# Teaching and Learning Policy

## St Andrew's CE Junior School

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| **Last reviewed on:**<br>**September 2025** | |
| **Next review due by:** | September 2027 |

*Our Vision*

*Through experiences rooted in Christian Values and through mutual Respect. We guide children to develop Compassion, Responsibility and Resilience in a caring environment.*

# St. Andrew's CofE Junior School

## Teaching and Learning Policy

Our Vision

*'Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.'*

**Rationale:**

- To seek to ensure that all pupils attain their full potential as learners
- To clearly state the expectations of the school with regard to teaching and learning
- To provide guidance to teachers and others relating to professional development needs to support learning and teaching
- To provide a framework against which proficiency can be monitored
- To provide a basis for the monitoring and evaluation of the effectiveness of learning and teaching within the school
- To identify the learning and teaching criteria against which advancement along the Upper Pay Scale might be determined.
- To provide an inclusive classroom environment so that all learners achieve are given opportunity to reach their full potential

**Monitoring of Provision**

Following consultation with the teaching staff a review of the Teaching & Learning Policy will be conducted by the Headteacher and Governing Body at least once every two years.

A framework for the monitoring of teaching and learning will be devised and implemented incorporating classroom observation (at least once a year), a programme of scrutiny of pupils' work, Learning Walks and interviews with staff and pupils to determine effectiveness of the curriculum and to measure progress.

Staff who are subject leaders, will be encouraged to engage in self-evaluation against curriculum requirements to identify professional development needs.

**Learning and Teaching**

<u>Creating a Learning Environment</u>

- To ensure the provision of a safe learning environment conducive to effective teaching and learning
- Develop a learning environment that seeks to provide children with a range of learning opportunities
- To recognise and celebrate pupil achievement
- To broaden the children's awareness of spiritual, moral, social and cultural issues
- To broaden the children's awareness of Global issues
- To support mental health and emotional well-being
- To promote awareness of Christian and British Values

Planning and Setting Expectations

- Clearly identify learning objectives with reasonable adjustments made to meet the needs of all pupils
- Provide regular active feedback to pupils in an appropriate form that aids pupil understanding and learning (see our Feedback Policy )
- To promote pupils' confidence as learners through appropriate challenge and recognition of achievement
- Provision of regular opportunities for teacher and taught to reflect on the effectiveness of learning
- Through regular review, to seek to ensure that the learning opportunities offered recognise different styles of learning
- To provide opportunities for pupils to engage in practical work, problem solve, develop creativity and develop language and vocabulary skills
- That homework is relevant and appropriate
- That appropriate records are maintained of assessment outcomes and that these are used to inform future planning

Inclusion

At St Andrew's CE Junior School, we are committed to providing a curriculum that is inclusive, accessible, and reflective of the diverse needs of all our pupils. We ensure that every child is valued and supported to achieve their full potential, regardless of background, ability, or need. Our teaching practices promote equity, celebrate individuality, and create a sense of belonging, enabling all learners to thrive in a respectful and nurturing environment.



Pupil Management and Behaviour

- To ensure that provision is inclusive and appropriate for all pupils
- Teachers endeavour to provide a caring and positive learning environment for children
- To model and promote positive learning attitudes and respect for the beliefs and opinions of others
- Promote positive behaviour policies within school (See Restorative Practice and Behaviour Policy)

Teaching Methods and the Management of Resources

- To ensure that pupils develop a respect for the safety and property of others
- Encourage the development of pupils' ability to manage their own learning resources
- To present a range of learning opportunities reflecting an awareness of the different learning requirements of the pupils
- To manage the key resources including time and adult support as effectively as possible
- Identify opportunities to review planned provision against the needs of the pupils and the aims of the school at regular intervals
- Respond to opportunities for pupils to reflect on learning and learning opportunities that occur outside of the planned provision where this might benefit pupils' social or intellectual development

Use of Assessment Procedures

- Care is taken to ensure the recognition of any particular requirements or targets identified in Educational Healthcare Plans (EHCP's), GRIP funding and IEPs
- Use is made of the existing assessment records to establish pupils' levels of learning and to inform planning
- The teacher will seek to appropriately engage pupils through verbal feedback relating to performance and the identification of short term learning objectives
- Agreed policies for monitoring and recording the progress of pupils will be maintained and issues of concern reported promptly to appropriate members of staff
- Pupils will be encouraged to engage in self-review and to support the learning of their peers

Pupil Achievement

- To promote an interest in learning, to encourage their own pride in achievement, and respect for the achievements of others
- Pupils are provided with opportunities to develop positive learning habits and attitudes to work through the LEARNER acronym
- Provide opportunities for the development of pupil awareness and understanding of issues relating to personal and group responsibility
- Pupils are challenged and supported to continually improve their academic performance compared to their prior or predicted attainment

Professional Development

- Regularly review performance against the Teaching and Learning Policy
- Identify areas of development/support required with Headteacher or delegated staff
- To maintain evidence of training or development undertaken
- To support the development of other members of staff as appropriate



Managing and Supporting Other Adults

- Provide professional guidance for staff within school as required by national agreements
- To promote the school's policies when providing mentor support for others as required

School Support

- The school will ensure at least an annual review of performance in teaching and learning by the Headteacher or delegated member of staff
- Feedback will be provided as to possible areas of professional development (*this may be provided as a supplement to the Performance Management Programme*)
- Teachers will be able to reflect their professional development needs within the Performance Management Programme

**In Support of Excellence in Learning and Teaching**

**The teacher should be able to provide evidence of :**

**Creating a Learning Environment**

- Contributing significantly to the development of a rich learning environment both within and beyond the classroom
- The development of a learning environment to support spiritual reflection

**Planning and Setting Expectations**

- Significantly contributing to the development of teaching and learning programmes across the year group or whole school
- Recognising and responding to opportunities to spontaneously enrich curriculum provision for the pupils in their care
- The planning and delivery of a curriculum that encourages the development of pupils' creative skills

**Pupil Management and Behaviour**

- The provision of significant support in developing and implementing pupil management and behaviour programmes within school
- The provision of advice and support for parents on pupil behavioural management issues in conjunction with the Headteacher

**Pupil Achievement**

- That pupils with average ability regularly advance their learning across the core subjects (for which the teacher has responsibility) by more than the national average
- The teacher liaises with external agencies in relation to teaching and learning issues
- That excellent provision is made for those pupils with SEND or with high levels of ability

**Management of Self and Others**

- Being willing and able to support the development of teachers requiring coaching
- Providing significant support in development and implementing In-Service training in teaching and learning