application.
- Promote independence and confidence.

Support will be adapted to ensure all pupils can access and succeed in the curriculum.

Learning Environment (See policy)

Classrooms should:

- Be calm, purposeful and welcoming.
- Celebrate learning and achievement.
- Support independence.
- Display key vocabulary and learning prompts.
- Reflect current learning.
- Provide accessible resources.
- Promote high standards of presentation and organisation.

Displays should support learning rather than create unnecessary distraction.

Subject Leadership

Subject leaders will:

- Champion high-quality teaching and learning within their subject.
- Ensure curriculum intent, implementation and impact are clearly understood.
- Support colleagues with subject and pedagogical knowledge.
- Monitor standards and outcomes.
- Lead improvement through evidence-informed practice.

Teaching Assistants

Teaching Assistants play a vital role in supporting learning.

They will:

- Support pupils to access learning successfully.
- Promote independence and confidence.
- Contribute to assessment through observation and feedback.
- Work collaboratively with teachers to maximise pupil progress.

Partnership with Parents

Parents are key partners in learning.

We support parents through:

- Parent consultation evenings.
- End-of-term and annual reports.
- Curriculum information.
- Communication regarding pupil progress.
- Workshops and information sessions where appropriate.

We encourage parents to work alongside school in supporting attendance, learning and wellbeing.

Role of Governors

Governors support and challenge leaders to ensure high-quality teaching and learning.

They will:

- Monitor educational outcomes.
- Support school improvement priorities.
- Ensure resources are used effectively.
- Review the impact of teaching and learning.
- Ensure staff receive appropriate professional development.

Monitoring and Review

Teaching and learning will be monitored through:

- Lesson visits and learning walks.
- Pupil discussions.
- Work scrutiny.
- Assessment information.
- Curriculum monitoring.
- Professional dialogue and coaching.

This policy will be reviewed annually or sooner if required.

Related Policies

- Feedback for Learning Policy
- Behaviour Policy
- Learning Environment Policy
- Assessment Policy
- Inclusion and SEND Policy
- EYFS Policy

- Presentation Policy
- Curriculum Policies
- Subject Leader Policy