'Shine like stars in the world.'
Philippians 2:15

St Paul's CE Primary School

Teaching and Learning Policy

Our Vision

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.

Our Core Values

Love, Forgiveness, Faith, Friendship, Hope and Peace.

ST PAUL'S CE PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

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1 Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning at St. Paul's CE Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.
- It was developed through a process of consultation with teachers and support staff and governors.
- The policy aims to promote high-quality teaching and learning that is aligned with the best available evidence on how students learn and acquire new information.
- The policy expects teachers to implement Rosenshine's principles in their daily practice, as appropriate for their subject, context and students' needs.

2 What are Rosenshine's principles

Rosenshine's principles are a set of 10 research-based guidelines for effective instruction. They are based on three sources of evidence: cognitive science, classroom practices of master teachers, and cognitive supports to help students learn complex tasks.

3 What is Teaching and Learning

The policy for teaching and learning is our vision in action informing and supporting the best classroom practice. It will enable all children to make better than expected progress in every lesson taught and will ultimately raise standards throughout the school. All teaching staff are expected to have a clear understanding of the content of this policy and refer to it

frequently. At St Paul's effective teaching and learning is seen as the outcome of team work encompassing pupils, staff, parents, governors and other members of the community.

4 Aims

The school aims, within its Christian framework to:

- Prepare children for a changing future by teaching them how to learn so that they become independent learners.
- Ensure children have skills, knowledge and understanding to prepare them for the next stage of their education and life.
- Ensure the curriculum is progressive in skills and knowledge
- Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
- Create a positive learning environment where success is celebrated but where it is also safe to make mistakes.
- Work to make the school a rewarding experience for everyone connected to it.
- Work in partnership with parents to encourage each child to reach their full potential in terms of academic achievement, social and emotional development, aesthetic appreciation and moral and spiritual awareness.
- Promote a good health and safety culture for all.
- Encourage children to be tolerant, understanding and be sensitive to the needs of the local community and the environment and have an understanding of British values.
- Create a sustainable school for the future.

5 Strategies for teaching and learning using Rosenshine's principles:

- Begin a lesson with a short review of previous learning to activate prior knowledge and strengthen memory.
- Present new material in small steps with student practice after each step to avoid cognitive overload and ensure mastery.
- Ask a large number of questions and check the responses of all students to monitor understanding and provide feedback.
- Provide models and worked examples to guide students through complex tasks and demonstrate expectations.
- Guide student practice and gradually withdraw support as students become more independent and confident.
- Check for student understanding frequently and correct errors to prevent misconceptions and reinforce learning.

- Obtain a high success rate from students during practice to enhance motivation and retention.
- Provide scaffolds for difficult tasks to support students' learning and reduce frustration.
- Require and monitor independent practice to consolidate learning and develop fluency.
- Engage students in weekly and monthly reviews to revisit and reinforce key concepts and skills.

5 To ensure effective teaching and learning the following must take place:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- A learning objective, which is clearly skills-based, is shared with the children both visually and audibly.
- A clear link is made to previous and future learning.
- Success criteria are used consistently to support achievement of the learning outcome.
- Pupils are involved in their own assessment and peer assessment.
- A review of the learning takes place at the end of the lesson.
- Follow up feedback is given through effective, interactive live marking encompassing clear next steps and opportunity for feedback.
- Ensure challenge for all children.
- Effective teacher modelling alongside pupil participation.
- Identification of optimum opportunities for optimum pupil voice.
- The lesson must be appropriately and readily resourced.
- Effective and differentiated questioning.
- Quality interaction between teacher and pupil and pupil and pupil.
- Pace.
- Explicit use of IT.
- Lessons encompassing enthusiasm and fun whilst ensuring pupil engagement and optimum progress.
- Involvement of all the children.
- Positive reinforcement of behaviour in line with the school's behaviour policy.
- Opportunities for independent learning.
- Elements of visual, auditory and kinaesthetic learning.
- Learning to be purposeful by giving real life context whenever possible.

6 The Curriculum

- The curriculum of the school is based on the core and other foundation subjects of the National Curriculum in England; primary curriculum, plus other work, including Religious Education and Personal, Social and Health Education, which gives the school its own distinctive character and ethos. Each area of the curriculum is supported by a policy which is reviewed on an annual basis.
- Links between subjects is the foundation of planning. Information and communication technology is used systematically to develop and enhance pupil's learning across the curriculum.
- At St. Paul's, we want our children to become active, independent learners and offer a rich and differentiated curriculum that will enable every child to reach their potential. We provide a wide range of activities that will ensure educational development and provide opportunities for all pupils, including our most able and those with special educational needs, to challenge themselves and to make decisions about their learning.
- The Early Years Foundation Stage statutory framework and the National Curriculum underpin all our curriculum planning and delivery.
- All children take part in daily English and Maths activities and other subject areas are taught through cross-curricular themes. Spanish is taught in Years 3-6.
- Teachers plan the children's learning using a wide range of resources, including the latest IT equipment, and group the children in a variety of ways.
- At the beginning of every term parents are informed about the curriculum which their child will be following via the school website so they can support this work at home.

6.1 Delivery of the curriculum

The policy encourages teachers to use a variety of strategies and resources to implement Rosenshine's principles, such as:

- Using quizzes, flashcards, mind maps, or games to review previous learning at the start of each lesson or unit.
- Breaking down new material into manageable chunks and using clear explanations, demonstrations, visuals, or analogies to present each step.
- Asking questions that elicit factual, procedural, conceptual, or metacognitive responses from students and using different methods to check their answers, such as thumbs up/down, mini whiteboards, exit tickets, or online platforms.
- Providing models and worked examples that show the process and outcome of a task and highlighting the key features, steps, or criteria.
- Guiding student practice by using prompts, hints, cues, feedback, or peer assistance and gradually fading them out as students become more proficient.
- Checking for student understanding by using informal or formal assessments, such as observation, questioning, self-assessment, peer assessment, or tests.

- Obtaining a high success rate from students by adjusting the difficulty level of the tasks, providing sufficient practice time, praising effort and progress, and celebrating achievements.

- Providing scaffolds for difficult tasks by using graphic organizers, mnemonics, sentence starters, word banks, checklists, rubrics etc.

- Requiring and monitoring independent practice by setting appropriate homework assignments, providing feedback on performance, or tracking progress over time.

- Engaging students in weekly and monthly reviews by using a spiral curriculum, interleaved practice, spaced repetition, or cumulative tests.

- Teachers will use a variety of teaching strategies including whole class teaching, collaborative group work, paired and individual work.
- There is some specialist teaching. Mostly teachers teach all subjects to their classes, however, certain subjects may be taught by subject specialists as part of PPA (planning, preparation and assessment) provision.
- Learning assistants work with all children in school to aid learning. They work alongside the teacher providing a planning programme of support for target groups, to reinforce or extend the learning objective.
- Voluntary helpers assist in the classroom, in the library and on educational visits. They work with and at the discretion of the class teacher to whom they are assigned. It is the class teacher's responsibility to explain planned activities to the helper.

6.2 Extra support for learners

- Inclusion of all pupils is ensured through the appropriate differentiation of work and adaptation to the curriculum and resources. Effective learning opportunities through adaptions are provided for all pupils by the setting of suitable learning challenges, responding to pupils' diverse learning needs and the overcoming of potential barriers to learning and assessment for individual and groups of pupils.
- Equal opportunities. All children will have equal access to the curriculum. Teachers have high expectations of children and recognise and respond effectively to all issues relating to equal opportunities. All activities including extra-curricular activities are open to all children, numbers permitting. Staff will endeavour to help all children reach their full potential irrespective of race, age or ability.
- More able pupils will generally be catered for within their class by use of a variety of extension activities, by greater depth in questioning and understanding and developing mastery.

6.3 Planning of the curriculum

- Teachers plan their work in each curriculum area using long term plans devised by subject leads. Planning takes place on a weekly basis during PPA time to ensure consistency of practice and the sharing of expertise.

- Weekly plans encompass key areas such as specifying the lesson objective, teaching summary, resources, adaptation, particular focus groups of children and use of additional adults which all contribute to ensuring optimum learning.
- Teachers' planning is monitored by the middle and senior leaders. Regular feedback is given to staff regarding planning.
- Weekly CPD meetings are used to deliver training on various aspects of the curriculum ensuring consistency of approach and standards and focusing on school improvement priorities.

6.4 Subject responsibility - curriculum leaders

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their planning and in the implementation of the scheme of work, and in assessment and record keeping activities.
- Monitor progress and developments in their subjects and advise the Head of School on action needed in line with the school assessment and monitoring timetable.
- Take responsibility for the purchase (with the head teacher's permission) and organisation of central resources for their subject.
- Be given some release time to allow them to support/observe colleagues in the classroom, and to monitor standards in their subject area and the teaching of their subject throughout the school.
- Monitor their subject area and ensure assessment has an impact on future planning.
- Be expected to keep up-to-date through reading and attending relevant courses.

7 Assessment

Assessment within the school falls within two categories:

Assessment of Learning (summative assessment) and Assessment for Learning (formative assessment).

- Assessment of Learning is ongoing, being regarded as an essential part of teaching and learning. Teachers and learners work together to ensure that learners know where they are going to achieve their goals. The effective use of success criteria is a fundamental component of our teaching. Children are encouraged to play an active role in their learning and develop the skills to be able to assess themselves and understand how to improve. Teachers provide effective feedback to children and adjust teaching to take account of the results of assessment.
- Each child has a writing progress book where a writing task is recorded and assessed on a termly basis.
- Feedback to pupils regarding their progress is achieved through the marking of work. Guidance on marking can be found in our marking policy.
- Summative assessment is carried out at three points during the academic year using a range of methods such as NFER papers and Teacher Assessment.
- At the end of Key Stage 2, in Year 6, formal summative assessment is carried out through the use of SATs and teacher assessment. This process is moderated by the local authority.

- Formal summative assessment is also carried out in Reception. Firstly, within the first 6 weeks of a child starting school (Reception Baseline Assessment) and secondly, at the end of Reception (Early Years Foundation Stage Profile).
- Results of individual pupil's assessments are made available to the parents.
- The overall statistical profile is available for staff, governors and the local authority.

7.1 An efficient tracking process is in place.

Reporting to parents is done on a termly basis in relation to pupil progress through face-to-face consultations and through mid-year and end of year written reports. Parents are made aware that:

- The school values parental involvement at every stage in the education process.
- They may meet their child's teacher by appointment at any other time, (this might be virtual) to discuss particular concerns.
- Members of SLT are willing to talk to them or to meet (virtual or in person) with them at any time to discuss any problem they may have.
- Complaints are dealt with promptly, in person, by members of SLT and parents are informed of the outcome without undue delay.

8 Monitoring of Teaching and Learning

Teachers are monitored throughout the year. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school. A plan for monitoring the curriculum is agreed by the Senior Leadership Team and subject leads. Observations can be made part of performance management whereby teachers are observed by a member of the Senior Leadership Team. Observations can also be carried out by a subject specialist as part of a focus in a particular curriculum area.

Children's work is sampled throughout the year by the Senior Leadership Team and subject specialists and scrutinised carefully in line with expectations. Feedback is given to the staff encompassing areas of strength and development to support improvement.

Pupil progress meetings take place each term in order to ensure children are making optimum progress.

Any pupils not making better than expected progress are monitored closely.

9 Strategies for the use of resources

Classroom resources are the responsibility of classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.
- All children know where resources are kept and the rules about their access and use.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Children, teachers and support staff act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Central resources which are subject specific are generally the responsibility of subject co-ordinators. Stationery and consumable resources are ordered and managed by admin staff and stored centrally.

In the selection and deployment of resources the best and most appropriate materials should be selected for the job in hand. Teachers and pupils should always have regard for environmental and economic factors including recycling and reduction of waste in line with the school's educational sustainable development.

The school buildings, the school grounds and the local environment, including the local churches provide an invaluable resource for teaching and learning relating to many aspects of the curriculum.

Human resources, including parents, grandparents, local residents, members of education, social and health services support staff, service workers and visiting speakers from various backgrounds make invaluable contributions to the learning process.

Links with other schools, including secondary schools, pre-school settings, colleges, local businesses and other organisations should be maintained and built upon whenever possible to broaden the school's involvement in the local community and the community's involvement in the school.

Time is a scarce resource that is valued. To maximise its use:

- Children are encouraged to take control of their own learning, including their use of time.
- Time wasting is reduced by ensuring that tasks are made specific and are clearly defined.
- All children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

The library is a very valued resource. Fiction books are maintained by each class teacher within classroom libraries. Responsibility for the library arrangements is with a designated teacher and a number of children from Year 6.

Health and safety issues are the responsibility of all who work in the school. The head of school and the site manager together take responsibility for all health and safety matters under the Premises Committee of the governing body. All problems should be reported to the head of school or school keeper in the first instance.

The continuing development of teaching and learning in the school is the responsibility of all those who are members of the school community and their contributions and suggestions towards improvement will always be welcomed.

Reviewed by Martha Hawting	Autumn Term 2026		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2027		