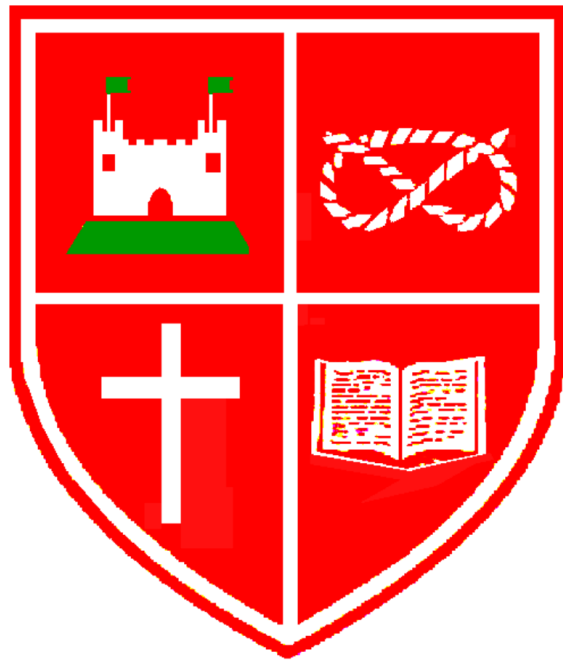




St John's CE Primary Academy

Teaching and Learning Policy

September 2026

Date of current policy: September 2026

Date of Next Review: September 2027

St John's CE Primary Academy Behaviour Policy

1. Rationale

At St John's CE Primary Academy, we are an evidence-informed school.

We believe that the quality of teaching is one of the most important factors within our control in influencing pupils' learning, achievement and life chances. Consequently, we are committed to ensuring that decisions about teaching and learning are informed by the best available evidence, educational research, professional expertise and our knowledge of the pupils and communities we serve.

Our approach is rooted in the science of learning. We understand what helps pupils learn effectively, and staff strive to apply this intelligently and thoughtfully within our own context.

This Teaching and Learning policy and the academy's Teaching and Learning Framework are deliberately aligned. Together, they establish a coherent approach to teaching and learning across St John's CE Primary Academy.

The St John's Teaching and Learning Framework (appendix 2) sets out nine interconnected principles for high-quality and inclusive teaching and learning. These principles provide a shared language and a coherent evidence-informed approach to classroom practice:

1. Behaviour and Relationships
2. High Expectations
3. Explaining and Modelling
4. Practice and Rehearsal
5. Questioning
6. Adaptive Teaching
7. Effective Feedback
8. Retrieval and Review
9. Teacher Knowledge

These principles are informed by research into how pupils learn, including the importance of prior knowledge, working memory, long-term memory, retrieval, effective feedback and explicit instruction.

At St John's, evidence-informed does not mean that every lesson looks the same. Teachers are professionals and are expected to exercise professional judgement. The Framework represents our best bets for effective teaching, but teachers must apply these principles intelligently according to the subject, content, pupils and context.

Our ambition is simple:

Every pupil at St John's should experience high-quality teaching that enables them to know more, remember more, do more and become increasingly independent.

We expect teaching to be purposeful, ambitious, inclusive, carefully sequenced and responsive to evidence of learning.

This policy therefore sets out the academy's expectations for teaching and learning and provides the framework through which our evidence-informed approach is implemented consistently across the school.

2. Aims

The purpose of this policy is to establish a consistent, evidence-informed approach to teaching and learning which:

- ensures that all pupils are taught a rich, ambitious and carefully sequenced curriculum
- establishes high expectations for behaviour (see appendix 3), effort, participation, quality of work and achievement
- uses evidence-informed teaching strategies to support pupils to learn effectively and retain knowledge
- develops pupils' knowledge, vocabulary, skills and understanding so that they can apply learning independently
- supports pupils with SEND and other additional needs through high-quality adaptive teaching and appropriate scaffolding
- uses questioning and formative assessment to identify what pupils know, understand and can do
- uses evidence of learning to adapt teaching appropriately
- uses retrieval, review, independent practice and rehearsal to strengthen long-term retention
- provides timely, specific and actionable feedback which pupils are expected to act upon
- develops pupils' metacognition and understanding of how they learn
- develops teacher subject, curriculum and pedagogical knowledge
- creates calm, orderly and respectful classrooms in which pupils feel safe, valued and ready to learn
- promotes inclusion and equitable access to ambitious learning for all pupils
- ensures that decisions about teaching and learning are evaluated for their impact rather than simply their appearance.

At St John's, we aim for all pupils to:

- feel happy, safe, valued and included
- develop respect for themselves, others and the environment
- develop the knowledge, skills and understanding required to succeed academically and personally
- be challenged appropriately and supported to overcome barriers to learning
- develop confidence, resilience, aspiration, kindness and independence
- become increasingly self-regulated learners
- understand how to improve their learning
- produce work of a high standard and take pride in their learning
- grow into positive, responsible and reliable citizens.

3. Our Evidence Informed Approach

The academy's approach is underpinned by the nine principles contained within the St John's Teaching and Learning Framework. The principles are interconnected rather than a checklist.

Strong behaviour and relationships create the conditions for attention and learning. High expectations ensure that pupils encounter ambitious content. Clear explanations and modelling introduce new knowledge. Practice and rehearsal help secure that knowledge. Questioning and feedback reveal what pupils have learned and where misconceptions remain. Adaptive teaching responds to evidence of learning. Retrieval and review strengthen long-term retention. Teacher knowledge underpins every element.

The Framework describes these as a coherent, research-informed approach to teaching and learning that supports every pupil to thrive.

4. Effective Learning

At St John's, we recognise that learning involves meaningful changes in pupils' knowledge, understanding and ability to apply what they have learned.

We therefore focus on what pupils are learning and remembering, rather than simply whether lessons appear busy, entertaining or engaging.

Effective learning at St John's includes:

- all pupils thinking hard about important curriculum content
- connecting new learning to prior knowledge
- receiving explicit instruction and clear explanations
- having sufficient opportunities to rehearse, practice and apply new knowledge and skills
- using appropriate scaffolding to overcome barriers
- gradually becoming increasingly independent
- regularly retrieving and revisiting important learning
- receiving feedback that can be acted upon
- developing metacognitive understanding
- applying knowledge and skills in increasingly complex contexts.

Learning activities should always be challenging, purposeful and appropriate to the intended learning.

5. Effective Teaching

Effective teaching at St John's is characterised by deliberate, evidence-informed choices outlined in the Teaching and Learning Framework (see Appendix 2).

Teachers use their professional expertise to select and combine strategies according to:

- the learning being taught
- the subject
- the curriculum sequences
- the pupils in front of them
- prior learning
- common errors and misconceptions
- identified barriers to learning
- assessment for learning during the lesson.

Our Teaching & Learning Framework provides a common professional language, but it does not prescribe a rigid lesson structure.

5.1 Planning for teaching

Teachers should:

- identify the essential knowledge, concepts and skills pupils need to learn
- understand where the learning sits within the wider curriculum
- sequence learning so that new content builds upon secure prior knowledge
- anticipate common misconceptions
- plan explanations and examples to address misconceptions
- plan retrieval and review opportunities
- plan questions in advance
- identify opportunities for modelling
- plan guided and independent practice
- consider where scaffolding will be necessary
- plan for the needs of all pupils
- use relevant assessment information when planning
- ensure tasks require all pupils to think hard about the intended learning
- select appropriate resources
- use technology where it improves learning, access, modelling, practice or feedback.

5.2 A typical learning space

There is no single required lesson structure at St John's. However, teachers should consider a coherent sequence such as:

1. Activate prior knowledge through purposeful retrieval or review
2. Introduce new learning through clear, concise explanations
3. Model the knowledge or skill where appropriate
4. Use examples and non-examples to clarify concepts
5. Check understanding through questioning and whole-class response systems
6. Provide guided practice
7. Gradually fade guidance as pupils become more secure.
8. Provide sufficient independent practice.
9. Provide feedback and require pupils to act upon it.
10. Review and retrieve important learning again.

6. Feedback, Marking and Improving Work

The academy's approach to feedback is based on impact rather than quantity. We value feedback that pupils understand, can act upon and use to improve their learning. We do not equate large quantities of written marking with high-quality teaching.

Teachers should:

- use verbal feedback where appropriate
- use live feedback
- provide whole-class feedback where appropriate
- identify common misconceptions and common errors
- provide specific and actionable feedback
- provide pupils with time to act upon feedback
- use written feedback selectively
- teach pupils to self-assess and peer-assess effectively, where necessary.

7. Teaching Assistants and Other Adults

Teaching assistants and other adults are an important part of our inclusive approach. Their deployment should increase the impact of teaching and promote pupil independence.

Teaching assistants will:

- understand the intended learning
- understand the curriculum content
- support pupils at the direction of the teacher
- use scaffolding appropriately
- use a range of questioning strategies to ensure pupils think hard
- promote independence
- support metacognition
- communicate relevant observations to the teacher.

Teachers retain responsibility for the learning of all pupils.

8. Homework and Learning Beyond the Classroom

Homework should be:

- purposeful, age appropriate, manageable, connected to classroom learning and accessible to pupils.

Where appropriate, homework should support:

- reading, retrieval, independent practice, rehearsal, vocabulary development and consolidation.

Homework will not routinely be used to introduce new content that pupils cannot access independently.

Reading is promoted as an important part of learning beyond school. All pupils are expected to read 4-5 times per week, outside of school, for a minimum of 10-15 minutes. This should be recorded in each pupils Reading Record.

9 Role of the Local Academy Committee

The Local Academy Committee will support, challenge and monitor the academy's approach to teaching and learning.

In particular, it will:

- support the strategic use of resources
- understand the academy's Teaching and Learning Framework
- understand the evidence-informed rationale underpinning the Framework
- monitor the impact of teaching and learning
- challenge leaders appropriately
- support professional development
- consider pupil outcomes
- consider inclusion and provision for all pupils
- review the effectiveness of this policy.

10 Related Documents

- St John's Teaching and Learning Framework (appendix 2)
- The St John's Way Behaviour Curriculum (appendix 3)
- Behaviour Policy
- Curriculum Policy
- SEND and Inclusion Strategy
- Assessment Policy
- Feedback/Marking Policy