



SAINT JOHN'S

# Teaching and Learning Policy

Designated Member of Staff	Deputy Headteacher
Date of Issue	May 2023
Frequency of Review	Every two years

Issue Number	Issue Date	Summary of Changes
1	September 2024	Teaching & Learning Policy overhauled
2	December 2025	Reviewed and published

Our vision is that Saint John's Church of England Primary School is a place where we all flourish 'like a tree, flourishing in God's unfailing love' from Psalm 52:8. From diverse beginnings and building on our Christian values, we grow together to reach up and reach out.

This policy has been written in conjunction with the school's Behaviour and Relationships Policy and Feedback & Marking Policy to set out what you would see if you were a fly on the wall in a Saint John's classroom.

Our aim is to provide a well-balanced, enriching and high-quality education, a child-centred approach and care and kindness for the world and everything in it.

There are three main strands to what the children learn at Saint John's:

- Knowledge and understanding of our curriculum offer as well as the ever-evolving world around us;
- Skills to equip them for their futures and direction they head in;
- Values to support their future learning and view of the world and people around them.

The Primary National Curriculum subjects are as follows:

- English
- Maths
- Science
- History
- Geography
- RE
- Computing
- PE, ,
- Art
- DT
- Music
- PHSE
- Modern Foreign Languages,

We have included the Teaching Standards which are outlined by the Department for Education, as these are the bedrock on which the role of teachers is based. Supplementing these are the school's Christian Values; these are threaded through our curriculum offer and we aim to instil these values within all pupils through everyday life.

# Teaching Standards

A teacher must:

## 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

## 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

## 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## Teaching and Learning at Saint John's

Teaching and learning is not a one-size-fits-all concept. Children do not all learn in the same way; teachers do not all teach in the same way. All staff are human beings with individual and unique personalities who will approach each part of the role differently. A positive school is one which has a wide range of skills and qualities, with people working collaboratively towards common goals. All staff should be open-minded to developing their skills, techniques and approaches to being adaptable and flexible in order to ensure the best provision for all children.

Teaching practices are ever-evolving. The statements offer an outline of our Saint John's approach but this list is not exhaustive. Teachers and support staff work collaboratively to achieve these statements. The Strategic Leadership Team (SLT) will monitor and review these standards and ensure that they set a positive example by living these standards in their everyday practice.

## Planning and Preparation

Staff are effective with their time management when planning, preparing, teaching and assessing to ensure time is best used to benefit all pupils

Lessons take into account prior learning and possible misconceptions are anticipated and planned for where possible.

Planning formats that are consistent across the school may be appropriate for some subjects

Some subject overviews come from published schemes but lessons are adapted to suit the needs of the children

Whilst lesson plans are important, staff are flexible with these and adapt as the prior knowledge and steps become clear within lessons

Planning may include links to the real world and will make it clear to the children what they are learning and why

Teachers' allocated 10% Planning, Preparation and Assessment time (PPA) is not directed and teachers use their professional judgement on the best way to use this. Senior leaders may occasionally ask teachers to complete tasks that teachers may choose to use their PPA time to complete

## High-Quality Teaching Strategies

Questioning is varied: open questions, closed questions and big questions, through varied question stems, are used to support and challenge all pupils to develop higher order thinking skills. Children are given sufficient time to reflect, discuss and respond

Staff are explicit with key learning and high-level vocabulary that is being introduced and taught and consistently referenced

Pace of teaching and learning is carefully considered, adopted appropriately and dependent on the best interests of pupils

Misconceptions are anticipated and planned for where possible. When they occur, they are addressed in a supportive way

Lessons are delivered with enthusiasm and passion

Staff use research and evidence-based teaching strategies: I do/we do/you do, reciprocal teaching, think pair share

Prior learning is reflected on with the children and consolidated as a prerequisite to current and future learning

Staff are continually open to improvement of their practice based on new initiatives or CPD support

'No-one can know everything'  
All staff have a responsibility to have a secure knowledge of the curriculum and what is taught at every level; staff revise or research as and when required in preparation for lessons in order to maximise the learning potential for the children

Staff seek out and draw on expertise to support them in developing their subject knowledge

Physical resources are ready and at hand for pupils when appropriate

Physical resources are available and used appropriately as a scaffold for pupils of all academic needs; this may be to ensure learning is accessible, to challenge new thinking or to build on prior understanding but presenting learning in a different context

Where appropriate, technology is used to supplement children's learning and teachers' teaching

Support staff and volunteers are appropriately and efficiently utilised to support all children

## Use of Resources and the Learning Environment, including outdoor spaces

Classrooms are kept tidy, clean and clutter-free

Organisation of tables are carefully planned and regularly evaluated to ensure all pupils are in the best physical space to learn

Classroom displays are kept up-to-date and used within lessons to support pupils

Staff encourage pupils to take care of the learning environment at all times, modelling this at all times

Staff establish clear routines and boundaries, using a visual timetable, which clarifies expectations of pupils at all times

Staff have consistently high expectations of pupil behaviours and attitudes in line with our school policy

Restorative conversations take place when necessary to regulate and support the learning through challenging situations where dysregulation and distress has occurred

Staff encourage autonomy and independence in all pupils; roles and responsibilities for pupils may be appropriate to develop this

Staff develop a positive culture within and around school

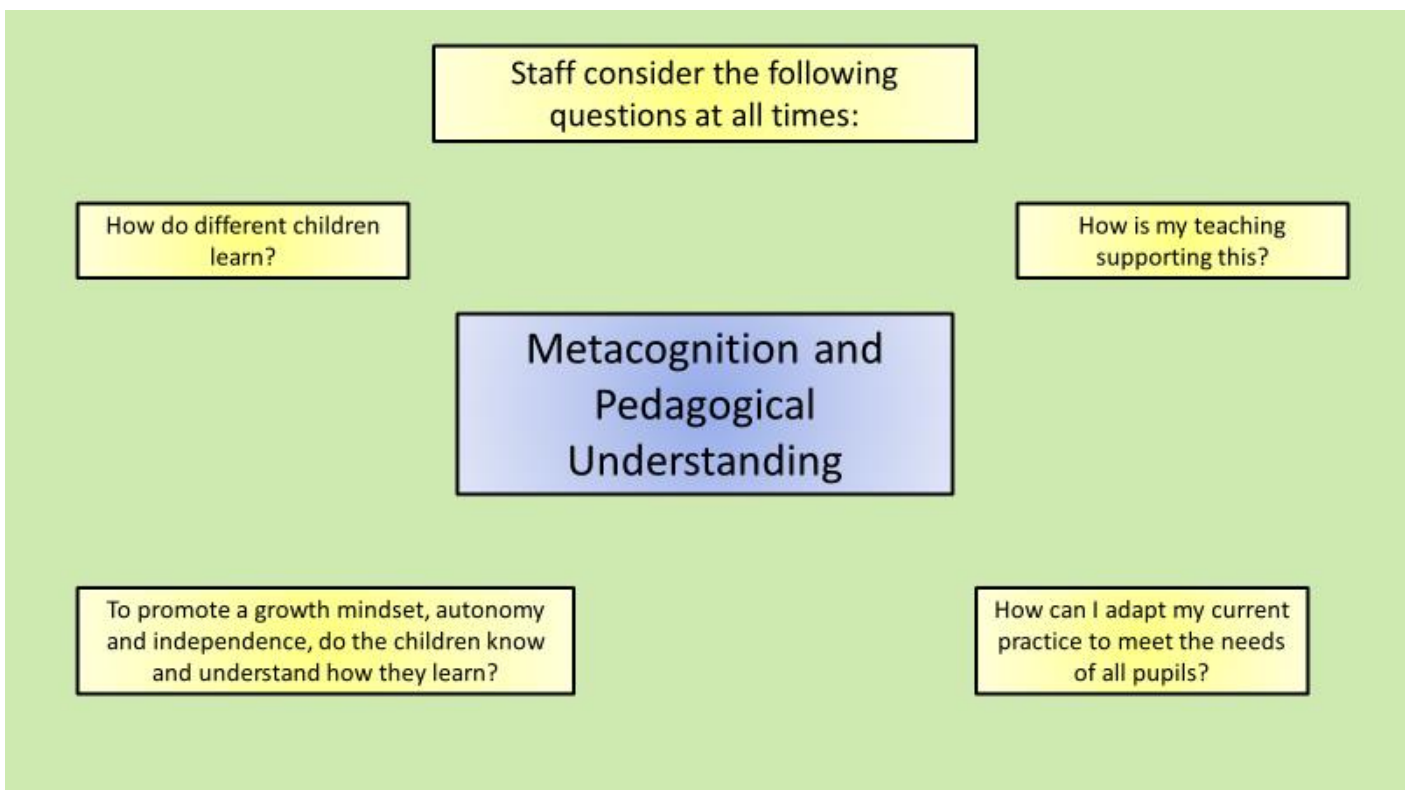
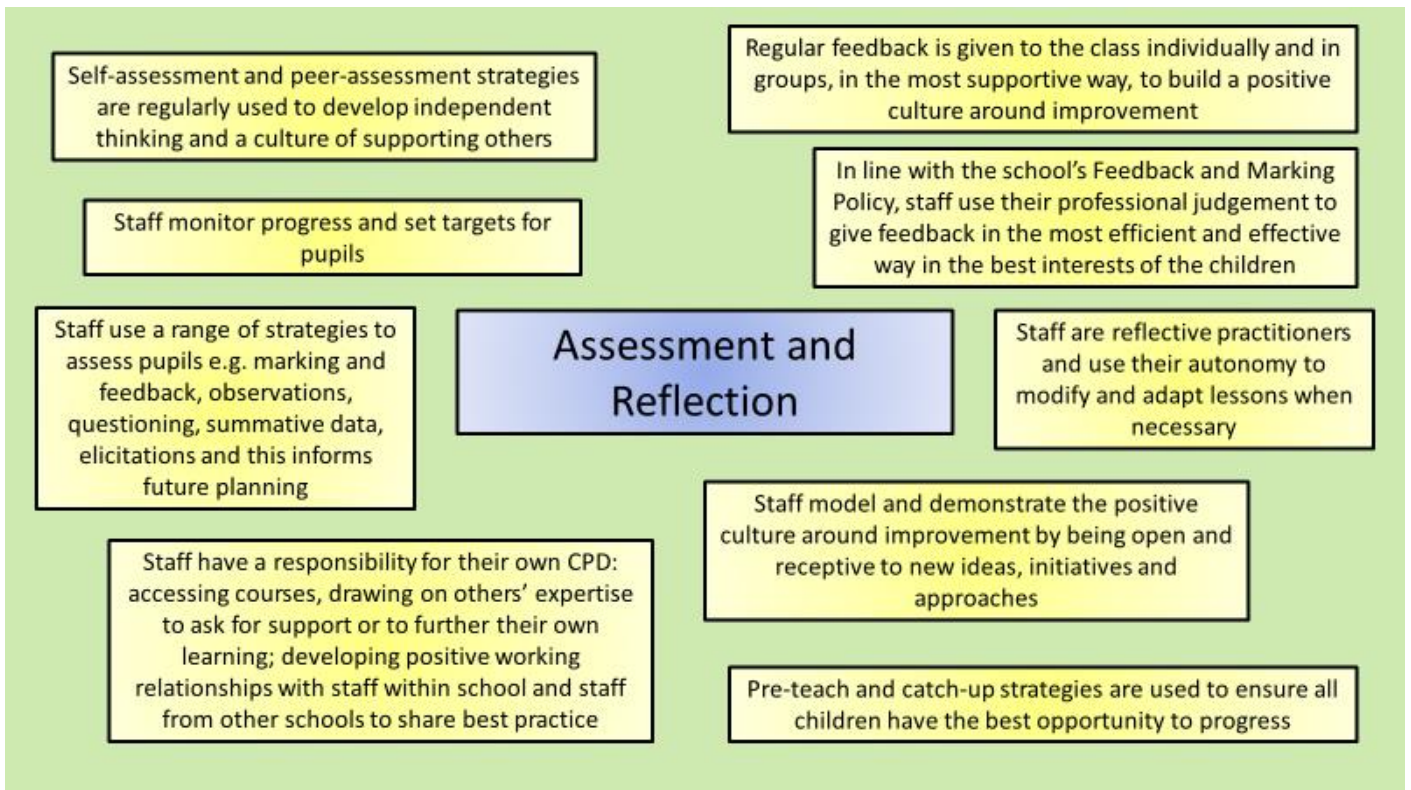
## Management of Classroom Dynamics

Staff actively encourage and acknowledge 'above and beyond' behaviours: e.g. polite manners, gestures of kindness, signs of respect

Negative behaviours and attitudes are managed in line with our school policy and clear positive strategies are used to support the learning of values and positive behaviours and attitudes

Positive behaviours and attitudes are sought out, recognised and acknowledged; they are praised and rewarded to promote the continuation of those behaviours and attitudes

Staff carefully consider where they teach from in the classroom to support and observe all learners. The position of the teacher is fluid and teachers regularly move around the room to maintain children's focus and attention



Staff set out clear expectations that the pupils clearly understand; it may be appropriate to collaboratively create these with the children

Time is effectively management and careful thought is given to manage and support smooth transitions

Staff are ready and prepared for each lesson

## Effective Communication and Organisation

Staff communicate with parents pro-actively and positively, helping to develop relationship with school and the community

Teachers best utilise support staff's talents and strengths to ensure pupils' learning is the priority

Staff contribute towards the general culture of the school, developing positive working relationships with all stakeholders

Staff have an open-door policy to support one another

Staff are pro-active in their attitudes towards helping other colleagues at all times, creating a positive culture of support

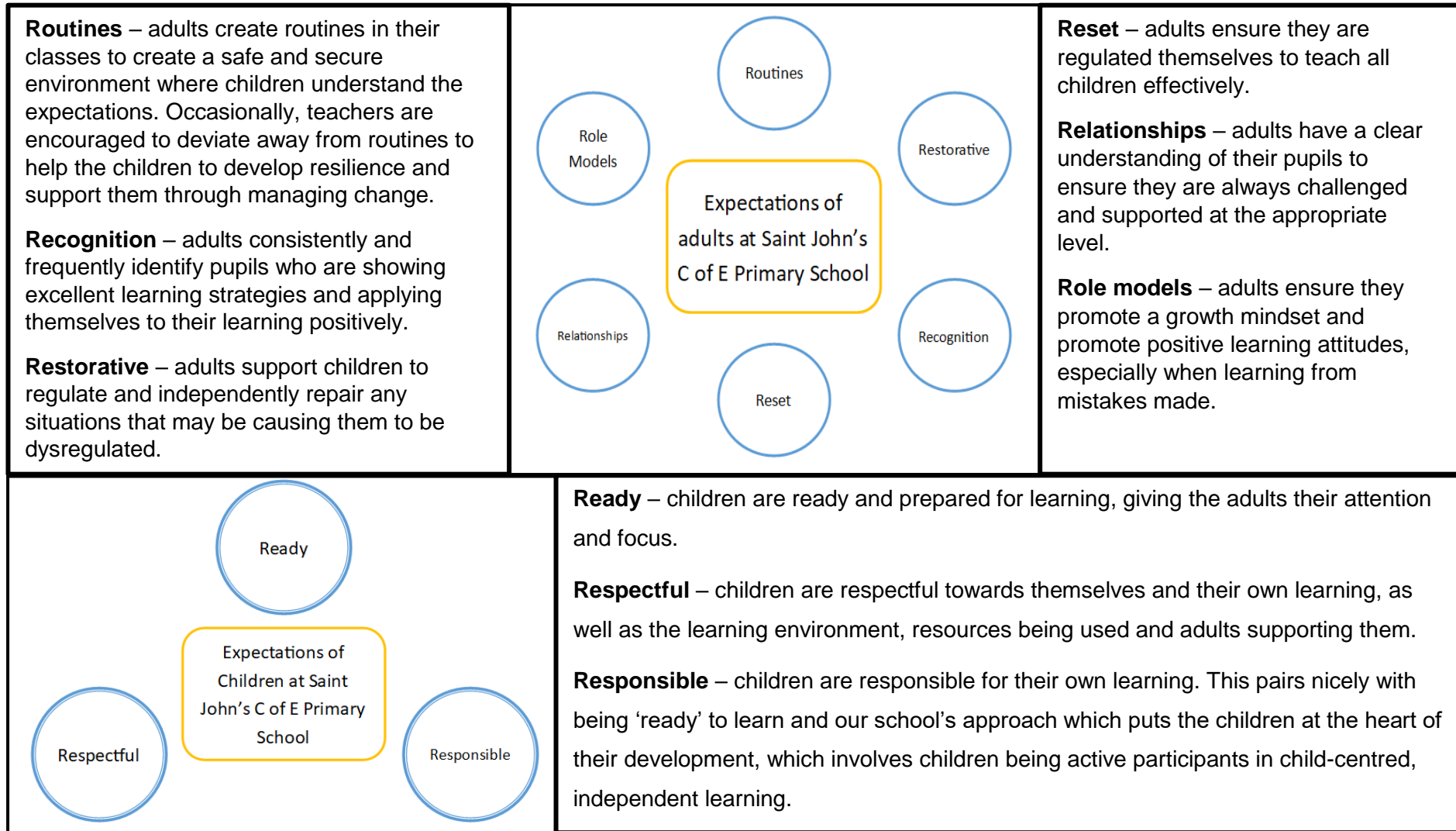
## Wider Professional Duties

Staff work as a team and collaborate where appropriate to support the children and their own professional development

Staff support the school in moving forward with its targets within their job title, as a subject leader and as a human being

## The 6Rs and 3Rs

Our school Behaviour and Relationships Policy outlines the 6 expectations for adults and 3 expectations for children at Saint John's. These expectations link directly with our teaching and learning throughout school:



## **Expectations for Teachers at Saint John's**

At the forefront of our approach at Saint John's are consistently high standards of teaching and learning; we aim to provide a culture of continuous learning, growth and development and a supportive environment for children and adults to flourish. Workload is a constant consideration throughout school when implementing changes; teachers are encouraged, through professional dialogue and through staff surveys, to provide feedback on workload.

This policy, in addition with other policies that directly impact teachers' workload, have been written in accordance with research into staff workload, the National Education Union (NEU)'s advice and support for teachers on workload as well as Ross Morrison McGill's Teacher Toolkit. The Strategic Leadership Team (SLT) uses the 'Directed Time Calculator' provided by the NEU to ensure that staff do not exceed the directed time limit of 1265 hours per academic year and do not direct the use of Planning, Preparation and Assessment time (PPA).

Administrative jobs are jobs that may include the organisation of events, trips or creating templates and lists. Administrative staff and teaching assistants working in school will endeavour to support teachers with these jobs where possible. Within our positive school culture, whilst it is not stipulated in the teaching standards document, we strive for all staff including teachers to support others for the best interests of the children. This may mean that teachers complete some administrative tasks, but this will only be tasks that are directly linked to the provision for their class or their subject co-ordinator role.

As a school, we strive together to create an atmosphere and culture where the children are at the heart of what we do. This involves supporting the school with its provision of subjects across year groups. These subjects require co-ordination; this may involve hosting staff meetings, attending training, conducting jobs that develop the subject across the school. Where possible, subject release time is provided for teachers. This time is an opportunity where teachers can take a leading role in developing our curriculum offer for a specific subject in order to support the school and its pupils.

Performance Management meetings are held with each member of staff in cycles through the academic year. These involve the member of staff and a member of the line management team (performance manager). These meetings serve as a discussion between both parties around expectations of the role, the staff member's performance and future ambitions, as well as the general wellbeing of the member of staff in relation to work. Targets are set for completion by the next cycle. Performance Management meetings aim to be a positive experience for all involved. However, if any concerns regarding a member of staff's capability to fulfil the role are raised, this will be discussed during the meetings and support will be put in place. If these supportive measures are unsuccessful, the performance manager may deem it necessary to proceed with capability measures, as outlined in the relevant policies.

At times, multiple teachers share responsibility of a class. This occurs usually when at least one member of staff works part-time. Teachers who share responsibility for a class must ensure they work collaboratively to ensure the best education for the children in their care.

## **The Role of Families**

Families play a crucial role in supporting their children with their learning. Whilst school is best placed to teach the technicalities of a diverse and challenging curriculum, families are able to support their children's learning in a variety of ways.

### **What can families do to support?**

- Work with school and maintain a positive professional relationship with open communication;
- Ensure their child has the best possible attendance record;
- Ensure their child is ready and prepared for school, including having the correct uniform and PE kit;
- Ensure their child is getting good levels of sleep, exercise and a healthy diet;
- Support their child to complete any homework set by the staff;
- Help their child learn life skills such as, cooking, washing and dressing themselves and understanding hygiene routines e.g. brushing teeth, washing hands;
- Help their child develop fine motor skills: picking up things, using cutlery, squeezing;
- Help their child develop gross motor skills: walking, running, jumping, hopping, riding a bike, swimming;
- Help their child learn values that support them emotionally and socially e.g. respect, resilience, generosity, friendship, empathy;
- Help their child to communicate effectively;
- Support their child to develop independence.

As part of our work with families, school will regularly report to parents throughout the year about their child's attainment, progress and next steps. Twice a year, parents will have the opportunity to attend a parent consultation with their child's class teacher. They will receive a written report at the end of the academic year. Staff also communicate with parents through Class Dojo and in person at the end of each school day.