



St Peter's C of E Junior School
A place for all to flourish

Teaching, Learning & Assessment Policy

Last reviewed:	June 2025
Review frequency:	Every two years
Date for review:	June 2027

Teaching, Learning & Assessment Policy

Introduction

At St Peter's, we believe that the quality of teaching is the most powerful factor in determining the life chances of children. Our philosophy is rooted in the highest expectations of what children can achieve and believe it can lead to exceptional outcomes. We have a relentless determination that no child will fall behind and believe that, with a core focus on high quality teaching and learning as set out in this policy, in almost all circumstances, every child can achieve at least end of year expectations.

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will help us to continue to raise standards. It is based on our current practice and understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help plan lessons and evaluate practice to ensure the best provision for our children.

Aims

- To establish a strong culture of learning through an agreed set of practices and a shared language.
- To develop teacher autonomy through providing a framework upon which lessons are planned in order to maximise progress.
- To ensure a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.
- To help spread and share all great teaching and learning practice.
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement.
- Provide a tool for monitoring, evaluation and school improvement.
- Support our commitment to equal opportunities.

Core expectations of staff

- Leaders and teachers are committed to the teaching and learning philosophy and principles as set out in this policy;
- Leaders and teachers have the highest of expectations of what children can achieve, proactively supporting every child to achieve their maximum potential;

- Leaders will commit to using time and resources effectively to maximise learning opportunities;
- Leaders will continually monitor the impact of teaching on pupil outcomes.
- Monitoring will lead to analyses and improvement plans that guide the work of staff and governors;
- Teachers will engage parents in supporting their child to keep up with the curriculum;
- Teachers will assess effectively. A deep understanding of their children's learning and attainment will lead to highly effective planning and teaching;
- Teachers will intervene immediately and effectively when a child makes insufficient progress.
- Teachers will have a deep understanding of the curriculum expectations for their year group;
- Teachers will commit to implementing appropriately the full range of principles and strategies set out in this policy;

Classroom culture

At St Peter's, we hold a universal belief that all pupils can be destined for success when each teacher has a deep belief that all of their pupils have endless potential and they, as teachers, have the ability and skills to help them along the road to fulfilling it. As a result, we believe the following four concepts are a key foundation which our teaching and learning principles must be built upon and must be evident in every classroom across the school:

			
High expectations	Growth Mindset	Transformative relationships	Structure, consistency & routines
Studies show that teacher expectations greatly influences student performance. Higher expectations lead to an increase in performance whereas low ones lead to a decrease.	This theory shows that intelligence can be developed rather than it being a fixed trait. Through effort and hard work, anything and everything is possible for our children.	Evidence shows that strong teacher-student relationships are associated with improvements on practically every measure schools care about.	We believe that pupils and staff flourish when there are highly consistent working practices throughout the school. As a result, we are explicit about the cultural and academic norms we want to see across the school.

Teaching and Learning principles

Our philosophy for effective teaching and learning is firmly based on cognitive science and is underpinned by the principles of formative assessment. The following 5 principles are the basis for our approach and act as a shared understanding and language of the characteristics of effective teaching.

Principles of learning

REVIEWING LEARNING

Learning is a persistent change in long-term memory, not just a temporary increase in student performance. Introducing pupils to an idea once is very unlikely to be enough for them to recall it after a month, a year, or beyond. Teachers can make pupils'

knowledge more secure by giving them practice in using and retrieving this information once pupils' memories are beginning to fade.

Daily review

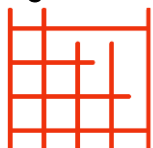


Daily review is an important component of learning. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity. In studies, the most effective teachers began their lessons with a 5-8 minute review of previously covered material. The material being reviewed should be learning that not only happened in the immediate short-term, but also a week/ month/ 6 months ago.

CONNECTING NEW LEARNING TO PRIOR KNOWLEDGE

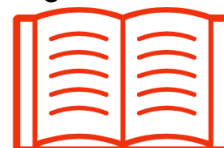
Pupils make sense of new information by reference to what they already know: new information enters long-term memory by connecting to existing knowledge.

Teaching of foundational knowledge



Ensuring pupils have the necessary background knowledge reduces the cognitive load which new information imposes upon them.

Explicit teaching of vocabulary



Effective teachers explicitly teach and provide pupils with the critical vocabulary needed to understand subsequent learning.

TEACHER INSTRUCTION

Our working memory, the place where we process information, is small. It can only handle a few bits of information at once - too much information swamps our working

memory and can cause cognitive overload.		
Present new material in small steps  Effective teachers only present small amounts of new material at any time, and then assist pupils as they practice this material. Only after the pupils have mastered each step, will the teacher move on.		
I do it 	We do it 	You do it 
Teacher demonstrates via an explicit instructional approach exposing the pupils to what excellence looks like.	Teacher demonstrates and asks pupils to assist allowing pupils to practice specific steps with teacher support.	Pupils spend time rehearsing, discussing, rephrasing and applying in order to store the material to the long term memory.

RESPONSIVE FEEDBACK		
Feedback from students is essential for teachers to judge the efficacy of their lessons and respond to it accordingly. We should use feedback and other evidence from pupils not just to measure attainment but as meaningful data to respond to in lessons and in our subsequent planning.		
Questioning  Questions allow a teacher	Check for understanding  The most effective	Corrective teaching  Once a teacher has

to determine how well the material has been learned and whether there is a need for additional instruction.	teachers used strategies that allowed them to frequently check to see if all pupils were learning the new material. These checks allowed the teacher to adjust their instruction.	determined the level of understanding, rapid assistance can be provided. Similarly, deeper learning and enrichment can be provided to those who have mastered the learning.
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DELIBERATE PRACTICE	
Pupils need extensive, successful, independent and deliberate practice in order for skills and knowledge to become automatic.	
Independent practice  Pupils need time to work alone and practice the new material. This is necessary because a good deal of practice is needed in order to become fluent and automatic in a skill.	Cooperative improvement  Research has shown that all pupils tend to achieve more in settings where pupils act as learning resources for themselves and for one another.

Lesson planning

At St Peter's, we believe that planning is essential for good teaching.

Whole School (longer term): Long Term Planning shows coverage and provides breadth and balance at a whole school level. We have an agreed curriculum map for each year group. This indicates what units of work are to be taught in each term. These are created by our subject leaders.

Year group level (medium term): Our medium term planning provides the teaching framework and guidance for all subjects throughout the half term. There is a whole school proforma that is completed each half-term.

Medium term planning is essential in securing consistently high outcomes because:

- 1) One lesson is not a unit of learning and permanent learning can only occur across sequences of lessons;
- 2) They ensure then that the key elements of teaching that secures permanent learning (such as reviewing previous content) have been covered;
- 3) The plans can be used to ensure that key knowledge is covered effectively and clearly and directly links to the subject leaders' Long Term Plans;
- 4) They allow staff to see how lessons connect up to form a bigger, more coherent picture;
- 5) They ensure that there is clear progression planned for across all subjects;
- 6) They provide the opportunity to ensure the curriculum is as engaging as possible through the careful planning of enrichment activities, trips and visits.

Class and/or group level (shorter term): Short term planning is an expansion of the medium term plans, assessments and record keeping. Weekly plans should detail the specific teaching strategies, identify what differentiation will occur and what resources are required, including the carefully planned deployment of other adults.

Assessment

- Assessment should be effective and timely so children achieve at least age-related expectation and no child falls behind
- Assessment is an integral part of quality-first teaching and learning
- Assessment is inclusive of all abilities
- Assessment provides information which is clear, reliable and free from bias, and informs teaching
- Assessment for diagnostic purposes should be a priority for all classroom teachers and should be viewed as a potentially powerful learning event
- Assessment is efficient, effective and takes into account teacher workload
- Assessment supports informative and productive conversations with pupils and parents.

Approaches we use to achieve this are through the use of formative and summative assessment strategies in a shared cycle of assessment activities.

Formative assessment Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way it supports teachers to provide appropriate support (responsive teaching and/or corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.	Summative assessment Summative judgements at St Peter's are formed through teacher assessments and formal assessments. The use of standardised tests for reading, writing and maths places our pupils in the wider context, comparing their results to their peers on a national basis. Question level analysis also enables the tests to be used formatively. Teachers will assess Mathematics and Reading each term by using STAR Tests for their class.. Writing is assessed each term. Twice yearly, teachers will base these judgements on national and internal Comparative Judgements.
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Curriculum

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.

		
HEAD	HEART	HANDS
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.

In order to fulfil these curriculum aims, we have seven key principles that underpin the design of our curriculum:

			
BROAD AND BALANCED	BIG IDEAS	CLEAR PROGRESSION	MEANINGFUL
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.

		
MEMORY IN MIND	VOCABULARY-RICH	EMPOWERING KNOWLEDGE
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

Learning environments

Classroom environments both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment is a learning resource, the second teacher, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

At St Peter's, we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards