

Teaching and Learning Policy

St Andrew's Church of England Primary School St Andrew's is a Church school with a distinctive Christian ethos. We believe that 'Everyone is Different; Everyone is Special'. Our inclusive values and ethos shape everything we do and they have informed the development of this policy. Our school policies give structure to the community we are building, where diversity is celebrated and where children of all faiths, and none, benefit from the very best start in education.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:

TLIS

Date: 16/1/25

Reviewed on: January 2025

Next review date: January 2027

Teaching and Learning Policy

At St Andrew's we believe that there are three components to effective teaching and learning. That is the curriculum (what we want children to know and be able to do), our pedagogy (how we will teach) and assessment (how we will know how effective our teaching has been). As summarised by Ofsted:

Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. The end result of a good, well-taught curriculum is that pupils know more and are able to do more. The positive results of pupils' learning can then be seen in the standards they achieve.

Ofsted EIF 2019 'School inspection update: academic year 2018 to 2019', Ofsted, September 2018;

www.gov.uk/government/publications/school-inspection-update-academic-year-2018-to-2019.

Aims

This policy aims to:

- 1) Articulate a shared vision of effective teaching and learning.
- 2) Summarise expectations for all stakeholders.
- 3) Provide clarity around how teaching and learning are monitored at St Andrew's.

A Shared Vision of Effective Teaching and Learning

Effective teaching involves bringing together several key elements that work in harmony to create a positive and engaging learning environment. It's not just about what happens in the classroom on any given day, but how we thoughtfully plan, structure, and reflect on the learning process. Central to this are a clear **curriculum**, which outlines what we intend for children to learn; a deep understanding of **pedagogy**, which guides the best approaches for how children learn; and **assessment**, which helps us monitor progress and identify areas for growth. These elements must align and be flexible to meet the diverse needs of every learner, ensuring that all pupils are supported in reaching their full potential. A well-organized and inclusive classroom environment plays a vital role in facilitating these areas, providing both the physical and emotional space for children to thrive, engage, and take ownership of their learning.

Curriculum

In line with our vision "everyone is different; everyone is special" we recognise that our curriculum must be relevant and tailored to the individuals in our school. The Ofsted Framework states:

"The curriculum must be ambitious and meet the needs of all pupils, including those with SEND and EAL, providing them with the knowledge and cultural capital they need to succeed in life."

Ofsted Framework (2023)

At St Andrew's, our curriculum is designed to be broad, balanced, ambitious and coherent. It provides children with a wide-ranging education that values all subjects equally, giving them the teaching time and visibility they deserve. Carefully sequenced to ensure progression, the curriculum enables children to build knowledge and skills effectively, ensuring they can "be the best that they can be." It is rich in **substantive knowledge**, equipping children with essential facts, concepts, and understanding, while also fostering **disciplinary knowledge**, helping them understand how knowledge is developed and applied within each

subject. By connecting learning to the real world and the unique diversity of our school community, we create a curriculum that sparks curiosity, fosters a love of learning, and prepares children for future success.

Our curriculum is also shaped by our core school values: **justice, trust, friendship, forgiveness, and hope.** These values underpin all aspects of teaching and learning, nurturing compassionate, thoughtful, and responsible individuals. To achieve coherence and depth, we use a range of schemes adapted to meet statutory requirements and our school's specific context.

For more detail of our curriculum, please see our Subject Overviews, Year Group Long Term Plans (LTPs) and Progression Documents for each subject, alongside the [Curriculum Policy](#), which are available on our website.

Pedagogy

Good pedagogy refers to the methods and strategies used by teachers to facilitate learning and promote student engagement, development, and achievement. It is about understanding how pupils learn best and applying evidence-informed approaches that are effective and inclusive. John Hattie, a prominent educational researcher, published *Visible Learning* - the result of 15 years of research about what works best for learning in schools- and concluded that:

"The most important factor in improving student achievement is not the curriculum, but the teacher's ability to create a climate of learning."

John Hattie, *Visible Learning*, 2008

At St Andrew's, teachers understand that deep learning occurs when pupils engage with and process information through thoughtful reflection. Teachers strive to create opportunities for pupils to actively think about, question, and apply the knowledge they encounter. Daniel Willingham's research focuses on the translation of principles from cognitive science to classroom practice.

Learning is the residue of thought.

Daniel T Willingham: *Why don't pupils like school?* (2009) Jossey-Bass. C

As a school staff team, we identified the following as essential to our pedagogical practice:

- Safe and Structured Environment

"Well-established routines enable children to feel included and safe, allowing them to thrive in their learning environment."

A. Arnold EYFS and KS1 Lead and Reception Teacher

- Create clear routines and expectations to build a secure, predictable classroom atmosphere.
- Organize physical spaces to ensure accessibility and minimize distractions.
- Maintain positive relationships based on mutual respect and high expectations.
- Reinforce good behaviour to support engagement and foster a respectful environment for learning.

- Designing Learning Experiences

"Learning is complex and needs to be carefully designed. A clear learning objective is essential, though it does not necessarily need to be shared at the beginning of the lesson."

C. Chamier-Williams, KS2 Phase Lead and Year 5 Teacher

- Plan to include clear objectives, while allowing flexibility to adapt during teaching.
- Provide scaffolds for difficult tasks, gradually removing them as understanding grows.
- Use effective modelling – “I do, we do, you do”.
- Anticipate and address misconceptions during the planning process to strengthen understanding.
- Align with [Rosenshine](#)'s principle of small steps, ensuring each stage of learning is manageable.

- Engagement and Inclusivity

"Children should feel like they have a place as a learner within the classroom through accessibility, diversity, and balanced planning."

K. Cagney, Year 2 Teacher

- Use engagement strategies like questioning, dialogic teaching, and collaborative learning to encourage participation.
- Ensure lessons reflect pupils' diverse experiences, abilities, and cultural backgrounds to make learning relevant.
- Foster active participation by incorporating techniques such as choral responses or partner discussions.
- Develop a culture of “high challenge; low threat” where children feel safe to explore and make mistakes.

- Collaborative and Reflective Learning

"Good pedagogy is encouraging children to learn and reflect, not just giving them information."

B. Band, Year 1 Teacher

- Incorporate group work and peer discussions to encourage teamwork and shared problem-solving.
- Provide regular opportunities for pupils to reflect on their learning through self-assessment or class discussions.
- Combine whole-class feedback with individual reflection to help deepen understanding.
- Encourage metacognitive strategies, such as asking pupils to explain their thinking, to build awareness of their learning processes.

- Connection and Relevance

"Connection between subjects is important for engagement—especially in a continuous provision environment where tasks can continue all week."

K. Loveday, Year 1 Teacher

- Link lessons across subjects to help pupils make meaningful connections and deepen understanding.
- Build on prior knowledge by sequencing lessons in a logical, cumulative order.
- Use real-world examples to make learning relevant and engaging.
- Immerse children in exciting topics which foster engagement and creativity.

- Motivation and Long-term Impact

"Fostering a love of learning is crucial."

- Inspire curiosity and a love of learning by linking lessons to pupils' interests and experiences.
- Develop resilience and independence by encouraging problem-solving and critical thinking.
- Equip pupils with metacognitive skills, such as planning and self-monitoring, to empower them as lifelong learners.
- Encourage pupils to embrace challenges, learn from mistakes, and believe in their ability to improve through effort and perseverance, so they develop a growth mindset and self-efficacy.

- Adaptability and Responsiveness

"Reach all children, inclusive of their age, stage and ability."

A. Arnold, EYFS and KS1 Lead and Year R Teacher

- Adapt instruction to meet the needs of all learners, providing both support and challenge.
- Balance teacher-led instruction with opportunities for creative exploration and independent learning.
- Incorporate opportunities for pupils to express ideas creatively, without the fear of judgment (e.g., journals or sketchbooks and within continuous provision).

- Accountability and Retention

"Good pedagogy includes reflecting on what we have learned, revising and reviewing concepts and tasks."

E. Clanchy, Year 6 Teacher

- Pupils supported to actively engage in their learning through structured partner talk, peer reviews, and self-assessment.
- Regularly revisit and revise content to ensure long-term retention.
- Incorporate discussions, problem-solving, and hands-on activities to encourage deep processing of information.

Assessment

- Formative Assessment

Assessment for Learning is a teaching approach that focuses on using assessment as a tool to support and enhance learning, rather than just measuring it. It involves actively involving pupils in their learning process, helping them understand their progress and next steps. At St Andrew's we recognise that formative assessment is crucial in identifying pupils' strengths and areas for development, allowing us to tailor teaching and provide targeted support to ensure all children make progress and reach their full potential.

"Formative assessment ensures that teaching is focused where it is needed."

S. Callard, Year 3 Teacher

- Feedback

Feedback provides pupils with clear insights into their learning progress, helping them understand what they have mastered and where they need to improve. It helps to guide their next steps, motivating them to reflect on their work, correct mistakes, and build on their strengths. Effective feedback fosters a

growth mindset, encouraging resilience and a desire to improve. As Carol Dweck, Professor of Psychology at Stanford University and one of the world's leading researchers on motivation and mindsets states:

“Feedback should be seen as a gift. When feedback is viewed as a gift, learners begin to understand it's something they can use to grow.”

Carol Dweck, Mindset (2012)

Additionally, it strengthens the teacher-student relationship by ensuring that learning is collaborative and that the student feels supported in their educational journey. Feedback also helps ensure that instruction is responsive to the needs of the student, making learning more personalised and effective.

For more detail on how we deliver feedback at St Andrew's, please see our [Teacher Feedback to Improve Pupil Learning Policy 2024](#).

- Summative Assessment/Recording and Reporting

Teachers record summative assessment for all subjects termly. The Summative Assessment for Reading, Writing and Maths records the individual child's achievement relative to the expected learning and is recorded as BLW (working below the Year Group Standard), WTS (working towards the Year Group Standard), EXS (meeting the expected Year Group Standard) and GDS (working at greater depth within the Year Group Standard). For all other subject we record whether a child is EXS or BLW. This data is used by the Senior Leadership Team (SLT) and Subject Leaders to highlight areas where cohorts or individuals excel or need further support, helping us to refine teaching strategies and/or curriculum planning. Summative assessment for core subjects is shared with parents in the Spring Report (early January) and during the Spring Class Teacher Meeting (March/April). The Summer Report will give a summative assessment of all subjects.

There is a statutory obligation to undertake the following assessments: Year R Baseline Monitoring, Year 1 Phonics Check (and re-check in Year 2 for those who haven't passed), the Year 4 Multiplication Check, Year 6 SATs (Maths, Reading, and Punctuation and Grammar) and Year 6 writing assessment.

Roles and Responsibilities

All stakeholders have key roles in ensuring that our teaching and learning policy is implemented effectively, with each group contributing to the overall success of education at St Andrew's.

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Contribute to the development of the school's curriculum through producing Medium Term Plans (MTPs) based on the LTPs, and, where a scheme is used, adapting it to suit our context and individual cohorts. Short Term Plans (STPs) are completed in the teacher's preferred format, which the SLT may request to see (with warning) for monitoring purposes.
- Actively engage parents/carers in their child's learning; through regular posts on Class Dojo, termly class letters and Topic Webs (which outline the term's learning), communicating early should concerns about progress arise, writing reports for parents/ carers on their child's progress (twice a year), and meeting with parents/ carers at Class Teacher Meetings (twice a year).
- Meet the expectations set out in the Teaching and Learning Policy, The Feedback Policy and The Behaviour and Relationships Policy.

- Regularly engage in Continuous Professional Development (CPD) to ensure they stay up to date with the latest research around effective pedagogy.

Teaching Assistants will:

- Help deliver lessons by providing one-on-one or small group support to pupils, particularly those who need additional help (e.g., pupils with Special Educational Needs and Disabilities (SEND), Learners who speak English as an Additional Language (EAL), or those struggling with specific concepts).
 - Help assess pupils' understanding through informal methods such as observational notes.
- Assist in providing feedback to help pupils improve.
- Keep regular communication with teachers regarding pupils' progress, behaviour, and needs, ensuring continuity and consistency in the support provided.

Subject Leaders will:

- Create well-sequenced, broad and balanced curriculum plans, which may involve researching and adapting schemes, that build knowledge and skills.
- Drive improvement in their subject/phase, working with teachers to identify any challenges.
- Monitor teaching and learning in their subject area, providing feedback and support to teachers to maintain high standards.
- Report to SLT and governors on the progress and development of their subject area, contributing to whole-school improvement strategies and demonstrating the impact of their subject on pupil outcomes.
- Engage in CPD related to the subject, deliver CPD to staff, or bring in outside professionals to do so, as necessary.

Senior Leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Monitor the implementation of the teaching and learning policy.
- Ensure that necessary resources (time, materials, support staff) are available to support the successful implementation of the teaching and learning policy.
- Ensure that teachers receive appropriate training and support related to the teaching and learning policy, particularly around new teaching strategies or approaches.

Children will:

- Meet expectations for good behaviour for learning, respecting the rights of others to learn.
- Engage actively in the learning process, for example, completing tasks, participating in discussions, and seeking help when needed.
- Strive to “be the best that they can be”.
- Complete home learning activities as required.

Parents and Carers will:

- Support good attendance.
- Encourage their child to participate in class activities, home learning projects, and extra-curricular opportunities, fostering a love of learning.
- Keep open lines of communication with teachers, seeking clarification if they have concerns about their child's progress.

Governors will:

- Ensure that the school's teaching and learning policy is in line with the school's values, statutory requirements, and best practices in education.
- Ensure that resources necessary for effective teaching and learning are in place, including funding for professional development, materials, and support staff.
- Hold the leadership team accountable for the success of the teaching and learning policy.

Monitoring of Teaching and Learning

The purpose of monitoring teaching and learning is to ensure that the quality of education provided is effective, equitable, and continuously improving. Care is taken that monitoring of teaching and learning is not disproportionate for teachers, and that it does not increase workload. Monitoring plans are shared prior to the start of each short term in the Monitoring and Evaluation Document, and reminders or changes are sent in the weekly Staff Newsletter.

Monitoring of Teaching and Learning includes the following:

- **Classroom Observations**

These may be informal "Learning Walks" or more formal Lesson Observations. These may be undertaken by Senior Leadership Team or Subject Leaders. Teachers will always be given advance notice of classroom observations and be informed of the focus of the observation. Feedback is shared, either collectively with staff, or to individuals.

- **Work Scrutiny (Book Looks)**

Book Looks are conducted termly by SLT and subject/phase leaders, usually in the week following a Parent/Carer Book Look. Focus areas include: high expectations of presentation in written work; evidence of effective feedback and addressing misconceptions; evidence of progress over time; task adaption/support and inclusivity. Outcomes are shared with individual teachers and inform whole-school development.

- **Pupil Voice**

Student feedback is sought through interviews, surveys, and discussions. Key questions are used to explore their understanding of lessons, engagement, and feedback from teachers. Pupil voice informs teaching strategies and curriculum planning.

- **Planning**

MTPs are reviewed to ensure: coverage of the National Curriculum; alignment with the school's vision and values; adaptation to meet the needs of diverse learners. Feedback is provided to teachers to refine their planning.

- **Data Analysis**

SLT regularly reviews assessment data to monitor: attainment and progress of all pupils; trends and gaps in performance, particularly for vulnerable groups; impact of interventions and targeted support. Findings guide curriculum adjustments and staff development priorities.