



Join the faith and learning journey



TEACHING AND LEARNING POLICY

OUR MISSION STATEMENT

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Policy name: Teaching and Learning

Adopted by Governors:Summer 2025.....(signed on hard copy)

Date:.....June 2025.....

Review Date:.....Summer 2027.....

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Introduction

In this school every child has an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The Headteacher, Senior Leadership Team and other key members of staff will monitor teaching and learning to see that this high standard is met.

PURPOSES

1. To ensure that all pupils benefit from teaching of the highest standard.
2. To provide a basis for monitoring evaluation and review.
3. To ensure that all teachers are given feedback on their strengths and areas for development within their teaching.
4. To improve the quality of teaching and learning to raise standards.

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
- Feedback Policy
- Behaviour Policy

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.
- Seeking opportunities to develop their teaching.

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- 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.

BROAD GUIDELINES

1. Teachers should be a role model for our school ethos, actively promoting our Prayers for Life, encouraging all children to be as God intended them to be.
2. Teachers should manage pupils well, in line with our school ethos and consistencies, building positive relationships of mutual respect and understanding.
3. Teachers must promote high standards of behaviour by facilitating engaging and exciting learning in lessons.
4. Teacher must set high expectations, challenge and inspire pupils of all ability, age, race, religion, disability or other protected characteristic.
5. Teachers are expected to base their teaching on secure subject knowledge.
6. Teachers are expected to teach basic skills in oracy, reading, writing and number, effectively across the curriculum.
7. Lesson planning should have clear objectives, derived from the National Curriculum, expressed in the knowledge, skills and understanding that the pupils need to acquire.
8. Teaching should include the seven step model for effective teaching of metacognitive strategies. <https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool>
9. Teachers should actively seek to keep themselves up to date in the latest research knowledge about effective teaching methods.
10. Teachers should endeavour to link scripture to learning where possible.
11. Teachers should endeavour to include opportunities for outdoor learning LOtC where possible.
12. Teachers will experience Instructional Coaching as the coachee and as coach as appropriate.
13. Teachers must ensure that time, support staff and other resources (including ICT) are used effectively to have impact on pupils' learning.
14. Teachers should continuously assess pupils' work thoroughly and use their ongoing assessments to help pupils overcome difficulty and/or stretch and challenge pupils accordingly.
15. Teachers should use homework effectively to reinforce and extend what is learned in school.

Developing teaching

At St Antony's we pride ourselves on developing staff and being up to date in the latest pedagogy. As such ALL staff are expected to:

- Fully participate in any appraisal, coaching and training given in school

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- Be a mentor, coach, mentee or coachee where appropriate
- Engage in regular reflection and review of their practice, individually and collaboratively as part of school practice time
- Be open and honest to seek advice and develop skills
- Actively share expertise with colleagues
- Engage in self-directed learning to improve their effectiveness in their role in school eg through National College or NPQ

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. Classrooms should be kept tidy and free of unnecessary clutter to allow thorough cleaning to take place.

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. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups. The understanding of the needs of children with neurodiversity should be taken into consideration and environments should reflect this.

Classroom displays will be geared towards aiding learning, not providing distraction. Corridor and whole school displays are for sharing knowledge, disciplinary skills and celebrating success.

The curriculum

The school follows the national curriculum. Teachers will follow the relevant schemes of work used in school.

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 adaptive teaching and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of faith, social skills and self-esteem, also form a significant part of pupils' education.

Resources

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.

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.

Teachers will refer to EEF guidelines for effective use of support staff.

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<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

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

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

A range of technology will be incorporated into teaching so that learning is highly effective for all.

Teaching and learning strategies will integrate AI to support the personalisation of education and the creation of high-quality resources while significantly improving planning efficiency across the curriculum.

While AI serves as a powerful assistive tool, it cannot replace the deep subject knowledge of a teacher; therefore, pedagogy will continue to focus on developing students' independent intellectual capabilities.

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:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and constructive feedback to one another.
- Maintain the highest standards of behaviour for learning.

CONCLUSION

This will result in pupils who ALL:

- Are confident, happy and enjoy coming to school
- Acquire new knowledge, skills and understanding well
- Show determination and resilience in intellectual, physical or creative work
- Are productive and work at good pace
- Show interest in their work, sustain concentration and think and learn for themselves

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- Understand what they are doing, how well they have done and how they can improve
- Are self-regulated and motivated learners

REVIEW

This policy will be reviewed in conjunction with the School Development Plan.

Reviewed June 2025

Adopted by Governors at the 2025 Summer Term Full Governing Body Meeting

Amended February 2026