



ST JOHN FISHER

CATHOLIC PRIMARY SCHOOL

Teaching and Learning Policy

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Statement of intent

At St John Fisher we regard every individual as unique and special in God's family and we believe that every child has the right to the best possible education.

Our policy is designed to support the way in which all members of the school can live and work together in a supportive way, promoting an environment where everyone feels happy, safe and secure and ready to learn.

We at St John Fisher, believe that quality first teaching is paramount to achievement for all. Our school values and virtues, including the Fundamental British Values underpin our school curriculum.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Primary Assessment Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

3. Learning environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences, with flexible grouping utilised. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be geared towards aiding learning, not providing distraction, with neutral backing.

4. The curriculum

The school follows the national curriculum. Teachers will follow the relevant schemes of work with adaptations for the needs of those in their class.

Maths will follow the NCETM framework, English will be guided by units from the Literacy Tree, Cornerstones will be used to support the delivery of foundation subjects and RE will be guided by the BDES and 'Learning and Growing as the People of God.'

Phonics will be taught religiously and with high fidelity to Little Wandle Letters and Sounds to ensure the best outcomes for all children.

Reading groups will be planned and timetabled. to ensure that progression is possible for all.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

5. Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, there is no specific format required for lesson planning - clear lesson slides will be acceptable:

A model plan might include:

- Lessons should be clearly linked to the curriculum.
- Show how pupils of all abilities are catered for.
- Have clearly identified learning objectives showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken
- Explain how pupils will be grouped where appropriate
- Show how staff will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

6. Lesson delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

The majority of lessons will involve a computerised presentation and a recap of previous learning.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked.

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

The EEF 5-day guidance will help support our teaching approach, with staff adapting to meet the needs of pupils in lesson.

Staff will ensure opportunities to recap on prior learning.

7. Supporting pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons and structure support so all can meet expected goals.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual learning plans (ILPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. ILPs are reviewed annually to ensure that they are still effective.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

8. Marking and assessment

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Primary Assessment Policy.

Assessment outcomes will be utilised to inform teaching and learning strategies.

9. Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Letters home
- Annual reports

10. Behaviour and attitude

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

"Let all that you do be done in Love"

This means that pupils will:

- Come to school ready to learn each day -
- Try your best in all that you do
- Respect the thoughts, ideas and contributions of others.
- Forgive others

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Stickers and Raffle Tickets
- Calling the pupil's parents praising the pupil
- Sending a note home praising the pupil
- Inviting the pupil to see the headteacher

- Achievement assemblies

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Understand and implement effective behaviour management strategies.

11. Monitoring and reporting

This policy will be reviewed annually by the headteacher and governing board.

The next scheduled review date for this policy is: **26/09/2026**