

St. Andrew's Teaching and Learning Policy

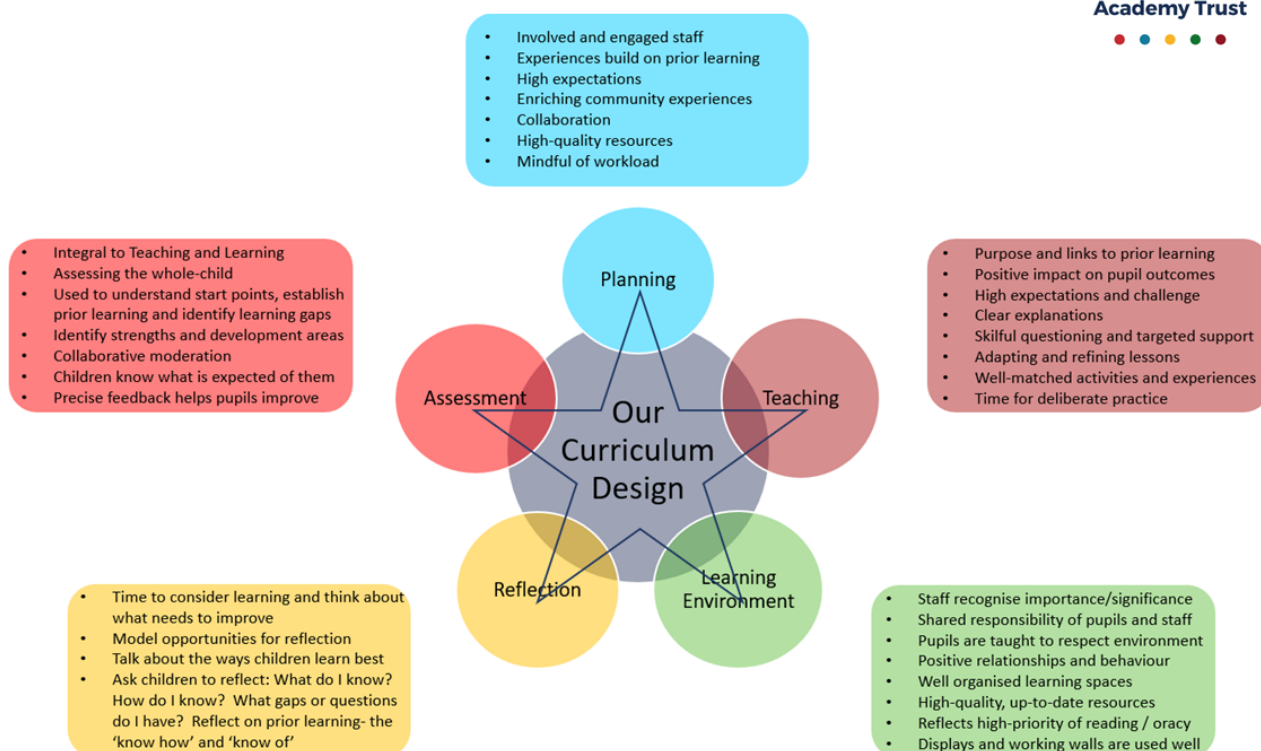


Approved by: Joanne Fernie

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1. Aims

At St. Andrew's Primary School, teaching and learning are at the heart of everything we do. Guided by our vision, *"Do everything in Love"* (1 Corinthians 16:14), and our values of **love, honesty and respect**, we aim to provide an education that nurtures curiosity, inspires a love of learning and enables every child to flourish academically, socially, emotionally and spiritually.

This policy aims to:

- Create a safe, stimulating and loving environment where every child is valued and motivated to learn.
- Ensure a consistent, high-quality approach to teaching and learning across the school.
- Promote high expectations and raise standards for all pupils.
- Foster a reflective and collaborative learning culture among staff, pupils and the wider community.
- Engage parents, carers and the wider community as active partners in learning.

2. Our guiding principles

Our Christian vision and values weave through every aspect of school life. We believe pupils learn best when they:

- Feel safe, secure and valued, knowing they belong.

- Are motivated and can see the relevance of their learning.
- Experience love, honesty and respect in all relationships.
- Have access to high-quality teaching, resources and environments.
- Are encouraged to make connections between new and prior learning.
- Are supported, challenged and guided through appropriate teaching and feedback.
- Are resilient, persevere when learning is difficult, and understand that mistakes help us grow.
- Are given opportunities to reflect, practise and apply their learning in new contexts.

Learning at St. Andrew's is not just about acquiring knowledge – it is about shaping character, deepening faith, and cultivating curiosity about our world.

3. The Pickwick Model at St. Andrew's

We follow the Pickwick Academy Trust's model for *Planning, Teaching, Learning Environment, Reflection and Assessment* – The Pickwick Way.

Our approach ensures that:

- Planning builds upon prior learning, offers enriching experiences, and promotes collaboration.
- Teaching is adaptive, purposeful and reflective, promoting excellence for all.
- Learning environments are inclusive, organised and inspire respect and engagement.
- Reflection enables both staff and pupils to think deeply about learning and growth.
- Assessment supports progress for the whole child and informs next steps.

These five strands sit at the heart of our curriculum design, ensuring coherence, creativity and high standards.

4. Roles and responsibilities

Teaching and learning at St. Andrew's is a shared responsibility, and everyone in our school community plays a vital role in enabling our pupils to thrive.

This is how we will create the above conditions for pupils' learning:

4.1 Teachers

Teachers will:

- Uphold the Teachers' Standards and embody our Christian ethos.
- Plan and deliver high-quality, engaging lessons following the Pickwick and Curious City principles.
- Foster positive relationships that promote love, honesty and respect.
- Actively engage parents/carers through Class Dojo, reports, and regular communication.
- Provide precise feedback that helps pupils know how to improve.
- Contribute to moderation and reflection as part of a professional learning community.

4.2 Support staff

Support staff will:

- Know pupils well and provide flexible, responsive support.
- Use assessment for learning strategies effectively.
- Model curiosity and perseverance as lifelong learners.
- Celebrate achievement and promote positive behaviour.
- Communicate observations with teachers to inform planning.

4.3 Subject Coordinators

Subject coordinators will:

- Lead the development of ambitious, well-sequenced and balanced curriculum plans.
- Work collaboratively to ensure progression and consistency.
- Monitor teaching, learning and outcomes to identify strengths and areas for improvement.
- Champion curiosity, creativity and high expectations in their subject.
- Facilitate moderation and professional dialogue within their subject.

4.4 Senior leaders

Senior leaders will:

- Uphold our Christian vision and values as the foundation for all learning.
- Ensure high expectations for all and celebrate success.
- Monitor the quality of teaching and its impact on pupils' learning.
- Promote reflective practice, coaching and professional development.
- Ensure resourcing, staffing and CPD align with the Pickwick model.

4.5 Pupils

Pupils will:

- Take responsibility for their own learning and behaviour.
- Be curious, ambitious and kind.
- Support the learning of others and contribute positively to the class community.
- Reflect on their progress and know their next steps.
- Encompass the school values of love, honesty and respect.

4.6 Parents and carers

Parents and carers will:

- Value and support their child's learning.

- Ensure good attendance and readiness for school.
- Engage with the school and attend consultations and events.
- Support and give importance to learning at home.

4.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

5. Our Curriculum

At St. Andrew's, we value each child as an individual with a unique potential for learning skills and knowledge. We are developing our ambitious enquiry curriculum based on the EYFS/National Curriculum, to reflect the unique context of our school, and where our children come from, on the edge of historic Salisbury.

Underpinned by our vision and values of love, honesty and respect, as well as British Values, our curriculum is structured to ensure that learning is progressive and builds upon prior skills and knowledge. We adopt an inclusive approach driven by high expectations for every child, and pupils are supported to become kind and compassionate citizens who have tolerance of, respect for and an understanding of those who are different to themselves.

Reading is at the heart of our curriculum because we believe if our children are confident, fluent readers, they are able to learn anything. We are committed to ensuring that all of our children develop the ability to read with automaticity and comprehension to enable them to access the whole curriculum, and build their vocabulary to increase their chances of success in later life.

Our curriculum is designed to develop active learners with curious minds who are keen to learn about and experience the wonders of our world.

We aspire to develop creativity in our children by offering a range of opportunities to develop their interest and talents. This sits alongside the desire for our pupils to understand how to maintain a healthy mind and body – our holistic approach to physical and mental health, including access to a wide range of physical education opportunities and teaching about healthy eating, is designed to promote a proactive, positive approach to staying healthy.

5.1 Planning

National Curriculum coverage is ensured and progression supported through the use of the following schemes:

Phonics – Little Wandle Letters and Sounds

Maths – NCETM with additional resources from NRich, I See Reasoning, White Rose Maths etc.

Spelling – Spelling Shed (adapted)

RE (Religious Education) – The Emmanuel Project

PE – Get Set 4 PE

PSHE (Personal, Social, Health, and Economic education) – SCARF (Safety, Caring, Achievement, Resilience, Friendship)

French (MFL) – Language Angels

Curriculum enquiries incorporating Science, History, Geography, Art, and Design are based on the Curious-City framework ensuring that knowledge and skills develop coherently.

Planning reflects the Pickwick principles of collaboration, enrichment and high expectations, while supporting staff wellbeing and workload.

Lessons follow the same basic structure:

- Retrieval practice to revisit prior learning
- I do, We do, You do lesson structure, created by small steps throughout the lesson
- Reflection time to review learning and plan next steps

This structure may be adapted in different situations, with teachers working through the approach more than once or varying the sequence.

6. Teaching

Our pedagogy is built on research-informed practice, mastery principles, and the Pickwick Way.

Curriculum Pedagogy:

- Learning is broken down into small, manageable steps that build deep understanding.
- Retrieval, spaced practice and assessment strengthen long-term memory.
- Active learning ensures every pupil is engaged and every minute counts.
- Teaching is inclusive and ambitious – we teach to the top and scaffold as needed.

Adaptive Teaching:

We recognise and respond to the individual needs of all learners, including SEND, EAL and disadvantaged pupils. Strategies include:

- Deploying support staff effectively.
- Using flexible groupings and differentiated resources.
- Collaborating with the SENCO and using the universal provision map. (Appendix 1)
- Providing keep-up and catch-up interventions swiftly and effectively.

7. Learning environment

Positive relationships between pupils and adults underpin conditions for learning – they help to ensure pupils feel safe, respected and valued. Adults establish clear roles and boundaries while modelling our school values of love, honesty and respect.

The surroundings in which children learn can greatly influence their academic achievement, motivation and wellbeing. A calm, well-organised and inspiring environment helps pupils to learn.

- Classrooms are tidy, labelled, and welcoming.
- Working walls support current learning and display key vocabulary.
- Reading and reflection areas are visible in all classrooms.
- Visual timetables promote independence and inclusion.
- Displays celebrate learning and diversity, reflecting the school's Christian identity.

8. Reflection

Reflection is integral to the Pickwick model and to our Christian ethos. Pupils and staff are encouraged to:

- Take time to think about learning – what worked well and what could improve.
- Reflect on how values of love, honesty and respect influence their learning and relationships.
- Ask questions such as:
What do I know? How do I know? What gaps or questions do I have?
- Engage in guided reflection, modelling metacognitive talk and self-assessment.

Reflection time nurtures self-awareness, resilience and gratitude – key elements of spiritual growth.

9. Assessment, recording and reporting

Assessment at St. Andrew's is integral to teaching and learning. Feedback will clearly explain to pupils what they're doing well and their next steps to develop their learning. Live (verbal) feedback will be provided at the point of instruction whenever possible. When appropriate, written feedback will be provided before the next lesson and the children allowed time to respond to marking.

(See Feedback Policy for additional information.)

A pupil's progress is tracked using a combination of formative and summative assessment. Summative assessments are analysed to identify gaps to inform teaching and this information is used during discussions at Pupil Progress Meetings.

Parent consultation are held in terms 1 and 3 when parents are provided with a copy of their child's targets. Parents receive a written report annually in the summer term.

Statutory assessments are completed in:

- Reception – Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP)
- Year 1 – Phonics Screen Check (PSC)
- Year 4 – Multiplication Table Check (MTC)
- Year 6 – Standard Assessment Tests (SATs)

See Pickwick Assessment Policy for additional information.

10. Monitoring and evaluation

We continuously monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Pupil Voice
- Book looks

Findings then inform CPD, coaching and the school improvement planning.

10. Review

Our primary school's Teaching and Learning Policy will be reviewed annually to ensure it remains aligned with the latest research and best practices in education. This regular review process allows us to adapt and refine our approach, ensuring that our teaching strategies continue to meet the evolving needs of our students and support their academic success. By staying up-to-date with educational advancements, we aim to provide the highest quality of learning for every child at St. Andrew's.

Appendix 1

St Andrew's Primary School Class Provision Map 2025-26

Term:	Year	Universal Provision for All Learners				
		Explicit instruction	Cognitive and metacognitive strategies	Scaffolding	Flexible groupings	Using technology
						
Cognition and Learning				Communication and Interaction		
Word banks/Little Wandle Sound mats				Visual timetables		
TA/Teacher focus groups				Task cards		
Ipad (KS1 & 2) /Clicker 8 (KS2) /Laptops				5 point scale		
Pre/post teaching				Thinking time		
Visual stress overlays				Social stories		
Dyslexia friendly fonts				Calm learning environment		
Manipulatives				Sensory breaks		
Little Wandle phonics groups				Time out cards		
Scaffolded learning and adaptive teaching				Safe place		
Barrington Stoke books/ACE dictionaries (KS2)				Block Skills		
SEMH				Physical/Sensory		
ELSA /Social Skills groups/Mentoring				Left/right handed equipment		
Feelings charts				Pencil grips/writing slopes.		
School Ethos/Christian Values/Jigsaw/Resilience programme				Enlarged print/Handwriting lines		
Positive Rewards/Praise				Seating position in the classroom		
Sensory breaks/Wiggle time				Fizzy		
Timers and time out cards.						
Fiddle toys/sensory toys						
Playground buddies and groups with Coach Ed						