

St. Michael Catholic Primary and Nursery School

Teaching and Learning Policy



"I came so that you may have life, life in all its fullness" John 10:10

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

Policy Date	September 2026
Signed by Head Teacher	Mrs N Collins
Review Date	September 2027

How We Teach and Learn at St Michael's

At St Michael's, teaching and learning are rooted in our belief in lifelong learning for both children and adults. Learning is a continuous journey and our mission is to make it enjoyable, meaningful and ambitious, enabling every child to flourish academically, socially and spiritually.

Our approach reflects current educational expectations and best practice, placing a strong emphasis on inclusion, adaptive teaching and high expectations for all, underpinned by our Catholic ethos.

Our Core Principles

At St Michael's, we believe that:

- Every child is unique, valued and capable of success.
- All pupils are entitled to Quality First Teaching every day.
- Learning builds over time through a carefully sequenced curriculum.
- High expectations and strong relationships enable pupils to thrive.
- Inclusion is achieved through adaptive teaching, not lowering expectations.
- Continuous reflection and improvement strengthen teaching and learning.
- Reading, vocabulary and communication underpin success across the curriculum.
- Every child should experience challenge, success and a sense of belonging.

Inclusion and Adaptive Teaching

Inclusion at St Michael's is achieved through adaptive teaching rather than separate or alternative provision wherever possible.

Adaptive teaching means:

- Lessons are planned with all learners in mind from the outset.
- Teachers anticipate barriers and adapt teaching, resources, questioning and support.
- High expectations are maintained for all pupils, including SEND and disadvantaged pupils.

- Support is flexible and responsive, informed by assessment and pupil need.
- Adaptive teaching provides appropriate support and challenge whilst maintaining the same ambitious curriculum for all pupils.

Teachers:

- Know their pupils well, including strengths, needs and barriers to learning.
- Use strategies such as scaffolding, modelling, visual supports, chunking and retrieval.
- Deploy additional adults strategically, not as a substitute for teaching.
- Ensure pupils with SEND access the same ambitious curriculum with appropriate adaptations.
- Build confidence and independence through carefully planned support.

Particular consideration is given to pupils who are currently known to social care, have previously been known to social care, are young carers or face significant vulnerability. Staff recognise the potential barriers these pupils may face and work proactively to support their attendance, wellbeing, engagement and achievement.

Curriculum and Learning

Our curriculum is:

- Ambitious and inclusive.
- Carefully sequenced so learning builds over time.
- Designed to ensure pupils know more and remember more.
- Rooted in our Catholic faith and values.
- Responsive to the needs of our local community.
- Broad and balanced, preparing pupils for the next stage of education and life.

Reading is prioritised across the curriculum, enabling pupils to access increasingly complex texts and develop disciplinary knowledge across all subjects.

Staff understand:

- What pupils have learned before.

- What they are learning now.
- What learning comes next.

Teaching focuses on helping pupils to:

- Acquire knowledge.
- Practise and apply skills.
- Develop understanding.
- Use learning confidently and independently.
- Transfer learning across different contexts.

What Effective Teaching and Learning Looks Like

At St Michael's, effective teaching and learning include:

- Purposeful, well-paced lessons where every second counts.
- Clear learning intentions and success criteria.
- Frequent opportunities for talk and collaboration.
- High-quality modelling and explanation.
- Retrieval, review and consolidation built into lessons.
- Calm, consistent routines that promote independence.
- A positive climate where mistakes are viewed as learning opportunities.
- Explicit teaching of vocabulary and oracy across the curriculum.
- Regular retrieval practice and spaced learning to support long-term memory and retention.
- Opportunities for pupils to explain, justify, debate and present their thinking.
- High levels of engagement and participation.

Pupils are:

- Active, curious and engaged learners.

- Confident to take risks and ask questions.
- Proud of their learning and motivated to improve.
- Respectful of themselves and others.
- Increasingly independent and resilient learners.

Teaching Approaches

A range of strategies are used appropriately to meet diverse needs, including:

- Direct instruction and modelling.
- Investigative and enquiry-based learning.
- Paired, group and independent work.
- Structured talk and discussion.
- Educational visits and outdoor learning.
- Debate, role-play and oral presentation.
- Retrieval practice and low-stakes quizzing.
- Problem-solving opportunities.

Teaching choices are intentional and based on what best supports learning.

Assessment and Feedback

Assessment supports learning and informs teaching.

- Formative assessment is ongoing and responsive.
- Summative assessments are used to track progress over time.
- Teachers identify gaps and adapt planning accordingly.
- Feedback (oral and written) is timely, purposeful and impactful.
- Pupils understand how to improve their work.

- Assessment information informs future teaching and intervention.

Data is used to:

- Inform teaching.
- Identify support and challenge.
- Monitor progress of all groups of pupils.
- Evaluate the effectiveness of teaching and curriculum provision.

Digital Learning

Technology is used purposefully to enhance learning whilst never replacing high-quality teaching.

Pupils are taught to use technology safely, responsibly and critically.

As digital technologies continue to evolve, including artificial intelligence and digital content creation tools, pupils learn how to:

- Evaluate information.
- Identify misinformation and disinformation.
- Use technology ethically and responsibly.
- Navigate online environments safely.
- Understand the opportunities and risks associated with emerging technologies.

Digital tools are used to support curriculum delivery, accessibility, creativity and communication.

Safeguarding Through Teaching and Learning

Safeguarding is woven throughout the curriculum and daily school life.

Pupils are taught how to:

- Stay safe online.

- Recognise healthy relationships.
- Manage risk.
- Seek help when needed.
- Respect themselves and others.
- Understand personal safety.
- Make responsible choices.

Teaching supports pupils in developing the knowledge, confidence and resilience required to stay safe and thrive.

Behaviour for Learning

A calm, purposeful learning environment is essential.

- Expectations are clear, consistent and positively framed.
- Behaviour is managed through strong relationships.
- A restorative approach is used to resolve issues and repair relationships.
- Positive attitudes towards learning are encouraged and celebrated.

Pupils feel:

- Safe.
- Valued.
- Respected.
- Supported to succeed.

Catholic Social Teaching (CST)

Catholic Social Teaching underpins all teaching and learning at St Michael's.

Through the curriculum, pupils learn about:

- Human dignity.

- Compassion and justice.
- Solidarity.
- Stewardship.
- Service to others.
- The Common Good.

This ensures pupils develop not only academically but also as caring, responsible citizens who seek to make a positive contribution to society.

Roles and Responsibilities

Staff

- Deliver the curriculum consistently and inclusively.
- Adapt teaching to meet pupil needs.
- Maintain high expectations for all pupils.
- Assess learning effectively.
- Reflect on and improve their practice.
- Contribute positively to the Catholic life of the school.

Governors

- Monitor the quality of teaching and learning.
- Receive reports and evidence through committees and visits.
- Support and challenge leaders appropriately.
- Ensure statutory requirements are met.

Parents and Carers

- Support learning at home.
- Engage positively with school communication.
- Attend meetings and events where possible.

- Work in partnership with staff to support children's learning and wellbeing.

Monitoring and Review

Teaching and learning are monitored through:

- Lesson visits.
- Learning walks.
- Book scrutiny.
- Curriculum reviews.
- Pupil voice.
- Assessment analysis.
- Staff discussion and professional development.

The purpose of monitoring is to support continual improvement and ensure consistently high standards across the school.

This policy will be reviewed annually or sooner where changes in legislation, guidance or school priorities require revision.

Teaching and learning at St Michael Catholic Primary and Nursery School are inclusive, ambitious and reflective. Through adaptive teaching, strong relationships and a curriculum rooted in Catholic values, we ensure every child is supported to achieve their God-given potential and experience life in all its fullness.