

St Luke's C of E First School

Teaching and Learning Policy



This policy is reviewed at least every three years by the governing body and was last reviewed:

on: 6th November 2025

Next Review Date: November 2028



Teaching and Learning Policy September 2025

Our School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path. (Psalm 119 v.105)

Our school vision is underpinned by our 6 Christian values- hope, trust, justice, forgiveness, humility and resilience.

Rationale

At St Luke's CE First School we believe effective learning takes place when children are motivated and develop positive independent learning behaviours. Effective learning sits hand in hand with effective teaching. Effective teaching is provided through carefully planned, ambitious lessons where pupils know the objective of their learning and how to be successful. Lessons are stimulating and appeal to the pupils' interests as well as matching their abilities.

Aims

It is our aim to equip our teachers with the skills, through continuing professional development and the feedback from internal monitoring, to enable them to become outstanding practitioners. It is our aim to equip our children with the skills to be effective learners and provide a curriculum, which ignites their thirst for knowledge. Our school vision at St Luke's is at the heart of everything we do, with the intention of all our children flourish in all that they do. This allows our children to have high aspirations in a safe, happy and inclusive environment. Together we develop positive attitudes and ambitions and celebrate successes. We encourage children and staff to persevere and believe in themselves.

Effective Learning

Where learning is effective,

1. Pupils are motivated to:
 - Take an active interest in their learning through encouragement, support and involvement from their teachers, support staff and parents/carers.
 - Improve their performance and are willing to learn from their identified targets as well as their strengths.
 - Enjoy lessons and readily respond to the challenge of the tasks set.
 - Try their best at all times
 - Care about the presentation of their work and look after resources.
 - Develop independence and lead their own learning.

2. Pupils take responsibility for:

- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively.
- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively, as well as independently.

3. Pupils have developed or are developing the following learning behaviours:

- Persevering with all tasks.
- Responding positively to opportunities given to extend their learning.
- The ability to modify and edit their work.
- Using appropriate knowledge and skills and applying them in a range of contexts, making connections where possible.
- Being prepared to be flexible
- Being able to adapt easily to different ways of working.
- Evaluating their own work and how to improve it.
- Being able to decide the best approach to a task and the resources/support needed.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by the school community and that their achievements are being recognised.

Effective Teaching

Where teaching is effective:

1. Teachers will provide high quality learning opportunities:

- Through carefully planned, well structured, paced lessons following our curriculum plans.
- Through engaging and stimulating curriculum content.
- By making objectives and steps to success explicit to pupils at the beginning of each lesson.

2. Teachers will have high lesson expectations by:

- Being enthusiastic about the tasks that they present.
- Presenting work in all curriculum areas clearly.
- Making children aware of expectations for quality, length and presentation in each subject every lesson.
- Modelling expectations.
- Modelling and praising resilience and perseverance.
- Providing pupils with reminders and scaffolding.
- Revisiting our work and that of the pupils to improve it and edit it.
- Celebrating children's successes mid lessons and at the end of sessions.
 - Offering praise and rewards.
- Providing quality resources to enable pupils to be independent in their learning.
- Offering immediate feedback through live marking to ensure misconceptions are addressed within each lesson enabling children to keep up.
- Exercising fluidity to groupings in response to pupil understanding in each lesson
- Providing challenge and application of knowledge and skills.

- Encouraging children to challenge themselves.
- Using support staff effectively to work with target groups or individual children, supporting SEND targets where required.

3. Teachers will evaluate their lessons and ask...

- What did the children learn?
- Is that enough? And did enough children learn?
- Was it worth learning in the first place?

Conditions for Effective Teaching and Learning

In order to provide the right climate for fostering effective teaching and learning ALL STAFF at St Luke's will contribute to;

- Creating a positive learning environment where children feel valued and inspired to be 'the best that they can be'.
- Developing positive relationships between adults and pupils.
- Devising imaginative/creative approaches to the development of knowledge and skills to ensure lessons are interesting and stimulating.
- Using praise and positive reinforcement to foster self esteem, motivation and confidence.
 - Ensuring classrooms are bright, vibrant and alive with learning.
- Displaying self help working walls to promote independence and perseverance.
- Regularly displaying examples of high quality pupils' work and a commitment to uploading examples of the learning taking place onto our class dojo platform.
- Encouraging pupils to demonstrate their learning in a variety of forms.
- Effective use of ICT to enhance the learning experience, making strong cross-curricular links when appropriate.
- Setting and achieving high standards of behaviour and achievement.
- Using assessment effectively to inform teaching and planning
 - Using internal assessment data (current and historic) and target setting to identify differentiated requirements, e.g. tasks and appropriate groupings.
- Explicitly share targets with children, building on prior learning to ensure pupils retain an upward flight path of progress and attainment
- Engaging parents in their child's learning through teacher/ parent consultations, parent curriculum leaflets, knowledge organisers, weekly newsletters and Class Dojo.

Importance of Communication

Communication is a skill which needs to be taught and learned.

In Early Years we assess how well children communicate and we implement interventions for those children who are not working at developmental age expectations. We use the WelComm programme to facilitate this. All children are screened in Reception class and those who need further support with communication and language will receive intervention support.

Effective communication involves the ability to;

- be able to actively listen
- be able to understand non-verbal communication (e.g. body language)
- be able to explain, convey ideas/thoughts and provide information
- be able to build relationships with others through social interaction
- be confident to speak to an audience
- make sounds and pronounce words
- speak in correct English
- be able to understand and empathise

At St Luke's we provide opportunities throughout the school day for our learners to practise, develop and build their communications skills. We use the 4 listening rules to support the teaching of good listening and attention:

- Looking at the person who is talking
- Staying quiet
- Listening to ALL the words
- Sitting still

***For example;** in phonics lessons, teachers model how to make sounds by emphasising the use of our mouths and ensuring each sound is pure*

***For example;** in early years role play is a key part of daily practice. Areas such as the home corner, construction, creative play and small world play encourage and promote social interactions and develop language competency.*

At St Luke's we recognise that many of our children have English as a second language and English is not spoken as the main language at home. This can present challenges; children can find it hard to express their thoughts and needs and children can struggle with pronunciation and grammar.

If a child joins our school with no or limited English, our first step is to immerse them in the English language and to use consistent visual prompts to support their development. Often time spent with peers and lots of repetition enables learners to grasp essential language quickly.

Targeted support is then given to enable learners to further expand their knowledge of words and grammar.

Self-Awareness

At St Luke's we encourage our learners to be reflective. In lessons, teachers model their thinking and take the children through a process of; *I do, We do, You do*. This helps children gain a better understanding of the learning process and how our brain processes information and builds connections. *This is called metacognition.*

When learners have a misconception, they are encouraged to think aloud and consider the steps they have taken to reach an answer. This enables the teacher to best understand where the misconception has taken place and address this through teaching.

Our learners are encouraged to evaluate their learning; reflecting on the strengths of the work and the areas to further improve. Learners are presented with success criteria to support this process.

Our marking and feedback approach is progressive; from the end of Year 1 we aspire for learners to be able to independently evaluate and edit their work.

(Please refer to marking and feedback policy)

Collaboration and Team work

Committing pencil to paper and producing a piece of work is the end product. At St Luke's we value the learning which takes place prior to producing a final piece of work.

Our classrooms are collaborative. Teachers use questioning within the collaborative classroom to elicit learner's understanding and to further challenge and build connections.

Children are encouraged to discuss their ideas and shared learning is a key part of the lesson.

Preparing for the next phase – knowledge, skills and understanding

Skills become automatic and refined through practise and at St Luke's we ensure learners have the opportunity to re-visit and repeat skills.

***For example;** our handwriting scheme Kinetic Letters repeats the practise of; movement, core strength, positioning, forming and sizing of letters. This develops and improves muscle memory, fluency, flow and stamina.*

Understanding comes from building and connecting knowledge. At St Luke's we recognise that knowledge is best remembered and understood when it is repeated, explored in different contexts and progressive; allowing learners to build on what they already know and to make connections.

Knowledge is taught in two ways;

- knowledge of the subject (for example; what it means to be an historian)
- Specific knowledge (for example; knowing that when you add numbers it results in a greater number)

Our curriculum is designed to enable the re-visiting of the knowledge within the National Curriculum. Key knowledge for each lesson is shared with the children, along with the learning objective. In some subjects, knowledge organisers are used to explain the key knowledge, vocabulary and 'quick fire 5' assessment questions which will underpin the teaching for that unit of work.

Every lesson starts with a re-cap of previous learning in order to allow the children to consolidate their prior learning before being exposed to new content.

At St Luke's teachers will discuss the purpose of the learning with the children. We believe it is important for our learners to know why they are learning this knowledge or skill, as it helps them to build on what they already know and to make those connections.

Classroom Environment

Toolkits

Learners have access to toolkits. Toolkits include;

- Concrete resources to aid thinking – e.g. Maths toolkits to support the CPA approach
- Word lists to support accurate spelling
- Letter formation cards to support fluency in writing
- Stationery

Displays

Classroom displays aid the learner through displaying key vocabulary relevant to their learning focus. Displays also show shared learning and model examples to prompt and remind the pupils throughout a sequence of learning.

In every classroom learning is supported and enhanced through these displays;

- Letter families – Kinetic Letters
- Kinetic letter tree and monkeys
- Key vocabulary (often displayed using widgets in order to be accessible to all)
- Clocks
- Phonics – graphemes (EYFS & KS1)
- Numbers (EYFS/KS1)
- Mathematical symbols and times tables (Y2,3,4)
- Days and months (linked to birthdays)
- Reflection areas (to include prayer book) – collective worship

Building resilience and embracing challenge

Building resilience is essential to be able to cope with life's challenges. At St Luke's, we encourage our children to take risks and embrace challenge through;

- asking questions which probe and elicit children's understanding
- setting tasks which increase in challenge
- applying knowledge and skills within different contexts
- having a go at learning before seeking help
- educating children about their mental health, and why it's good to step out of your comfort zone at times

Making mistakes is a key part of the learning process. Some children cope well with making mistakes and these learners are often more willing to take risks and embrace challenge. Some children will try to avoid making errors in their learning and often these learners can find it hard to step out of their comfort zone.

At St Luke's we teach our children that we all make mistakes from time to time and that this is how we best learn. All mistakes can be learning points which then enable us to go on and flourish in all that we do.

For example: in writing the children check their writing against a set of success criteria. The teacher will highlight spelling and punctuation errors and the learner will edit their work and correct errors using the purple polishing pen. We explain that all writers go through this process.

Taking pride in learning and being motivated to learn

All pupils have exercise books for their learning across the curriculum

Children are expected to look after their exercise books; to not scribble on them and to keep them neat and tidy.

The Date

When working in their books, Learners will write the date;

For English work this is the long date. For maths this is the short date.

For Foundation subjects this is the long date.

Titles, sub-titles and learning objectives

Pupils will write learning objectives, title/sub-titles when relevant and age appropriate. These will be written on a separate line from the date.

Classroom Equipment

All children will write in pencil. At St Luke's we use triangular pencils to enable pupils to have the correct pencil hold. Pencil hold is taught through our Kinetic Letters programme (*please refer to handwriting policy*).

Learners use pens when they write on wipeable whiteboards.

Learners use purple pens in their books to correct errors and edit work.

Rubbers are only used when necessary and at the teacher's discretion. Typically, learners put a line through an error.

When colouring, pencil crayon will be used in exercise books.

Felt pens and paint will only be used on paper or in sketch books.

At St Luke's we encourage our children to try their best and take pride in what they produce. If a piece of work is not reaching their usual standard of presentation, the teacher will encourage the child to re-do the work or re-do part of the work.

Celebrating Learning

At St Luke's we aim to celebrate learning through different ways. This could be through classroom and corridor displays, and through our weekly celebration worship, where children are chosen to be 'star of the week' for excellent learning behaviours and/or outcomes.

Assessment of Learning

All primary schools are required to teacher assess pupils at the end of Early Years (Reception) and at the end of key stage two (Year 6).

At the end of Year 1 schools are required to administer a Year 1 phonics screening check for all pupils. The results are reported to the Department for Education and to parents. If the pupil does not pass the screening check in year 1, they will re-take the check at the end of Year 2, following continued support and intervention.

At St Luke's First School we use two types of assessment;

Formative assessment

Summative assessment

Formative Assessment

This is the ongoing day to day assessment which informs the learner's next steps in learning and enables the teacher to plan learning to meet the needs of the pupils.

Formative assessment is carried out through;

- questioning learners to elicit their understanding
- marking and evaluating work
- setting tasks to determine all learner's understanding
- Quick fire 5 re-cap questions

Formative assessments are not formally recorded or shared. Teachers will, however, give feedback to the learner on their progress (please see marking and feedback policy).

Summative Assessment

At key checkpoints within each term, teachers make an assessment of where each learner is achieving in relation to expectations for their age phase. These judgements are made by the class teacher using a range of knowledge;

- the day to day work produced by the learner
- end of unit assessments
- how well the learner engages in lessons and remembers what they have been taught
- outcomes of in class assessments
- the learners' attendance; how much of the curriculum they have learned

- any additional barriers to learning
- To support teacher assessment, we use external assessment materials;

English

- previous phonics screening checks
- Read, Write Inc. materials (phonics)
- NFER comprehension
- Collins Assess Fluency in Reading
- Previous SATS papers

Maths

- White Rose maths assessments
- Previous SATS papers

Summative assessments for English, maths and science are recorded on **Scholar Pack Assessment** system so that school can track progress and identify groups of learners who require additional support.

Summative assessments for other subjects are recorded on subject spreadsheets which travel with each cohort from one age phase to the next. These assessment are stored centrally to allow access for senior leaders and subject leaders.

Teachers meet regularly with senior leaders to discuss progress and attainment of all learners and identify those who require additional support. These are called **Pupil Progress Reviews**.

Senior leaders and subject leaders analyse summative data in order to evaluate the strengths and areas for improvements within each subject or for groups of pupils.

Summative assessments are shared with parents during parental consultations and on annual reports. However, if a teacher is concerned about a learner's progress at other points in the year, they will contact parents to discuss this.

Summative assessments will indicate whether;

- The learner is working below age expectations
- The learner is working within age expectations
- The learner is working above age expectations

Summative assessments will indicate whether;

- The learner is making limited progress
- The learner is making expected progress
- The learner is making accelerated progress

Monitoring the impact of teaching and learning

Senior Leaders and governors monitor the impact of teaching and learning across school. This is supported by subject leaders.

At St Luke's, our vision is for our pupils to flourish in all that they do. The aim of monitoring is to enable practitioners to develop and improve their practice and knowledge and to ensure our learners are given the best opportunities to flourish and thrive.

Governors monitor through;

- Analysing school and external data
- Challenge and questioning the Headteacher
- Meeting with subject leaders
- Visiting the school and seeing learning in action

Senior Leaders monitor through;

- Analysing school and external data
- Visiting classrooms to observe teaching and see learning in action
- Looking at learner's work in books and folders
- Talking with learners
- Pupil progress reviews with teachers
- Questionnaires/surveys
- Regular engagement with all stakeholders

Subject Leaders monitor through;

- Analysing school and external data
- Visiting classrooms to see learning in action
- Looking at learner's work in books and folders
- Talking with learners
- Questionnaires/surveys
- Regular engagement with key stakeholders

Engagement with Parents

In order for our pupils to flourish, school and home should work effectively in partnership.

At St Luke's we value the parent/carer contribution in helping their child to make progress in learning. We encourage parental engagement through a variety of ways to include;

- Relevant and useful information on our school website and Class Dojo
- Parent consultations
- Annual school report
- Newsletters and other regular communication
- Addressing any concerns quickly
- Sending learning home to practise and develop
- Providing curriculum workshops to inform parents

- Work with Me sessions for parents
- Whole school events and class events
- Welcoming parent volunteers to support in school
- Welcoming parents to collective worship and celebrations

Breadth and Balance

At St Luke's we ensure that there is breadth and balance across our curriculum so that our learners get a full educational experience and to ensure that we teach all knowledge and skills within the National curriculum.

Timetables are fixed for subjects such as Physical Education and the teaching of RE. For most subjects, however, teachers have the autonomy and flexibility to map out the week's learning for their class, deciding when each subject will be taught.

Roles and Responsibilities

Role of the Senior Leader

The Headteacher has overall responsibility for teaching and learning.

The Headteacher is responsible for;

- setting and embedding the school Christian vision and Christian values
- implementing the school curriculum
- monitoring the quality of teaching and learning; with particular focus on teacher competency, pupil premium pupils and learners for whom English is their second language
- ensuring consistent practice and compliance with policy
- managing complaints and concerns
- communicating with all stakeholders

The Assistant Headteacher supports the Headteacher in;

- setting and embedding the school Christian vision and Christian values
- implementing the school curriculum
- monitoring the quality of teaching and learning; with particular focus on Teaching Assistant competency, SEND Learners and vulnerable Learners (to include CLA pupils)
- ensuring consistent practice and compliance with policy
- supporting with complaints and concerns
- communicating with all stakeholders

The Assistant Headteacher has some leadership responsibility for subjects across the curriculum

Role of the Subject Leader

The subject leader supports the Headteacher in leading and managing the quality of teaching and learning for a subject across school.

The subject leader;

- sets and embeds the vision for the subject which is aligned with the whole school vision
- works closely with senior leaders to set the intent for the subject, support the implementation of the subject and monitor and review the impact of the subject across each age phase
- ensures the national curriculum is being followed
- ensures there is progression of skills and knowledge across the age phases
- supports teachers to deliver the subject; providing coaching and training when required
- ensures that there is consistent practice across school and that policy and the planned curriculum is being followed
- writes and reviews policies for their subject
- communicates to stakeholders; teachers, support staff, senior leaders, parents and governors
- ensures there are sufficient and relevant resources for teaching the subject and manages the subject budget
- engages with relevant training and research and keeps up to date with educational development for their subject area
- celebrates and promotes the subject through displays
- reports any concerns to the Headteacher

The Role of the Class Teacher

The class teacher has responsibility for teaching and learning within their class, ensuring that all learners have equal and quality learning.

The class teacher;

- implements and embeds the school Christian vision and Christian values
- adheres to school policy and follows the planned curriculum
- ensures consistent practice
- sets the learning, delivers the learning and checks the learning for each Learner
- gives feedback to learners on the strengths and area to improve
- evaluates learning to identify errors and misconceptions
- adapts teaching and learning to meets the needs of all Learners in the class
- engages with training and acts on feedback/coaching
- communicates with parents, subject leaders and senior leaders
- reports any concerns to subject leaders or senior leaders

The Role of Education Support Staff (Teaching Assistants)

The Teaching Assistant has responsibility for supporting the teacher in delivering, supporting and checking learning for all Learners in the class.

The Teaching Assistant;

- implements and embeds the school Christian vision and Christian values
- supports learners through instructing, prompting and coaching
- aids the teacher in adapting teaching to best support the Learner
- aids the teacher in preparing and using resources
- aids the teacher in checking learning; to include marking work and providing feedback to learners
- aids the teacher in delivering targeted learning for Learners, to include programmes of interventions
- aids the teacher in delivering learning
- works closely with teachers, subject leads and senior leaders to best support Learners
- engages in relevant training and acts on feedback/coaching
- communicates with parents when directed to do so by the class teacher
- reports any concerns to senior leaders or the class teacher

The Role of the Governors

Governors have responsibility for ensuring the clarity of vision, ethos and strategic direction of the school.

Governors will;

- work closely with senior leaders and subject leaders to embed the school Christian vision and Christian values
- ensure they have up to date knowledge of the school curriculum and teaching and learning across the school
- support and challenge school leaders in implementing and monitoring the quality of teaching and learning
- maintain regular communication with subject leaders
- agree the school Teaching and Learning policy and regularly review this policy (every 3 years)
- manage complaints when required (*see complaints policy*)

Monitoring and Review

The staff at St Luke's C of E First School will review this policy every 3 years. SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Policy: September 2025
Review Date
September 2028

