

Teaching and learning policy

St John's Upper Holloway CE Primary School



St John's
Upper Holloway
C.E. Primary School

Approved by:

Date:

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Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- ❖ promoting the highest standards of teaching and learning, with excellent leadership
- ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- ❖ providing a rich and stimulating curriculum that will inspire and challenge
- ❖ being a happy, healthy and safe place
- ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- ❖ considerate and respectful with excellent manners
- ❖ confident, happy, independent and self-motivated
- ❖ co-operative and collaborative
- ❖ honest and trustworthy
- ❖ resilient, hardworking and determined
- ❖ highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our St John's Upper Holloway CE Primary School where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our St John's Upper Holloway CE Primary School
- Promote high expectations and raise standards of achievement for all pupils in our St John's Upper Holloway CE Primary School
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

At St. John's School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The National curriculum document makes it clear that the taught curriculum should:

- be broad and balanced
- promote the spiritual, moral, social, cultural, mental and physical development of pupils and
- prepare pupils for the opportunities, responsibilities and experiences of later life

Pupils learn best at our St John's Upper Holloway CE Primary School when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group

- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. When we work together all children can achieve the highest possible levels of success.

Please see our home school agreement policy for more information.

This is how we will create the ideal conditions for children's learning at all times:

3.1 Teachers

Teachers at our St John's Upper Holloway CE Primary School will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning by sharing learning through curriculum letters, newsletters, website updates and open mornings, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress termly, and produce an annual written report on their child's progress
- Meet the expectations set out in the Curriculum map, Behaviour policy and the Feedback policy.

3.2 Support staff

Support staff will:

- Know pupils well and adapt learning support to meet their individual learning needs without over scaffolding
- Support teaching and learning with flexibility and resourcefulness

- Use agreed assessment for learning strategies
- Use effective feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the Curriculum map, Behaviour policy and the Feedback policy.

3.3 Subject and Phase Leaders

Subject and phase leaders at our St John's Upper Holloway CE Primary School will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the Curriculum map, Behaviour policy and the Feedback policy.

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring

- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the Curriculum map, Behaviour policy and the Feedback policy.

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy

3.6 Parents and Carers

Parents and Carers of pupils at our St John's Upper Holloway CE Primary School will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 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

- Make sure other St John's Upper Holloway CE Primary School policies promote high-quality teaching, and that these are being implemented

4. Planning

At St John's Upper Holloway, learning is carefully structured around the National Curriculum to support strong short-, medium-, and long-term progress. Our whole-school curriculum map ensures a well-sequenced, broad, and balanced curriculum that systematically builds pupils' knowledge and skills. Each unit is shaped by a clear topic and a 'big question' that helps to frame and review the learning.

Lesson sequences are developed using knowledge organisers and medium-term plans, enabling pupils to make meaningful progress from their individual starting points. Subject-specific booklets in RE, Humanities, and Science are designed ahead of teaching, serving both as a tool for recording learning and ensuring consistency across classes. These are reviewed by the Senior Leadership Team before each unit begins.

Weekly planning is created using PowerPoint slides and includes the learning objective, key vocabulary, and visual aids. All lessons include adaptive teaching techniques to support all learners. All planning materials are saved to the school system to support collaboration and continuity.

In Year One, we provide continuous provision alongside direct teaching to support a smooth transition from the Early Years Foundation Stage. This approach enables children to consolidate and deepen their learning through purposeful play, exploration, and independent choice. Continuous provision is planned for by the class teacher and is used to support the development of key skills such as communication, collaboration, problem-solving and self-regulation while consolidating whole class teaching.

We use the following schemes of work and resources to facilitate planning; however, teachers must be aware of the needs of their children/ class and adjust schemes and resources accordingly. :

Reading: Reading Vipers

Writing: CLPE Power of Reading Teaching Sequences and Literacy Shed videos

Grammar: Grammarsaurus

Maths: White Rose Maths Scheme and Infinity

RE: London Diocese planning

Science: Grammarsaurus and White Rose Science

History: Key Stage History

Geography: Odizzi

Music: Charanga

Spanish: Language Angels

PSHE: You, Me and PSHE Islington Scheme

Art: School based planning

DT: Projects on a Page

Computing: Islington Scheme

E-Safety: Common Sense Media

PE: Key Sports Curriculum

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces and the hall.

These spaces will be kept safe, clean and ready for pupils to use them. Learning environments will be clutter free and with minimal displays, reducing the visual distraction. Research has shown all children, regardless of developmental status, are more distracted by high visual density backgrounds compared to no visual displays. Children with ASC or attention disorders focus more on the distracting background than the teacher.

Learning environments will be arranged to promote learning through:

- Clearly labelled, comfortable and uncluttered zones
- High quality working walls that model quality learning
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate and take into consideration the needs of the individual
- Displays that celebrate and support pupils' learning
- Minimal displays to reduce distraction.

Classroom displays should reflect the full range of work undertaken by the children and showcase their best work and achievements and be updated regularly.

Children should be taught how to look after resources carefully—especially electronic devices. The example set by the teacher should reflect the high standards expected of the children.

Each class should have:

Class notice-board displaying the following information

Weekly timetable

Medical needs with photos

Safeguarding info/ first aiders

School vision and values

Parent Boards- clearly displayed in the window

Weekly timetable

PE days and Kits

Parent information letter

What we are reading

Working walls

Clear working walls for literacy and maths.

Learning prompts and support

School rules

SMART

STAR

Alphabet/ grapheme charts/ phonemes

SPAG prompts – contextualized not just a wallpaper

number line, 100 square

Listener/ Speaker

Displays – displays should reflect the children and celebrate learning.

Photo Wall - The classroom is a place that belongs to the children; it is their space. They should feel a sense of belonging and togetherness. Children should feel loved in the space.

RE- Knowledge organiser (at least A3, an example of work from each lesson just as we would with a working wall)

Worship display with Bibles, cross, school prayer

Zones of Regulation with a way of children sharing how they feel.

Celebration of learning proud wall- This would ideally have a piece of work from every child (Many children who have insecure attachment will struggle with low self-confidence and a lack of self-belief. When you display work on the board, you silently send a message that you value the work that has been chosen above the other work produced. You might have chosen different work that reflects different abilities and had no intention of only choosing the best work, but the children will have their own internal dialogue.)

Star of the Week proud wall board

Reading area- the reading area should be tidy, inviting and well organised so children can select appropriate books. There should be a culture of book recommendations and evidence of the class text.

There is formal monitoring of classroom organisation each term.

All staff are responsible for ensuring the school environment is clean and tidy at all times. It is important that when resources are used they are returned to their correct location as soon as they are finished with. Guided reading books should be taken and returned as a set to their correct box file.

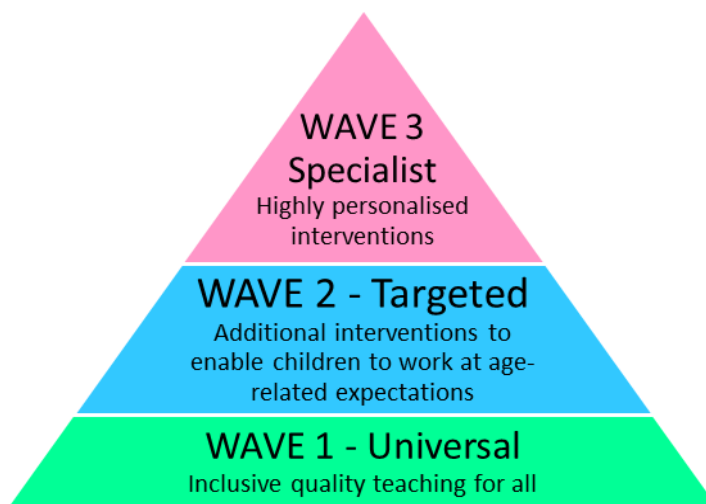
6. Adaptive teaching or scaffolding

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We believe that it is every child's right to achieve their full potential regardless of their ability, gender, race or socio-economic circumstances. We recognize that all children will achieve this differently and we will adapt and scaffold learning to cater to the individual needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are greater depth

We will do this by:

- Offering all children the opportunity to learn the curriculum by using a mastery.
- High quality teaching methods using Learning Walkthrus to frame our teaching techniques. As a school, we focus on encouraging children to Agree, Build or Challenge during whole class lessons, cold calling and encouraging children to ‘Say it even better’. We check for understanding and support learning by chunking learning into small chunks and guide practice. Lessons are modelled and teachers provide worked examples and backward fading. Additional Walkthrus are used to support teaching and learning.
- Providing careful scaffolding and learning prompts, such as writing frames and word banks
- Using support staff effectively to provide extra support and scaffolding when possible
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects for booster groups



**SPECIAL EDUCATIONAL NEEDS
IN MAINSTREAM SCHOOLS**
Summary of recommendations

<p>1 Create a positive and supportive environment for all pupils, without exception</p>  <ul style="list-style-type: none"> • An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: <ul style="list-style-type: none"> • promote positive relationships, active engagement, and wellbeing for all pupils; • ensure all pupils can access the best possible teaching; and • adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. 	<p>2 Build an ongoing, holistic understanding of your pupils and their needs</p>  <ul style="list-style-type: none"> • Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. <ul style="list-style-type: none"> • Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. • Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. 	<p>3 Ensure all pupils have access to high quality teaching</p>  <ul style="list-style-type: none"> • To a great extent, good teaching for pupils with SEND is good teaching for all. <ul style="list-style-type: none"> • Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess. • The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> — flexible groupings; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding. 	<p>4 Complement high quality teaching with carefully selected small-group and one-to-one interventions</p>  <ul style="list-style-type: none"> • Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. <ul style="list-style-type: none"> • High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. • The intensity of intervention (from universal to targeted to specialist) should increase with need. • Interventions should be carefully targeted through identification and assessment of need. • Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation. 	<p>5 Work effectively with teaching assistants</p>  <ul style="list-style-type: none"> • Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. <ul style="list-style-type: none"> • TAs should supplement, not replace, teaching from the classroom teacher. • The EEF's guidance report Making Best Use of Teaching Assistants provides detailed recommendations.
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See the SEND policy, the School Information Report and/ or the Equality Policy for more information

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available using LGFL J2E in the event of school closures. Children in Early Years will have home learning set using Seesaw.

Weekly homework will be set using online learning platforms such as Timetable Rockstars and Spelling Shed. Children will also be asked to read daily. Homework will be set on Friday and is completed by the following Friday.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Teachers must create opportunities for students to apply feedback – checking for errors and affirm success. Most importantly, feedback must be given as quickly as possible. Teachers should give feedback as close to the showing of the misconception as possible.

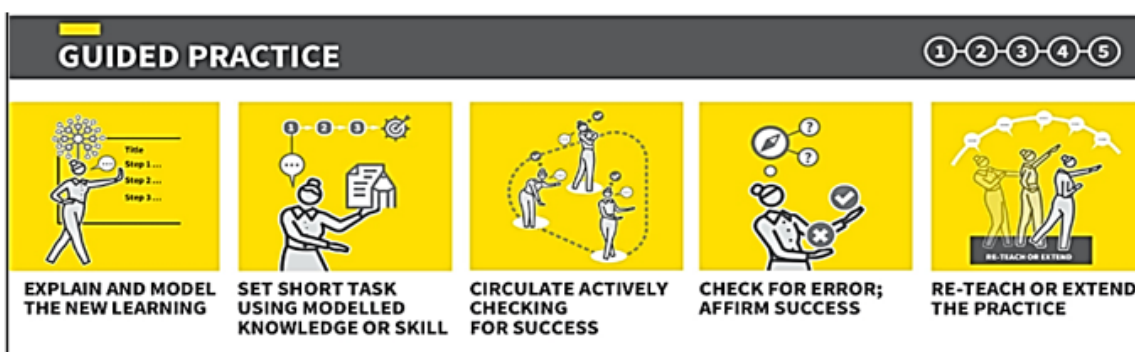
What does feedback look like in lessons?

- Teachers actively check for successes and errors.
- Teacher give feedback appropriate to the task and child
- Feedback moves the learning on
- Feedback aims to make children less reliant on adults and more self-sufficient.

What does feedback look like in books?

- Teacher can verbally feedback effectively without it being 'seen' in books.
- Pupil's self-editing shows applied feedback.
- Teacher may choose written comments or highlighting, if appropriate.
- There is no formal amount or depth requirement to written feedback.

Pupil's outcomes demonstrate the efficacy of teacher feedback.



See the feedback one-page policy for more information.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Teachers will use assessment for learning to influence their daily teaching and ongoing formative assessment, including end of unit and end of term assessments are used to track pupil progress. Formal summative assessment at the end of each year and each Key Stage are used to report and track progress.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report, annually in the summer term.

Please refer to the Assessment policy

10. Monitoring and evaluation

We will monitor teaching and learning in our St John's Upper Holloway CE Primary School to make sure that all of our pupils make the best possible progress from their starting points.

All school leaders, including subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Pupil voice
- Data analysis

11. Review

This policy will be reviewed every year by the Senior Leadership Team. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives