



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

TEACHING AND LEARNING POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Updated	Autumn 2026
Next Review Due	Autumn 2027

Linked policies and procedures:

- Appraisal policy
- Positive Relationships policy
- Marking & Feedback policy
- Staff Disciplinary policy
- Staff Capability policy
- Any other teaching and learning related policies such as EYFS, RE etc.
- Curriculum Expectations

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

*Be strong and courageous.
Joshua 1:9*



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Guiding Principles

Education influences and reflects the values of society, and the kind of society we want to be.

Our vision is pivotal to all our work:

Curious minds, resilient learners, compassionate community.

We want all to feel that they belong to our school community and that they will never be alone:

Be strong and courageous. Joshua 1:9

Our school values are reinforced at all times: Respect, responsibility, resilience, compassion, co-operation and confidence. These values were chosen together by the school community. The school promotes and rewards children for displaying learning behaviours that illustrate the school values.

It is the professional duty of all staff to contribute towards the development of the whole pupil both inside and outside the classroom. In this school, every child has an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected minimum standard for all our teaching.

In order for the school to maintain high standards of teaching, learning and pupil attainment, staff need to be clear of the expectations and procedures of the school with regard to teaching and learning. The school has 'Curriculum Guidance' which outlines the expectations for learning environments as well as subject specific expectations e.g. requirements in RE Big books, expectations for parental involvement and trips.

St Michael and All Angels asserts that learning should be ordered, progressive and should take place in a secure environment with a shared purpose.

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Teaching and Learning Methods

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning. This is done through:

- creative teaching and learning.
- teaching that develops knowledge and skills through carefully sequenced learning and adaptive teaching, ensuring that learning remains accessible, ambitious and motivating for all pupils.
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- a pace of learning that is optimised for progress and high-quality outcomes.
- learning experiences that allow pupils to work both independently and collaboratively on projects.
- planning units of work that engage pupils in their learning – a hook, learning journey and high quality outcome will be evidenced in each unit of learning.
- teachers using their expertise and subject knowledge to develop pupils' knowledge, skills and understanding.
- Learning will be carefully sequenced and delivered through effective modelling, explanation, questioning and guided practice. Teachers will regularly check pupils' understanding, address misconceptions and adapt teaching to meet pupils' needs, enabling all pupils to make progress within the curriculum.
- asking well framed questions and the use of discussion to deepen pupil's learning.
- teaching staff will develop pupils' metacognitive awareness by explicitly teaching them how to plan, monitor and evaluate their learning. Opportunities for reflection and self-assessment will be built into lessons to enable pupils to become confident, independent learners.
- appropriate home-learning which is set to nurture children's enthusiasm and curiosity and develop their understanding.
- clear and focused learning outcomes, both within school and at home, which are celebrated regularly in public forums such as Celebration Worship, newsletters, notice boards and the school website.

Pupil management and behaviour:

- seeks to ensure that provision is inclusive and that there is appropriate support for all pupils.
- ensure adequate supervision by the adults of pupils within their care.
- developing and maintaining a positive learning environment.
- seeks to model and promote positive learning attitudes and respect for the beliefs and opinions of others following the school's core values (Respect, Responsibility, Resilience, Cooperation, Confidence, Compassion)

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- promotes and adheres to the school's positive relationships policy.

Teaching methods and the management of resources:

- seek 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.
- seek to present a range of learning opportunities reflecting an awareness of the different learning requirements of the pupils.
- seek to manage the key resources, including time and adult support as effectively as possible.
- identify opportunities to review planning and provision against the needs of the pupils and the aims of the school at regular intervals.
- respond to opportunities that occur outside of the planned provision where this might benefit pupils' social or intellectual development.

Adaptive Teaching

Adaptive teaching is an integral part of high-quality teaching. Teachers maintain high expectations for all pupils and use ongoing assessment to adapt teaching in response to pupils' strengths, needs and barriers to learning. Adaptations are designed to enable all pupils to access the same ambitious curriculum rather than reducing expectations or creating separate learning pathways. Teaching is responsive, flexible and focused on ensuring that all pupils achieve success.

Teachers may use a range of adaptive teaching strategies to remove barriers to learning and support pupils to access the curriculum. These strategies may include:

- adapting the pace of learning to allow sufficient time for processing, practice and application;
- breaking learning into smaller steps and providing clear, sequenced instructions;
- using explicit teaching, modelling and worked examples;
- adapting questioning to probe understanding and provide appropriate challenge;
- pre-teaching and revisiting key vocabulary and concepts;
- reducing unnecessary cognitive load through the careful presentation of information;
- using visual supports, concrete resources and scaffolds where appropriate;
- providing opportunities for overlearning, rehearsal and retrieval practice;
- making effective use of assistive technology and accessibility tools;
- providing additional adult support when required;
- using flexible groupings that respond to pupils' needs and learning within a lesson;
- adapting how pupils record or communicate their learning whilst maintaining curriculum expectations;
- making reasonable adjustments in accordance with pupils' SEND, medical or learning needs.

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Examples of adaptive teaching may include:

Additional Processing Time

Some pupils may require additional time to process information, complete tasks or demonstrate their understanding. This may be particularly beneficial for pupils with speech and language needs, Developmental Language Disorder (DLD), ADHD, autism, dyslexia or those learning English as an additional language.

Scaffolding Learning

Scaffolds provide temporary support to enable pupils to access learning successfully. Examples include worked examples, writing frames, sentence stems, visual prompts, graphic organisers and guided practice. Scaffolds should be gradually removed as pupils become increasingly independent.

Adapting Presentation

Information may be presented using different methods to support access and understanding, such as visual representations, practical resources, demonstrations, technology or adapted text formats.

Adapting Response Methods

Pupils may demonstrate their learning in a variety of ways, including verbal responses, practical outcomes, assistive technology, voice-to-text software or scribing where appropriate.

Assistive Technology and Support Aids

A range of support tools may be used to increase independence and participation, including reading pens, laptops, visual timetables, specialist seating arrangements or sensory supports recommended by professionals.

Flexible Grouping

Teachers may use flexible and responsive groupings within lessons to provide additional explanation, practise or challenge. These groups are based on current learning needs and are not fixed.

Adaptive teaching is underpinned by effective assessment. Teachers continually assess pupils' understanding during learning and use this information to adjust explanations, questioning, modelling, scaffolding, resources and support. Adaptations are responsive to need and are intended to help all pupils access learning successfully whilst working towards common curriculum goals.

Assessing and planning

All teaching is based on assessment information so that good quality learning can take place. Teachers assess on an ongoing basis using a range of assessment tools including assessment for learning during lessons, work analysis during and after lessons and through more formal assessments. They use the information to identify gaps in their development so

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that they can plan effectively to enable them to move forward in their learning.

Effective feedback forms an integral part of teaching and learning. Teachers provide feedback that helps pupils understand their current learning, identify next steps, and act upon guidance to improve their work. Pupils are encouraged to reflect on feedback, evaluate their progress and take responsibility for their ongoing development as learners.

Planning is intended to be useful to the teacher in delivering high-quality lessons and provision. Ongoing assessment is then used to determine outcomes so that the following lessons are planned/adapted appropriately. This means classes do not have set groups in lessons.

A cycle of assessing, planning and teaching is formed which leads to progress being made by all children. Retrieval practice and opportunities to revisit prior learning are built into teaching sequences to strengthen long-term memory and support pupils in transferring knowledge and skills to new learning.

Learning environment

Classrooms should be a psychologically safe environment that increase greater self-confidence and well-being. They should be, 'Communication Friendly' enabling pupils to develop their social, emotional and academic potential by reducing or removing barriers to communication. There are three strands to this:

- Visual support systems
- Staff communication
- Classroom environment

The school has 'Learning Environment Non-Negotiables' which promote this and are detailed in the Curriculum Guidance.

Home learning

Children learn best when there are strong links between home and school, the importance of parental involvement in children's learning is recognised, valued and developed.

Home learning has evolved immensely of late. Our home learning platforms are Early Essence and Google Classroom. Regular pupil homework can be accessed through Spelling Shed, TTRockstars and NumBots. All children are provided with a school reading book appropriately matched to their reading ability.

Our school website has a wealth of resources for families for both learning as well as pastoral care.

Inclusion

The school works hard to ensure that all pupils are fully included and make good progress from their individual starting points. High-quality, adaptive teaching is the primary strategy for meeting the needs of all learners, including pupils with SEND, disadvantaged pupils and those

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who may require additional support at different points in their education. Additional interventions and targeted provision are used to complement, rather than replace, high-quality classroom teaching.

Additional interventions and targeted support are used where appropriate to complement, rather than replace, high-quality classroom teaching.

Some groups of children and individual children may have additional or alternative provision put in place to ensure that they achieve their full potential. This may be because:

- They have a Special Educational Need or Disability
- They have a medical condition
- They are eligible for Pupil Premium funding or other similar funding
- They are eligible for Inclusion funding
- They have an Emotional, Behavioural or Social Difficulty
- They are a low prior attainment pupil
- They are a more able pupil
- They may have suffered a bereavement or family difficulty
- The family is at stages 2, 3, 4 or 5 of the Continuum of Need
- They are new to the school or are preparing for transition

Sometimes, the additional need is short term whereas other children have continued additional needs. A wide range of additional and/or alternative provisions are utilised for these children depending on their particular needs. The school works closely with parents, carers and other agencies to ensure that the child receives the provision that they need.

Monitoring and Evaluation

The implementation of this Teaching, Learning and Assessment policy is monitored and evaluated through a range of methods including:

- Work scrutiny
- Lesson visits
- Data analysis
- Learning walks
- Pupil Interviews
- Staff interviews
- Pupil and Parental Surveys

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