



St Joseph's Catholic Primary School

Teaching and Learning Policy

September 2026

This **Teaching and Learning Policy and Framework** outlines the philosophy, expectations, and accountability measures underpinning high-quality teaching and learning at our school. The framework is guided by evidence from the *Department for Education (DfE)*, the *Ofsted Education Inspection Framework (EIF, 2023)*, and leading educational research to ensure consistently high standards and outcomes for all pupils.

1. Vision and Rationale

1.1 Purpose of the Framework

This framework sets a clear and consistent approach to teaching and learning across our school. It ensures all staff hold a shared understanding of what constitutes effective teaching, how learning is best facilitated, and how pupils make progress. It is rooted in research and aligns with the school's wider aims for excellence, equity, and inclusion.

The framework underpins strategic school improvement, supports professional development, and informs quality assurance processes. It also provides a reference for staff, governors, pupils, and parents to understand our pedagogical approach.

1.2 Core Principles of Teaching and Learning

We believe that high-quality teaching is the single most important factor in raising pupil achievement. Our core principles include:

- Teaching is inclusive, responsive, and adaptive to the needs of all pupils.
- Learning is purposeful, challenging, and knowledge-rich.
- Teachers use evidence-informed strategies to ensure pupils understand and remember key concepts.
- A positive learning climate with high expectations supports pupil progress and wellbeing.
- All adults have high aspirations for all learners, regardless of background or starting point.

These principles are central to our provision and systems of accountability and development.

2. Curriculum and Planning

2.1 Curriculum Intent

Our curriculum is ambitious, broad, and balanced, providing all pupils with the knowledge, skills, and cultural capital necessary to succeed in life. It is aligned with the National Curriculum (2014) and is infused with opportunities for personal development, creativity, and critical thinking.



We aim to close gaps in learning by ensuring strong progression across subjects and coherent sequencing of content. Curriculum design reflects our local context and promotes diversity and inclusion.

2.2 Curriculum Implementation

Our curriculum is delivered through thoughtful, well-sequenced teaching. Teachers approach implementation by:

- Building on prior teaching and adapting lessons accordingly.
- Sequencing instruction to support cumulative knowledge acquisition.
- Making subject-specific pedagogical choices that support disciplinary understanding.

Leaders ensure that curriculum plans are clear in their intent and structure, and that teachers are well supported to deliver them effectively.

2.3 Lesson Planning Expectations

Effective learning starts with excellent planning. All teaching staff are expected to:

- Set clear learning objectives and success criteria aligned to curriculum goals.
- Plan for progression within a sequence of lessons and for individual lessons.
- Anticipate misconceptions and plan how to address them.
- Adapt tasks and support to meet the diverse needs of pupils.
- Identify opportunities to review and retrieve previously taught content.

Lesson plans need not be overly detailed but should demonstrate intentional, structured thinking around teaching and learning.

3. Pedagogical Approaches

3.1 Evidence-Informed Teaching Practices

We promote the use of evidence-informed pedagogy across all classrooms. Core strategies include:

- Explicit teaching of new content, with guided practice and modelling.
- Retrieval practice to embed learning in long-term memory.
- Scaffolding to support pupils in moving from dependence to independence.
- Strategies for formative assessment embedded throughout lessons.

3.2 Adaptive Teaching

Rather than fixed differentiation, we encourage a responsive approach to teaching, where:

- Tasks and questions are adapted based on ongoing assessment.
- Scaffolds are provided where needed and gradually removed as learners become more proficient.



- Teachers are alert to the needs of all pupils, including those with SEND, EAL, and those at risk of underachievement.

Teachers use assessment data, pupil feedback, and professional judgement to adapt teaching to maximise access and achievement.

3.3 Use of Technology

Technology is integrated into teaching to enhance, not replace, sound pedagogy. We use it to:

- Support retrieval and consolidation through digital platforms.
- Facilitate feedback, collaboration, and engagement.
- Remove some barriers to learning for pupils with additional needs.

4. Assessment for Learning

4.1 Formative Assessment

Formative assessment is an integral aspect of everyday teaching and informs instruction in real time. This includes:

- Use of questioning to check understanding.
- Retrieval tasks to reinforce prior learning.
- Visualisers, mini-whiteboards, and cold-calling to gather responses from all pupils.

Effective formative assessment helps identify misconceptions and informs immediate and future planning.

4.2 Summative Assessment

Summative assessments are scheduled periodically to evaluate pupil learning. These:

- Provide benchmarks for pupil progress.
- Inform responsive teaching and targeted interventions.
- Contribute to discussions with parents and carers.

Assessment is moderated internally and, where appropriate, externally to ensure robustness and accuracy.

4.3 Pupil Feedback and Marking

Feedback is most effective when it is timely, specific, and actionable. Our approach includes:

- Verbal feedback provided in the moment.
- Opportunities for pupils to act on feedback and improve their work.
- Peer and self-assessment to develop metacognitive skills.

Marking should be purposeful and proportionate.



5. Inclusion and High Expectations for All

5.1 Meeting the Needs of Diverse Learners

Every member of staff is committed to ensuring all learners access the curriculum and succeed. We are inclusive in all we do:

- Staff are trained to recognise and respond effectively to learning needs, including SEND, EAL, and disadvantaged pupils.
- Teachers use guidance from Education Health and Care Plans (EHCPs), support staff, and the SENCO to plan provision.
- Lessons are designed and delivered to reflect pupils' lived experiences and identities.

We actively promote equity of access and outcomes for all learners.

5.2 Challenge and Support

We believe that all pupils are capable of high achievement. In every classroom:

- Challenge is embedded through tasks that stretch thinking and promote reasoning.
- Support is provided to make challenge accessible through scaffolding, prompts, and oral rehearsal.
- Teachers develop a culture of high expectations through language, modelling, and the classroom environment.

Pupils are encouraged to embrace challenge and develop resilience in their learning.

6. Learning Behaviours and Classroom Climate

6.1 Promoting a Positive Learning Culture

We promote a learning environment that is calm, orderly, and respectful. This is secured through:

- Clear routines and expectations for behaviour, learning, and transitions.
- Positive relationships between staff and pupils, underpinned by mutual respect.
- A system of praise, recognition, and restorative practices where required.

Our Behaviour Policy supports the development of independent, responsible learners.

6.2 Growth Mindset and Metacognition

We actively teach pupils how to learn, developing independence and motivation through:

- Encouragement of a growth mindset and positive learner identity.
- Teaching pupils to plan, monitor, and evaluate their learning (metacognition).
- Opportunities for reflection, goal-setting, and resilience-building.

These approaches are incorporated across the curriculum and supported through whole-school initiatives.



7. Professional Development and Quality Assurance

7.1 Continuous Professional Development (CPD)

All staff access high-quality, ongoing professional development that is:

- Informed by school priorities and individual performance management targets.
- Focused on curriculum knowledge, pedagogy, and leadership.
- Evidence-based, sustained over time, and evaluative.

CPD is delivered through staff meetings, coaching cycles, INSET days, and engagement in wider professional networks.

7.2 Monitoring, Evaluation and Review (MER)

Teaching and learning is monitored through a variety of methods:

- Lesson observations, with a focus on pedagogy and pupil engagement.
- Learning walks, work scrutiny, and pupil voice interviews.
- Data analysis to explore patterns in progress and attainment.

The MER cycle supports continuous improvement, with feedback always intended to celebrate strengths and drive professional growth.

7.3 Accountability and Support

While holding staff to high expectations, we foster a culture of collaboration and professional trust. We provide:

- Peer observation and joint planning to share best practice.
- Subject and phase meetings to discuss pedagogy and curriculum delivery.
- Tailored coaching and mentoring for early career and developing teachers.

Staff at all levels are encouraged to innovate, reflect and improve, fostering collective efficacy.

8. Teaching and Learning in the Early Years

8.1 EYFS Intent, Implementation, and Impact

In the Early Years Foundation Stage, we prioritise:

- The development of language, communication, and physical skills, alongside personal, social, and emotional development.
- A balance of adult-led and child-initiated learning, with an emphasis on play, exploration, and talk.
- High-quality interactions that model vocabulary and extend thinking.
- Enabling environments and strong routines that support learning.



Assessment in EYFS is observational, ongoing, and used to inform planning. Pedagogy is rooted in the Statutory Framework for the Early Years Foundation Stage (DfE, 2023).

9. Roles and Responsibilities

9.1 Senior Leaders

- Set and model high expectations for teaching and learning.
- Ensure systems support professional development and quality assurance.
- Monitor impact through data analysis and MER activities.

9.2 Middle Leaders

- Lead high-quality curriculum design and pedagogy in their subject or phase.
- Monitor planning and delivery, ensuring consistency and improvement.
- Support staff through subject leadership, coaching, and mentoring.

9.3 Class Teachers

- Deliver consistently high-quality teaching, following this framework.
- Reflect on practice, engage in CPD, and use assessment effectively.
- Create inclusive, engaging, and purposeful learning environments.

10. Policy Review and Evaluation

This framework will be reviewed annually to ensure alignment with changes in national guidance, emerging research, and evolving school priorities.

Last reviewed: July 2026

Next review date: September 2027

Governor approval required: Yes

Related Policies

- Behaviour Policy
- Curriculum Policy
- Assessment Policy
- SEND Policy
- CPD and Appraisal Policy

This Teaching and Learning Framework reflects our shared commitment to providing an excellent education for every pupil. It is underpinned by strong professional trust, a focus on continuous improvement, and the belief that all pupils can achieve success through high-quality teaching.

At St. Joseph's we live, love and learn by the example of Jesus.
Aspiring for excellence for all, together as a catholic community.