



St. Luke's C of E (A) Primary School

Teaching & Learning Policy 2025 – 2028

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St. Luke's C of E (A) Primary School Teaching & Learning Policy 2025-28
Policy Purpose

This policy promotes best practice and establishes consistency in Teaching and Learning across the school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude. This policy closely links to the Teacher Standards, School Teachers' Pay and Conditions Document and provides detail on how the standards look in practice.

Aim and Values

St. Luke's Primary School aims to provide children the opportunity to develop to their full potential through our Five Golden Rules and Whole-School Values.

We work towards these aims by:

- Providing the highest standard of teaching, embedded in high expectations, to enable all children to acquire and retain knowledge, skills, and concepts.
- Providing a wide range of well-planned and resourced learning experiences that are inspiring, engaging, and challenging
- Progressive curriculum design, the use of knowledge based learning objectives, the school environment, enrichment activities and the interactions between all members of the school community.
- Promoting a culture of responsibility, mutual respect, ambition, and kindness, where effort is valued and celebrated.
- Working in partnership with families and the wider community.

Core Principles

- Teaching and learning are grounded in research-informed practice (EEF, cognitive science, Rosenshine's Principles).
- All pupils, regardless of background, are entitled to equity of provision.
- Lessons are sequenced to build knowledge and skills cumulatively, with opportunities for retrieval, rehearsal, and mastery.
- Teachers have high expectations of all learners – including the most able, SEND, disadvantaged and EAL pupils.
- Feedback is specific, timely, and actionable (see Marking & Feedback Policy 2025–2028).

We believe that we teach through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day. Learning and teaching should not just be seen as an isolated activity that happens only in a classroom.

Evidence Based Teaching in Practice

The Evidence Based Teaching Network describes Six Stages to outstanding teaching and learning, outlined below. These stages describe an effective learning cycle, enabling all children to close gaps in existing knowledge and build new understanding in a comprehensive and progressive way, throughout KS1 and KS2.

In Reception, teaching and learning are guided by the Statutory Framework for the Early Years Foundation Stage.

- Provision is play-based, language-rich, and responsive to children’s developmental needs.
- Adult-led activities provide structure, while continuous provision offers opportunities for independence.
- Assessment is observational, ongoing, and informs next steps rather than being data-heavy.
- EYFS pedagogy is fully aligned with whole-school expectations of high-quality teaching, feedback, and inclusion.

The following table provides an outline of these six stages and an overview to how St. Luke’s Primary School ensures that they are met.

	Six Stages of Outstanding T&L	How we aim to achieve this
1	<p style="text-align: center;"><u>Orientation</u></p> <p>Orientation is how the school creates the right context for learning. It includes the space children learn in, the culture and high expectations and the attitude pupils bring to their learning.</p>	<p><u>1.1 Our School Values and 5 Golden Rules</u></p> <p>Our whole approach at St. Luke’s Primary School is driven by our Values which are; Friendship, Love, Originality, Understanding, Resilience, Integrity, Selflessness and Hard Work, which together with our School motto <i>‘Work Together – Grow Together – Flourish Together’</i> help inspire the whole school community.</p> <p>Whilst these are our values, we recognise that learning behaviours should be taught and encouraged to enable excellent progress. To achieve this, we have clearly set out the behaviours that are expected of all members of our school community. These are shared through our Five Golden Rules, which are displayed in each classroom.</p> <div data-bbox="820 1397 1114 1816" style="text-align: center;"> </div> <p><u>1.2 Whole School Behaviour Policy</u></p> <p>We believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community. Strong behaviour</p>

		<p>management, based upon clear, consistently applied requests and positive reinforcement is fundamental. Children need to feel secure and relaxed to learn and know if they make the wrong choice they can learn how to not make the same decision again. It is also essential that a period of reflection and a restorative conversation takes place.</p> <p>A copy of our behaviour policy can be found on our school website.</p> <p><u>1.3 High Expectations</u> Teaching staff must have high expectations for all pupils and believe in their capacity to succeed. They need to ensure that their language, teaching strategies and behaviours do not limit pupils, particularly through fixed concepts of ability, socio-economic disadvantage or other forms of unconscious bias. It is also important that children are taught and encouraged to embrace challenges and demonstrate resilience in their learning through growth mindset techniques and the power of yet and because.</p> <p><u>1.4 Learning Environment</u> Classrooms and shared spaces around school should be organised, accessible, attractive spaces that value the children and learning. Pupils should be able to independently access resources to support their learning e.g. word mats, dictionaries, maths resources etc. The spaces should reflect our professionalism, school values and encourage a calm focus.</p>
2	<p><u>Knowledge</u> New learning builds on what we already know.</p>	<p><u>2.1 Curriculum Design</u> Our curriculum design is based on evidence from cognitive science; three main principles underpin it: 1) Learning is most effective with spaced repetition; 2) Interleaving helps pupils to discriminate between concepts and aids long-term retention; 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.</p> <p>Our whole-school curriculum design document can be found on the school website and within each class folder.</p> <p><u>2.2 Progression Documents</u> All subjects have a progression document that details knowledge from the National Curriculum/Early Year Goals the children should learn in each year groups, over a set of milestones made up of 'To Know that' statements. The documents are sequential and progressive allowing children to build upon prior knowledge.</p>

		<p>All progression documents can be found on our website.</p> <p><u>2.3 Shared language</u></p> <p>It is essential that teaching staff use similar and progressive language to allow children to build their knowledge and be able to know and remember more. All subjects have a progressive vocabulary list that should be used at each stage. We encourage children and adults to use this vocabulary in their work and conversations to aid their knowledge and application of new learning.</p> <p>Key vocabulary for all subjects is displayed in the classroom and on our whole-school learning objectives.</p> <p><u>2.4 Planning</u></p> <p>Planning per year group is detailed on three key documents:</p> <ol style="list-style-type: none"> i. Long-term plans that show which half-term the ‘Know that’ statement will be taught, enrichment activities and where possible, link school values. ii. Medium term plans (ELS Documents) break the disciplinary and substantive knowledge statements down into lesson knowledge objectives and explain the unit outcome. Whole-school values, linked to the learning are inputted here. iii. Short-term plans must be created for English (Writing). <p>All planning should be on the correct format, stored centrally and be available for all to see and use.</p> <p>A Curriculum Planning Overview document overview can be found as an appendix (Appendix 1) to this document and within the class file</p>
		<p><u>2.5 Learning Objectives</u></p> <p>Learning objectives are based upon the ‘To know that’ statements from the progression document and should be knowledge based. Learning objectives must be made explicit to the children; this is done visually so they are clear and delivered in a way that hooks children to the learning.</p> <p>All learning recorded in books should have a learning objective. The whole-school objective template can be found as an appendix to this document (Appendix 2).</p>

3

Presentation

This is how staff present new knowledge, so it engages all pupils.

3.1 Presenting new information

Teaching staff can present new material effectively by using a variety of approaches and consideration must be taken to the age, stage and subject being taught. Teachers may introduce new material in small steps, worked examples, modelling, scaffold practice and questioning – removing support as pupil expertise increases.

How best to present new knowledge to ensure high quality outcomes must be carefully considered, for example the pace of phonics sessions varies considerably to the connect and calm me time in PSHE.

3.2 Working memory: Knowing and remembering more

We believe in order for children to make significant progress, we need to help our pupils to remember what they already know about a subject before they start to connect new knowledge. We do this by assessing prior knowledge through quizzes, short assessments, ‘show-me’ boards etc. at the start of a unit of work. We also use Working Walls and learning journey displays to remind children of the unit of work to date – These displays must be kept up-to-date and relevant at all times.

Teachers should also explain to children an overview of their unit of work before it starts, this should be done by a cover sheet in a topic book. This helps put the learning into context.

Working memory is limited and so it’s best when we present new material in short chunks, making sure we reinforce material before moving on

3.3 Concrete, Pictorial and Abstract

The Concrete Pictorial Abstract approach is a system of learning that uses physical and visual aids to build a child’s understanding of abstract topics. Although typically used in maths, using concrete and pictures can be used when teaching other subjects. For example, the use of images when teaching English to embed grammar terms.

Universal Provision/Resources to support learning (especially English and Maths) should be of good quality and available for children to access independently in the classroom at all times.

4

Challenge
Ensuring that all children are achieving their potential

4.1 Challenge

The school acknowledges that there are 3 layers in the challenge model, the centre circle when pupils are bored or overly comfortable with the level of work. The outer circle however is where children may feel frustrated or disinclined to take part and with therefore disengage with their learning. The middle section is the stretch zone; here children are willing to take a risk and are challenged with their learning. Teaching staff must know their children well and reflect on their learning to ensure the correct level of work has been provided.



It is essential that children are also involved with this process and able to assess and initiate challenges independently. For example, in maths children are encouraged to select their own level of challenge thus empowering them to act and be responsible for their own learning

4.2 Questioning

A range of questioning strategies are vital to teaching and learning. Questions are used to assess children’s starting points, to deepen understanding and to check children’s progress. A range of question types should be used from literal to higher order. Children should be given thinking time and a range of strategies are employed in the school to ensure all participate, these include talk partners, think-pair-share, use of whiteboards, countdown timer.

In addition to this, we must teach and encourage children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

5

Feedback and Marking
The checking of learning and planning of next steps

5.1 Feedback and Marking Policy

Quality feedback and marking is an essential part of the learning process. Effective feedback should:

- be specific, accurate and clear (relating to the learning being taught);
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell pupils when they are wrong; and,
- redirect or refocus either the teacher’s or the child’s actions

		<p>During lessons, teaching staff should regularly check that the pupils learning is correct and that their brains are making the correct links. Marking is most effective if it happens during the learning process, not afterwards. Feedback can be verbal or written, and can be given by the teacher, peers, or by the child themselves. Marking should be used to identify children who would also benefit from an intervention before the next lesson.</p> <p>A copy of the Marking, Presentation and Feedback Policy can be found via the school website and within the class file.</p>
6	<p><u>Repeat</u> It's important there are planned opportunities for repetition.</p>	<p><u>6.1 Working Walls</u> All classrooms have an English and Maths working wall. These document the focus of the learning, strategies and support, challenges and key vocabulary. Working Walls are updated regularly, and teachers should start English and Maths lessons by linking the learning to the bigger picture and children should be encouraged to revisit independently earlier learning displayed on the walls.</p> <p><u>6.2 Post and Pre-teaches / interventions</u> Pre- teach and post- teach sessions allow for children to have tailored support so they can make the next step in their learning. Pre-teach interventions happen before the lesson to introduce the selected pupils to the knowledge or activity, this builds confidence and allows the children to hear the input twice. Post-teaches happen after the lesson and are a quick intervention to correct misconceptions. Both of these strategies allow for teaching staff to immediately intervene to minimise or prevent any gap in learning</p> <p><u>6.3 Fluency</u> Children's ability to read fluently and with confidence is essential in enabling pupils to access the curriculum. Phonics and early reading are core priorities of our curriculum. Children should be encouraged to read regularly (including at home) and have the opportunity to exchange books when they need to.</p> <p>Number bonds and timetables must also be taught and practised regularly ensuring children are confident in recalling the facts immediately. Teaching strategies should be put in place to support this.</p>

	<p><u>6.4 Morning and Afternoon mission time</u> Children should be given time in the morning to review their learning, act on feedback or revisit prior learning to embed. This firstly allows children to make sure they've got it right and understood it, and secondly because the repetition helps to secure long term memories.</p> <p><u>6.5 Foundation Topic recap</u> Due to the curriculum termly design there will be times when the subjects are not being taught for one or two terms. It is therefore essential that teacher creates opportunities for children to recall their previous topic and learning. An example of good practice could be to complete a POP quiz (point of progress) where the teacher identifies what the children have recalled.</p> <p><u>6.6 Recall and retrieval</u> Regular opportunities for recall and retrieval are essential to help pupils embed knowledge into their long-term memory. According to Rosenshine's Principles of Instruction, reviewing prior learning strengthens retention and makes new learning more accessible.</p> <ul style="list-style-type: none"> • Lessons should begin with a short review of previous content (e.g. quick questions, low-stakes quizzes, partner talk). • Retrieval should focus on key knowledge and vocabulary that pupils need to apply fluently in future learning. • Teachers should revisit knowledge after increasing intervals (daily, weekly, termly) to strengthen long-term retention and reduce forgetting. • Retrieval activities should be low-stakes and focused on recall, not assessment, to encourage confidence and reduce anxiety. • Misconceptions identified through retrieval should be addressed immediately through reteaching or additional practice. <p>Good practice examples include:</p> <ul style="list-style-type: none"> • Quick-fire quizzes at the start of lessons. • Flashcards, paired questioning, or "brain dumps" where pupils write what they recall without prompts. • Cumulative review tasks where new content is practised alongside previously taught material. <p>This consistent approach ensures that children regularly recall, connect and apply prior knowledge, enabling them to secure learning in the long term.</p>
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Schemes

At St. Luke's we value staff workload and well-being, and where possible planning is sourced or schemes are purchased to support workload as a starting point. As experienced and knowledgeable educators, it is expected that schemes are to be adapted to meet the needs of pupils and not to be taught 'as is' but merely used as a starting point.

Timetabling of lessons

At St. Luke's, in consultation with teachers, timetables are formulated by the leadership team to ensure the curriculum diet is broad and balanced each week to avoid any 'narrowing'. It is an expectation that teachers follow their timetable, to ensure that no subjects are 'left out'. Any deviations or changes to timetable are to be discussed with the head teacher in advance.

Assessment

Summative assessment takes place termly and Years 1-6 use NFER assessments and scaled scores to identify if a child is Working Towards, Expected or Greater Depth in Reading, Maths and SPAG. Teachers' professional judgement can change the grade given; however, this must be justified in progress meetings.

Writing is assessed using the St. Luke's Teacher Assessment Framework and teacher judgement, supported by moderation meetings. All summative assessment is stored on EAZMAG.

This is referred to in detail within the St. Luke's English Policy and the St. Luke's Marking, Presentation and Feedback policy.

Inclusion

St. Luke's C of E (A) Primary School we aim to offer excellence and equity of access to all children, whatever their ability or needs. We have high expectations of all pupils and are committed to the removal of barriers to learning and participation, so that every child feels valued and part of our school community.

Through our curriculum and teaching approaches, we recognise that some children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire and communicate information at different rates;
- need a range of teaching approaches and experiences.

Teachers respond to these needs primarily through high-quality first teaching and inclusive classroom practice, using strategies that adapt the delivery of the curriculum rather than lowering expectations or reducing challenge.

Adaptation may include:

- providing support for children who need help with communication, language and literacy;

- planning opportunities to develop understanding through a variety of senses, scaffolds, and experiences;
- designing lessons that enable all children to participate fully in learning, including physical and practical activities (highlighted explicitly in planning);
- scaffolding tasks, questioning and outcomes so that all children can access ambitious objectives;
- helping children to manage their behaviour so that they can participate safely and effectively;
- supporting individuals in managing their emotions, including trauma or stress, to enable them to take part in learning.

This does not mean treating all pupils in the same way, but rather responding appropriately to their varied life experiences and needs. Educational inclusion at St. Luke's is about ensuring equal opportunities for all – whatever their age, gender, ethnicity, impairment, attainment, or background – while maintaining access to a broad, balanced, and ambitious curriculum for every learner.

A copy of our SEND Policy can be found on the school website or within the class file.

Monitoring and Evaluation

The core purpose of schools is to improve the lives of children through high quality of teaching and learning, so that every child can achieve their potential. School leaders; therefore, have a responsibility to monitor the quality of teaching and learning. Effective monitoring contributes to establishing priorities for future improvement plans.

Teaching and learning are monitored by the Senior Leadership Team, Curriculum and Pastoral leads and external agencies in a variety of ways:

- through learning walks and observations
- through work analysis
- through planning scrutinies
- through book looks
- through pupils' interviews
- through staff carrying out a range of assessments
- through SATs and test analysis and feeding back findings to staff
- through appraisal
- through observations by governors to an agreed programme
- through staff/ parent/ pupil questionnaire

Although monitoring can happen in isolation, we believe it is best to triangulate the evidence to ensure as leaders we get a full and accurate picture.

Role of stakeholders

We actively encourage the participation of the school community in learning and see them as partners.

Ways we inform and reach out to families include:

- Parents are informed of their children's progress, targets, and ways to support learning through a termly information
- Two official parents/carers meetings are held across the year, but parents are entitled to make an appointment to see the teacher at other times.
- Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through year group drop ins, craft afternoons, English and Maths mornings.

Governors support teaching and learning by challenging and supporting leaders to ensure:

- All pupils make progress in achieving the expected educational outcomes.
- Teaching is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents
- The budget is managed in an effective way to ensure that the school can fulfil its legal obligations
- SDP priorities are met.

Appendix 2: St. Luke's Whole-School Learning Objective

Staff:	PIGS:	Date:
PP		
Learning Objective:		
Science: To know how to identify when a change caused by heating or cooling is reversible or irreversible.		
Key Vocabulary:		
Heat, cool, solid, liquid, gas, state, reversible, irreversible		
Recall:		
<u>Give an example of a reversible change:</u>	<u>Write a definition for the term 'irreversible change'.</u>	<u>What do you know about heating or cooling a material such as water?</u>