



St Leonard's CE Primary Academy

Living and Learning Together with God's Help

Teaching and Learning Policy

Sept 2026-2027

This policy should be read in line with our schools' vision statement, 'Living and Learning Together with God's Help', as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, *being a unique human being, made by God and Loved by him*, and so develop a love of lifelong learning and a sense of community, as we grow together as part of God's family; being with God and having his help as we live and learn together in all that we are and seek to be.

Intent

We will provide our children with the knowledge, attitudes, skills and habits (KASH) they need to achieve their goals, both now and in the future. We believe that every child can succeed when high expectations are combined with high-quality teaching, strong relationships and appropriate support. Our Teaching and Learning Principles underpin this commitment, ensuring that every child experiences ambitious, inclusive and engaging learning opportunities.

St Leonard's CE Primary Academy – Lesson Design					
Vision: 'Living and Learning Together with God's Help'					
Resilience	Curiosity	Ambition	Independence		
Values					
Respect	Compassion	Courage	Perseverance	Friendship	Forgiveness
Behaviour Principles					
Ready		Respectful		Safe	
This is demonstrated through relentless routines and calm, kind, consistent adult behaviour. We revisit these rules and their meaning regularly which is effective in supporting staff in reinforcing consistent expectations.					
					
Awareness and understanding of cognitive load	Clarity of intended skill and knowledge learning outcome	Engaging / interesting hook	Clear teacher modelling of thinking, strategies and expectations	Purposeful activities which impact positively on intended outcome	
					
Suitable adaptations to tasks make learning accessible to all – all children able to engage	Focused groups identified for specific support or challenge	Targeted questioning including using subject specific vocabulary	Retrieval practice and appropriate use of assessment	High expectations of pupil engagement through all parts of lesson, underpinned by strong behaviour management	

Implementation

Setting high expectations is fundamental to our teaching and learning provision. Our Teaching and Learning Principles provide a consistent framework that guides planning, teaching, feedback, assessment and monitoring across the school. These principles ensure that all children are challenged appropriately, supported effectively and encouraged to take pride in their learning.

Teachers plan learning that is ambitious, carefully sequenced and builds on prior knowledge, enabling all children to make strong progress. High expectations are communicated through clear learning intentions, explicit modelling, purposeful

questioning and opportunities for children to think deeply, explain their reasoning and apply their learning.

We recognise that children learn in different ways and at different rates. High expectations do not mean providing the same experience for every learner; instead, they mean ensuring that every child receives the support, challenge and resources they need to achieve success. Staff adapt their teaching through responsive assessment, scaffolding and targeted support while maintaining ambitious outcomes for all.

We foster classrooms where positive relationships, mutual respect and a sense of belonging enable every child to flourish. Children are encouraged to support one another, celebrate success, value diversity and continually strive to improve by aiming to beat their personal best. Consistent feedback and assessment practices, aligned with our Teaching and Learning Principles, help children understand what they have achieved and what they need to do next.

Leaders monitor the implementation of our Teaching and Learning Principles through lesson visits, book looks, pupil voice, coaching and professional dialogue. This ensures consistency, supports continual improvement and maintains high expectations across the school.

Impact

Children develop high expectations of themselves, their learning and their behaviour. They become confident, resilient and independent learners who take pride in their work and understand how to improve. Through consistently applied Teaching and Learning Principles, children make strong progress, achieve well across the curriculum and develop the knowledge, attitudes, skills and habits (KASH) needed to succeed both in school and beyond.

Starting Points

Intent

We aim to establish the prior knowledge and skills that a child holds in order to ensure our lessons are the most productive that they can be.

Implementation

Pre-assessment tasks will be integral to our planning process. Opportunities to pre-assess are built in to our planning in readiness for the next concept/ topic. We will use a range of strategies to pre-asses, which include, but is not exclusive to: Concept maps/ Knowledge grids/ KWL grids/ structured observations. Pre-assessments will also be used to determine where on the journey of the Growth Mindset, each child is.

Impact

The differing needs of our children will be met in order for them to progress with their learning.

Defining the Learning Destination

Intent

We believe it is important for the children at our school to understand what success looks like before they start their learning of a new concept/ topic.

Implementation

Teachers will share excellent examples of what they are looking for from the very beginning following our teaching and learning principles, providing clarity which will support the confidence and motivation of each child when engaging in the learning process. There will be a multi-sensory approach to learning, as we recognise that children learn in different ways. Mastery of the knowledge and skill will then enable original thought, which will always be encouraged.

Impact

Providing the children with a clear and well-defined destination will support them in being successful.

Proof of Learning**Intent**

We will ascertain proof of learning in a variety of ways, to gain proof of understanding, check for misconceptions that need to be addressed and challenge learners to provide evidence of their learning.

Implementation

A range of strategies will be used such as, questioning, presentations and assessment rubrics.

Impact

Part of developing Growth Mindsets in the children will be ensuring that they can each provide the evidence that demonstrates the depth of learning that has taken place.

Challenge**Intent**

We believe that a crucial element of learning is the ability to remember things. Children will be provided with the opportunity to spend time thinking about the learning presented and grappling with the challenge.

Implementation

Creating challenge in lessons that encourage learners to experience and think about the meaning of what is being taught is crucial to learning and sense making. The level of challenge will always be set an appropriate level for each individual child.

Impact

The learning that takes place will enable each child to process more deeply and remember more effectively. A range of challenge frameworks will be used with the children.

Feedback**Intent**

Our aim is that feedback needs to be timely, learning adapts as a result of feedback and reflecting on feedback becomes a habit. Feedback must be accurate, kind, specific

and helpful. Feedback allows planning to be adapted for the learners needs. Feedback should pose a direct challenge or question for learners to act on.

Implementation

Teachers and Learners will provide feedback within the classroom. A shared understanding of what good feedback consists of will be established. A range of strategies will be used, to include but not exclusive to: One-one reviews, guided groups, individual and group reviews. The process of how to critique work will be modelled. The children will develop the skills of listening to, reflecting on and acting on the feedback they're given. We will train our learners to accurately identify where the gaps are and how they can close them, not just in their own work but in their peers too. Learners should not compare their feedback to that of other learners.

Impact

Teachers and learners are able to give effective feedback in real time while continuing to learn and stay in flow. Learners will develop greater responsibility for their own learning

Transition in the Teaching and Learning Process

Intent

We recognise that Transition is a crucial time in the development of any child's learning journey and we intend to support each child at this time.

Implementation

In July, each child will have time to meet and work with their class teacher for the following September, this will also be a time when pre-assessments will take place. Discussions will be held between teachers regarding the differing need of each child and an assessment of their Growth Mindset. We will also involve parents in identifying the strengths, interests and areas of concern for their child, at that point in time.

Impact

Children will feel supported and continue to develop their attitude to learning during transition.

Policy Status and Review

This policy was created by the Head teacher; in consultation with the teaching team, and its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Head Teacher and Governors.

Written by: Headteacher
Owner: Headteacher

Approval date: September 2026

Review date: September 2027