ST PETER'S RC
PRIMARY SCHOOL

Teaching and Learning Policy

Approved by	Gareth Rein	Headteacher	Date: 07.10.25
Approved by	P McManus	Chair of Governors	Date: 07.10.25

1. Vision for Teaching and Learning

At St Peter's RC Primary School, our vision for teaching and learning is rooted in our commitment to excellence and our Catholic mission. We strive to provide a knowledge-rich curriculum that systematically develops skills, ensures high expectations for all, and fosters a love of learning. Grounded in the Four Purposes of the Curriculum for Wales and informed by evidence-informed pedagogy, our approaches ensure that all pupils experience high quality teaching to support their cognitive, physical, and spiritual growth.

2. Core Principles of Teaching and Learning

Our approach to teaching and learning is guided by the following principles:

- Teaching and learning rooted in our Catholic mission and vision.
- High expectations for all pupils, with structured scaffolding to support learning.
- Evidence-informed pedagogy, informed by research from a wide variety of fields.
- A knowledge-rich curriculum, ensuring progression and understanding.
- Systematic development of skills, building upon proficiencies.
- Human formation, underpinned by Gospel values.
- A commitment to staff Professional Learning, focused on best practice.

3. The Curriculum and Teaching Model

Teaching and learning at St Peter's is delivered through our carefully structured curriculum model, which has been developed to ensure knowledge and skill progression and to provide enriching experiences. Our curriculum is designed in alignment with the Curriculum for Wales, ensuring that all learning experiences contribute to the development of the Four Purposes. It provides a broad and balanced foundation that develops pupils' understanding, skills, and personal growth. While Domain Units integrate learning across the six Areas of Learning and Experience (Areas), we ensure that mathematics and Languages, Literacy, and Communication (LLC) are taught explicitly to secure strong foundations in these critical areas.

Each Domain Unit follows a consistent structure:

Stage 1

Engagement and Immersion: Pupils are introduced to a new domain with hands-on experiences, storytelling, educational visits, and active learning activities to ignite curiosity.

Stage 2

Knowledge Acquisition: Explicit teaching of domain-specific vocabulary, high-quality read-alouds, research tasks, and structured lessons to deepen substantive and disciplinary knowledge.

Stage 3
The Writing Journey: Focus on structured writing, planning, drafting, editing, and publishing enabling pupils to apply their knowledge and support their literacy development.

Stage 4
Application and Celebration: Pupils apply and showcase their learning through collaborative projects, presentations, and self-assessment.

4. Evidence-Informed Teaching Strategies

At St Peter's, our teaching strategies are informed by research from a wide variety of fields, including child development, education, cognitive science, neuroscience and linguistics. We aim for all pupils to benefit from approaches that enhance understanding and long-term retention of knowledge and skills. Core strategies include:

- Explicit Instruction: Teachers model concepts, provide clear explanations and guided practice, and gradually increase independence.
- Scaffolding: Targeted support, including worked examples, structured prompts, and guided questioning, ensures that all pupils succeed.
- Assessment for Learning: Ongoing formative assessment, including questioning, feedback, and self-reflection, drives continuous improvement.
- Retrieval Practice: Frequent low-stakes quizzes and structured recall activities ensure long-term retention of knowledge.
- Teach Like a Champion (TLAC): A consistent set of evidence-informed teaching techniques that enhance classroom culture, questioning, engagement, challenge, and feedback.

5. Assessment and Progress Monitoring

Assessment at St Peter's is designed to inform teaching and provide meaningful insights into pupil progress. Our approaches include:

- Diagnostic Assessments in Literacy and Numeracy: Identifying strengths and gaps in learning to inform targeted support and interventions.
- Pupil Progress Meetings: Regular analysis of formative and summative data to identify individual strengths and areas for development and to plan for improvement.
- Knowledge Organisers and Retrieval-Based Assessments: Regular quizzes and recall activities to consolidate and deepen learning.
- Comparative Judgement for Writing: Ensuring consistency and reliability in assessing writing quality.
- Performance Management and Professional Learning: Staff use assessment insights to refine teaching practices and enhance outcomes.

6. Pastoral Care and Behaviour for Learning

Our pastoral care system is grounded in Gospel values, ensuring a supportive, respectful, and reflective learning environment. Our approach includes:

- Positive Behaviour Expectations: Clear and consistent routines and high expectations communicated through assemblies, classroom charters, and consistent modelling by staff members to ensure a calm and positve learning environment.
- Least Invasive Interventions: A structured approach to addressing behaviour issues with subtle corrections, clear guidance, and logical consequences.
- The Pastoral Room: A space for reflection, resolution and reconciliation, fostering emotional and spiritual well-being through effective behaviour support.
- House Points System: Promoting positive behaviour, teamwork, and personal growth through a structured rewards system.

7. Professional Learning and Development

We believe that the creation of a positive school culture and provision of high-quality of teaching are two most important factors in pupil success. Our professional learning model includes:

- Teach Like a Champion (TLAC): Ensuring consistency in high-quality teaching techniques.
- Collaboration and Coaching: Observations, learning walks, and structured feedback sessions to refine practice.
- Research-Informed Training: Regular sessions on cognitive science, and effective assessment.
- Cluster and External Partnerships: Collaborating with experts and local networks to drive continuous improvement.

8. Homework and Parental Engagement

Homework at St Peter's reinforces classroom learning and encourages independent study. Our approach includes:

- Weekly Homework Assignments: Focused on spelling, mathematics, and domain knowledge retrieval.
- Reading at Home: Ensuring pupils develop fluency through regular reading practice.
- Parental Involvement: Clear guidance and communication to support learning beyond the classroom.

9. Monitoring, Evaluation, and Review

Teaching and learning are rigorously monitored to ensure the highest standards. Our Monitoring, Evaluation, and Review (MER) process includes:

- Lesson observations and learning walks to ensure consistency and assess teaching effectiveness.
- Work scrutiny to review pupil outcomes and ensure progression.
- Pupil voice activities to gather feedback on learning experiences and inform school improvement.
- Data analysis to track attainment and progress and plan for future improvements.
- Governor involvement in curriculum oversight and monitoring of delivery and impact.

10. ALN Statement

St Peter's RC Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing, and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

11. UNCRC Statement

St Peter's RC Primary School is committed to creating a community where children's rights are respected, upheld, and fulfilled. We aim to foster a rights respecting environment that empowers pupils to become active and responsible citizens. Through collaboration with pupils, staff, parents / carers and governors, we aim to embed the United Nations Convention on the Rights of the Child (UNCRC) into our policies and practice.

12. Conclusion

This Teaching and Learning Policy embodies St Peter’s commitment to excellence in education. By ensuring that our curriculum is knowledge-rich, our pedagogy is evidence informed, and our environment is inclusive and supportive, we provide a foundation for all pupils to thrive academically, physically, and spiritually.