St. John the Baptist R.C. Primary

Teaching and Learning Policy

OUR MISSION STATEMENT

"Love one another"

St John the Baptist RC Primary School is a place of learning in which each individual is encouraged to fulfil their own unique potential. We try always to remember that everyone is special and should be treated with respect.
Our Catholic faith touches every part of our school life, and we try to be a community which has Jesus at the heart of all we do.

POLICY INTRODUCTION

This policy outlines the approach to teaching and learning in St John the Baptist RCP School and underpins all our other policy documents. This policy is to be read in conjunction with the school's policies on Curriculum, Behaviour, Assessment, Marking & Feedback, Equality Information and Objectives, SEND (Special Educational Needs and Disabilities) and home learning

The policy has been drawn up as result of staff discussion and has full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching and learning support staff.

Approved by:	Governors	**Date:** February 2026
Last reviewed on:	February 2026	
Next review due by:	February 2028	

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

St John the Baptist is a Voluntary Aided Roman Catholic Primary School in the Diocese of Salford. We primarily serve the parish of St John Paul II and its children aged between 3 and 11 years. Within the values of the Gospel, as taught by Jesus and the Catholic Faith, it is the role of our school to work actively in partnership with parents. In doing so, we shall assist them in their responsibility for educating their children, thereby enabling each child to develop his or her full potential as a unique child of God, ready to face the responsibilities and challenges of a Christian life. We believe that:

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise e what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotional wellbeing if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Our Home School Agreement includes reference to teachers, parents and children working as partners together:

"For pupils to achieve success at school it is important that parents, pupils and the school share the same set of values and are able to work together, each party having an equally important part to play in the partnership. In order that this partnership can work effectively each party must be supportive and committed to work in the best interest of all concerned. This Home School Agreement has been produced for parents/carers, children and the staff of the school in fulfilling this partnership."

(St John's Home School Agreement)

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via their class page on the school website including clearly communicating the purpose of homework for each year group, emails, Twitter, letters, EYFS Stay and Play sessions
- Will be available, during designated times, to meet with parents
- Update parents/carers on pupils' progress at least once each term and produce an annual written report on their child's progress in the summer term. In addition to this, parents may make individual appointments to meet teachers at agreed times each week
- Meet the expectations set out in the school's policies on Curriculum, Behaviour, Assessment, Marking & Feedback, Equality Information and Objectives, SEND and Homework

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as needed
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources and appropriate key vocabulary to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as positive learners
- Meet the expectations set out in the school's policies on Curriculum, Behaviour, Assessment, Marking & Feedback, Equality Information and Objectives, SEND and Homework

3.3 Subject leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budgets effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
    - Achieve breadth and depth
    - Fully understand the topic
    - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the school's policies on Curriculum, Behaviour, Assessment, Marking & Feedback, Equality Information and Objectives, SEND and Homework

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education for all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the school's policies on Curriculum, Behaviour, Assessment, Marking & Feedback, Equality Information and Objectives, SEND and Homework

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the school's policies on Curriculum, Behaviour, Assessment, Marking & Feedback, Equality Information and Objectives, SEND and Homework

3.6 Parents and Carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to homework

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

In Early Years, Teachers follow the Early years foundation stage (EYFS) statutory framework.
Key Stages 1 & 2, The National Curriculum sets out what we teach in the long term and identifies the key objectives that we teach with purposeful cross-curricular links with other subjects and especially in the RE and Humanities curriculum.

In some subjects, teachers use published schemes such as Inspire Maths, Grammarsaurus, Planbee etc to produce weekly short-term plans. Weekly plans define what we teach and how learning is supported and organised in class. This is followed through with teacher assessment opportunities against the learning outcomes.

Planning for English in KS1 and EYFS also includes a daily phonics session for all children.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS (Early Years Foundation Stage) policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in our classrooms, outdoor spaces, the school hall, our church, intervention rooms and in larger spaces such as the parish community centre and local leisure centre (when necessary).

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- reflecting the school ethos and mission statement of St John's and our school rules
- reflecting the priority placed on positive and nurturing approaches
- celebrating children's achievements and reflecting their learning
- being well organized, stimulating and interactive
- being safe and secure
- being aesthetically pleasing with resources clearly labelled and the environment including calm, comfortable and attractive zones such as reading corners and quiet areas
- the encouragement of outdoor learning and learning through role play
- The display of previously learned subject material to support pupils with new learning
- Accessible resources for learning such as books, worksheets, manipulatives and other equipment and relevant resources
- Displays that celebrate and support pupils' learning while supporting a calm and organised environment.

6. Inclusion: Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will use adaptive learning techniques to cater to the needs of all our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL (English as an Additional Language))
- Disadvantaged pupils and vulnerable pupils

Support may include:

- Scaffolded learning through various means such as staff support, manipulatives and intervention sessions
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to set up the right level of material to support these pupils to make good progress
- Using a variety of groupings so children can work with children of similar and different abilities
- Providing writing frames and word banks

Teachers should refer to the handbook for details of adaptive teaching techniques

Further Guidance can be found in the school's policies on SEND and Equality Information & Objectives

7. Home Learning

Home learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be sent home as a physical copy

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Further Guidance can be found in the school's policy on home learning

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given verbally or in pupils' books.

Further Guidance can be found in the school's policy on Marking & Feedback

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment as detailed in our assessment policy

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report in the summer term. Formal communication of progress and learning will take the form of:

- parents' evenings held twice a year (autumn and spring) to discuss children's progress
- an annual report for each child is sent to parents in the summer term, to explain the progress made and say how their child can develop their learning
- annual welcome meetings at the start of each school year to explain relevant developments in their child's education, the expectations for each year group and to explain to parents how they can support their children with homework

Further Guidance can be found in the school's policy on Assessment

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Senior Leaders and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walk throughs
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Pupil voice / staff / parent questionnaires and responses
- Planning scrutinies
- Book scrutinies

Further Guidance can be found in the school's policies on Appraisal for Teaching and Support Staff

11. Review

This policy will be reviewed annually by the Senior Leadership Team.

At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Wider Curriculum and Cultural Capital Statements
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking & Feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives
- Appraisal Policy
- Safeguarding policy
- Teacher staff handbook