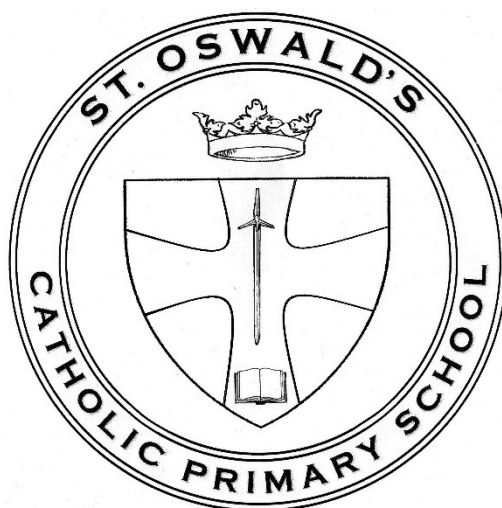


St Oswald's Catholic Primary School



Teaching and Learning Policy 2026-2029

Approved by:	Approval date	Renewal date
Full Governors	10 th September 2026	Autumn 2029

This Teaching and Learning Policy is set within the context of the whole school aims and mission statement:



*Together with Jesus,
We will Learn and Grow in Faith*

Rationale

At St. Oswald's Catholic Primary School, our Teaching and Learning Policy establishes a shared, evidence-informed approach to ensuring the highest standards of education for every pupil. Rooted in our Catholic mission and Gospel values, we recognise that every child is uniquely created in the image of God and deserves an ambitious, inclusive, and knowledge-rich curriculum that inspires curiosity, develops character and prepares pupils for the next stage of their education and for life in modern Britain. We believe that excellent teaching is one of the most significant school-based factors in improving outcomes for children and reducing disadvantage. Therefore, we place high-quality teaching, strong relationships and high expectations at the heart of all that we do. This policy provides a clear framework for effective classroom practice, adaptive teaching, assessment for learning, and professional collaboration. It ensures that all staff understand the principles that underpin excellent teaching, the expectations for consistency across the school, and our collective responsibility for securing strong outcomes for all pupils, including those who are disadvantaged or have SEND. Through this approach, we seek to nurture confident, resilient and compassionate learners who embody our Catholic values and make a positive contribution to their communities and the wider world.

Aims

The aim of this Teaching and Learning Policy is to secure consistently high-quality teaching and learning across St. Oswald's Catholic Primary School so that every pupil achieves their full potential and flourishes academically, socially, and spiritually.

To achieve this, the policy aims to:

- Ensure a shared, evidence-informed understanding of effective teaching that reflects our Catholic ethos, educational vision and commitment to the dignity of every child.
- Promote high expectations, aspiration and ambitious outcomes for all pupils, ensuring that every child can succeed regardless of background, starting point or need.
- Provide clear expectations for high-quality classroom practice, including effective curriculum implementation, adaptive teaching, explicit instruction, formative assessment and responsive teaching.
- Ensure that learning is carefully sequenced so that pupils develop and retain secure knowledge, understanding and skills over time, with a foundational emphasis on early reading and communication, enabling them to apply their learning confidently across the curriculum.
- Foster an inclusive learning environment that removes barriers to achievement and promotes equity for disadvantaged pupils, vulnerable learners and pupils with SEND.

- Strengthen professional collaboration and reflective practice, ensuring staff learn from one another and engage in purposeful CPD.
- Embed a coherent approach to assessment, monitoring and evaluation that informs teaching, supports pupil progress and drives continuous improvement.
- Promote positive learning behaviours, independence, resilience and a love of learning so that pupils become confident, self-motivated and responsible learners.
- Develop pupils' spiritual, moral, social and cultural understanding, enabling them to live out Gospel values and contribute positively to society.

Principles of effective teaching

At St. Oswald's Catholic Primary School, effective teaching is grounded in our Catholic mission, our commitment to inclusion, and a shared belief that every child can achieve well. We recognise that learning involves developing and retaining knowledge and understanding in long-term memory, which can then be applied in increasingly complex ways. Therefore, our curriculum and teaching are designed to help pupils acquire, retain and apply important knowledge, skills and understanding over time. Our principles reflect the current Ofsted Education Inspection Framework and are informed by robust evidence from the Education Endowment Foundation (EEF) and wider research into how children learn most effectively. These principles guide all classroom practice and ensure that teaching is consistent, ambitious, and responsive to pupils' needs.

The following principles underpin teaching and learning across the school.

Curriculum and Teaching

1.1 An ambitious and well-sequenced curriculum

Teachers understand curriculum progression and plan lessons that build securely on prior knowledge.

Teachers will:

- Break curriculum content into manageable steps.
- Identify and emphasise the most important knowledge and concepts.
- Make explicit links to prior and future learning.
- Support pupils in developing secure understanding before moving on.

1.2 Explicit instruction and effective modelling

Research shows that new learners benefit from clear explanations, structured instruction and expert modelling.

Teachers will:

- Present new learning in small, manageable steps.
- Use clear explanations and precise subject-specific language.
- Model processes, thinking and learning behaviours explicitly.
- Provide worked examples where appropriate.
- Use scaffolding strategically to support independence, removing support as pupil competence increases.
- Ensure success criteria is shared with the pupils

2. Assessment and Responsive Teaching

2.1 Formative assessment and responsive teaching

Teachers use ongoing assessment to identify what pupils have understood and what needs further teaching.

Teachers will:

- Use purposeful questioning to assess understanding.
- Check learning regularly throughout lessons.
- Identify and address misconceptions promptly.
- Adapt teaching in response to pupils' needs.
- Deploy additional adults accordingly
- Plan interventions accordingly based on assessment eg daily keep-up interventions
- Use assessment information to inform next steps in learning.

Further guidance regarding assessment, feedback and marking can be found in the school's Assessment and Feedback Policy.

3. Practice, Memory and Application

3.1 Guided practice and independent application

Pupils learn most effectively when they practise new learning with support before applying it independently.

Teachers will:

- Provide structured opportunities for guided practice and rehearsal.
- Use scaffolding strategically to support success.
- Encourage pupils to articulate their thinking and reasoning.
- Gradually reduce support as competence develops.
- Provide meaningful opportunities for independent application.

3.2 Retrieval, review and long-term memory

Teachers design opportunities for pupils to revisit and practise key knowledge so it is retained and applied.

Teachers will:

- Regularly revisit previously taught content.
- Use retrieval practice that is low-stakes, varied and purposeful.
- Help pupils make connections between concepts.
- Move practice from guided to independent as fluency develops.
- Build review opportunities into curriculum planning to support long-term retention.

4. Inclusion, Language and Adaptive Teaching

4.1 Inclusive and adaptive practice

All pupils access an ambitious curriculum and experience success.

Teachers will:

- Anticipate potential barriers to learning.
- Adapt instruction, scaffolds and support appropriately.
- Provide additional modelling and guided practice where needed.
- Use assessment information to inform adaptations.

- Use grouping arrangements flexibly and purposefully where they support learning.
- Promote independence while ensuring accessibility.
- Support children's/group's independent work moving around the room
- Work collaboratively with external agencies/SENDCO to implement requirements and recommendations from reports/documents/plans

4.2 Language, vocabulary and oracy

Language is fundamental to learning and underpins success across the curriculum.

Teachers will:

- Use a high standard of written and spoken language.
- Explicitly teach subject-specific vocabulary.
- Model accurate and ambitious language and expect pupils to use it.
- Provide opportunities for purposeful discussion.
- Encourage pupils to explain, justify and elaborate their thinking.
- Develop pupils' confidence in speaking and listening.
- Embed reading, writing and oracy across the curriculum.

Further guidance can be found in the school's SEND Policy and EAL Policy.

5. Learning Behaviours, Relationships and Professionalism

5.1 Metacognition, independence and self-regulation

Effective learning requires pupils to develop positive attitudes and behaviours that support success.

Teachers will:

- Model metacognitive strategies ("I will... I am checking... I noticed...").
- Teach pupils how to approach tasks, not just what to do.
- Promote resilience, independence and self-regulation.

5.2 Positive relationships and high expectations

Effective teaching is rooted in strong relationships, clear routines and a culture of high expectations.

Teachers will:

- Maintain calm, purposeful and predictable classrooms.
- Communicate belief in every pupil's ability to succeed.
- Uphold behaviour expectations that support learning and reflect the dignity of every child.
- Celebrate effort, improvement and achievement.

5.3 Professional reflection and continuous improvement

Teaching is strengthened through collaboration, coaching and evidence-informed practice.

All staff will:

- Engage with evidence-informed professional development.
- Participate in coaching and professional dialogue.
- Reflect on the impact of their practice.
- Learn from colleagues and share effective approaches.
- Contribute to a culture of continuous improvement.
- Remain open to research, feedback and innovation.

The principles outlined above are translated into consistent classroom practice in Appendix A, which provides a concise summary of the key features that should be routinely evident across classrooms.

Curriculum Delivery

At St. Oswald's Catholic Primary School, teaching and learning are underpinned by an ambitious, knowledge-rich curriculum. The school's Curriculum Policy sets out the intent, design, sequencing and implementation of the curriculum in detail.

Teachers are responsible for delivering the curriculum consistently and effectively by:

- Adhering to the class timetable and ensuring that transition points are purposeful and time effective
- Following agreed curriculum plans and progression documents.
- Adapt published schemes and resources appropriately in response to pupils' prior knowledge, assessment information and identified needs.
- Ensuring lessons are planned, prepared for and resourced prior to the start of the lesson
- Making explicit links between prior and future learning.
- Teaching key knowledge and vocabulary systematically.
- Using evidence-informed approaches to support learning and retention.
- Ensuring that all pupils can access ambitious learning.
- Providing opportunities for pupils to practise, apply and deepen learning.

Further information regarding curriculum design, progression and subject-specific expectations can be found within the school's Curriculum Policy.

Early Years Foundation Stage (EYFS)

At St. Oswald's Catholic Primary School, teaching and learning in the Early Years Foundation Stage reflects the principles outlined within this policy whilst recognising the distinct ways in which young children learn and develop.

High-quality EYFS teaching is characterised by:

- A carefully sequenced curriculum that develops knowledge, vocabulary and early concepts across all areas of learning.
- A balance of adult-led learning, guided practice and child-initiated exploration, with adults skilfully interacting to move learning forward.
- Continuous provision that is purposeful, well-organised and designed to promote independence, curiosity and sustained engagement.
- High-quality modelling of language, vocabulary and communication.
- Ongoing formative assessment that informs responsive teaching and identifies next steps.
- Adaptive approaches that remove barriers and ensure all children, including those with SEND or who are disadvantaged, access the full curriculum.
- Strong relationships, routines and expectations that support children's wellbeing, confidence and readiness to learn.

EYFS staff work collaboratively with Key Stage 1 colleagues to ensure smooth transition, curriculum continuity and progression in early reading, communication, mathematics and wider learning.

Further detail regarding EYFS curriculum design, assessment and provision can be found in the school's EYFS Policy.

Assessment

Assessment is an integral part of effective teaching and supports pupils to know more, remember more and do more over time. At St. Oswald's Catholic Primary School, teachers use assessment to check understanding, identify misconceptions and inform responsive teaching so that teachers can identify next steps and support pupils to make strong progress. Assessment is proportionate, purposeful and designed to reduce unnecessary workload. Day-to-day formative assessment enables teachers to adapt teaching in real time, while summative assessment provides a broader view of attainment and informs curriculum planning.

Further detail regarding assessment procedures, expectations and recording can be found in the school's Assessment Policy and Feedback and Marking Policy.

Adaptive Teaching and Inclusion

At St. Oswald's Catholic Primary School, we are committed to ensuring that all pupils can access an ambitious curriculum and experience success. We recognise that pupils may have different starting points, needs, prior knowledge and barriers to learning, and may require different levels or types of support to achieve the intended learning.

Adaptive teaching is a core feature of effective classroom practice and involves responding to pupils' needs whilst maintaining high expectations for all learners.

Teachers will:

- Maintain ambitious expectations for every pupil.
- Use assessment information to identify and plan for barriers to learning.
- Adapt teaching, explanations and resources to support access to learning.
- Provide additional modelling, scaffolding and guided practice where appropriate.
- Use flexible groupings purposefully to support learning.
- Promote independence and avoid creating unnecessary reliance on adult support.
- Work collaboratively with SEND staff and other professionals where required.

Adaptations should enable pupils to access the same ambitious curriculum as their peers and should not unnecessarily reduce challenge or expectations.

Further guidance can be found in the school's SEND Policy.

Roles and Responsibilities

High-quality teaching and learning at St. Oswald's Catholic Primary School is a collective responsibility. All staff contribute to securing strong outcomes, promoting inclusion and upholding our Catholic mission. The following roles and responsibilities ensure clarity, consistency and shared accountability across the school.

1. Teachers

Teachers will:

- Implement the school's Teaching and Learning Policy
- Ensure lessons are carefully planned and resourced in readiness for the start of the lesson

- Deliver the curriculum with fidelity, following progression documents and agreed planning.
- Use assessment to check understanding and adapt teaching responsively.
- Use a high standard of written and spoken language
- Provide clear explanations, modelling and structured practice.
- Maintain high expectations for behaviour, engagement and effort.
- Promote inclusion through adaptive teaching and removal of barriers.
- Teach vocabulary, reading, writing and oracy explicitly across subjects.
- Deploy additional adults effectively within the classroom and for interventions
- Identify children for planned interventions and ensure these are recorded on EDUKEY
- Ensure learning environment and working walls are organised, up to date and relevant to support current learning
- Engage in professional dialogue, coaching and evidence-informed CPD.
- Reflect on own practice and identify own CPD needs where appropriate

2. Teaching Assistants and Support Staff

Teaching assistants and support staff will:

- Support the delivery of high-quality teaching under the direction of the class teacher.
- Use a high standard of written and spoken language
- Provide targeted support that promotes independence, not dependency.
- Use scaffolding, modelling and questioning to reinforce learning.
- Support pupils with SEND, EAL and disadvantaged pupils through adaptive approaches.
- Deliver interventions as directed and planned by class teachers
- Contribute to assessment by observing learning and feeding back to teachers.
- Support class teachers in resourcing classroom and intervention learning environments
- Maintain high expectations for behaviour and engagement.

3. Subject Leads

Subject Leads will:

- Support consistent implementation of curriculum and teaching approaches within their subject.
- Support colleagues with subject-specific pedagogy and professional development.
- Monitor the quality and impact of teaching and learning within their subject and feedback to HT, SLT and staff
- Identify strengths and areas for development through appropriate evidence and monitor areas for development.
- Work collaboratively with colleagues, including the SENCO where appropriate, to ensure pupils can access ambitious subject learning.

4. Headteacher/SLT

The Headteacher/ SLT will:

- Establish and communicate a clear vision for high-quality teaching and learning.
- Ensure the effective implementation of this policy across the school.
- Provide appropriate professional development, coaching and support.
- Monitor the quality and impact of teaching and learning through a range of evidence.
- Ensure teaching is ambitious, inclusive and responsive to pupils' needs, including pupils with SEND and those who may experience disadvantage.

- Use monitoring evidence to inform school improvement priorities and professional development.
- Ensure that expectations for teaching and learning are implemented in a way that supports staff wellbeing and manageable workload.

5. The Governors

The Governors will:

- Ensure the school fulfils its statutory duties and Catholic mission.
- Monitor the effectiveness of teaching, learning and curriculum implementation.
- Review pupil outcomes, including for disadvantaged pupils and those with SEND.
- Support and challenge leaders to secure continuous improvement.

Monitoring, Evaluation and Quality Assurance

Leaders will monitor the implementation and impact of this policy to ensure high standards of teaching and learning across the school.

Monitoring activities include:

- Learning walks.
- Lesson visits.
- Curriculum planning reviews
- Work scrutiny.
- Pupil voice.
- Assessment information.
- Professional dialogue.

Monitoring of teaching and learning should be based on clear and challenging criteria, in order that the process is transparent and that it leads to improvement. Monitoring is triangulated and intended to support professional growth, celebrate effective practice and identify areas for development. Evaluation will focus on the impact of teaching on pupils' learning, progress and outcomes rather than compliance with specific teaching styles or lesson structures.

The findings from monitoring activities will inform school self-evaluation, school improvement priorities, subject action plans, professional development and future policy review.

Policy Review

This Teaching and Learning Policy will be reviewed bi-annually by the Senior Leadership Team and approved by the Governing Body. The review will consider:

- the impact of the policy on teaching, learning and pupil outcomes
- feedback from staff, pupils and subject leaders
- findings from monitoring, evaluation and quality assurance
- updates to national guidance, statutory requirements or diocesan expectations
- emerging evidence from the Education Endowment Foundation (EEF) and wider research
- any amendments will be communicated to all staff and incorporated into professional development, curriculum planning and quality assurance processes.

This policy is to be read in conjunction with the following policies:

- Curriculum Policy
- SEND Policy

- Intervention Policy
- EAL Policy
- EYFS Policy
- Assessment Policy
- Feedback and Marking Policy
- Behaviour and Relationships Policy
- Presentation Policy
- Subject specific policies

Siobhan McBrien

September 2026

Appendix A

St. Oswald's Teaching and Learning Principles in Practice

At St. Oswald's Catholic Primary School, effective lessons may look different across subjects, year groups and phases. However, all pupils are entitled to experience consistently high-quality teaching rooted in our Catholic values, evidence-informed practice and high expectations for all.

The examples below represent approaches within our shared pedagogical repertoire. They are not expected to appear in every lesson and should not be used as a prescribed lesson structure. Teachers are expected to exercise professional judgement in selecting the most appropriate approaches according to the subject, content, phase and needs of their pupils.

Principle	What it looks like in practice
Environment for learning	• Calm, predictable routines • Tidy, minimalistic classroom with no clutter • Positive relationships • High expectations • Purposeful starts and smooth transitions • Culture of “everyone can succeed” • A table set up that promotes collaboration, groupwork and efficient deployment of adult support • Purposeful and relevant working walls and environment
Prior Learning and Retrieval	• Flashback 4 / low-stakes quizzes/diagnostic quizzes • Vocabulary recall • Spaced practice • “Last lesson / last week / last term” prompts • Making connections between concepts
Clear instruction and modelling	• High standard of written and spoken language linked to the Handwriting and Presentation Policy • Small steps • Precise, subject-specific language • Live modelling (thinking aloud, worked examples, visualiser) • Clear success criteria shared • Removing scaffolds as pupils become secure
Checking for understanding	• Purposeful questioning • Cold calling • Mini-whiteboards • Hinge questions • Identifying misconceptions • Adjusting pace or challenge • Live marking

	Adults moving around the room live marking/working with groups/individuals
Responsive Teaching	- Re-teaching - Further modelling/explanation - Additional guided practice - Adjusting pace or challenge - Addressing misconceptions - Moving learning forward when pupils are secure
Guided practice to Independent Application	"I do → we do → you do" - Structured rehearsal - Scaffolds (sentence stems, frames, partial examples) - Gradual release of responsibility - Independent tasks that match the learning goal
Adaptive Teaching	- Anticipating barriers - Pre-teaching - Flexible grouping - Additional modelling or scaffolding - Maintaining ambition for all pupils - Promoting independence - Ensuring access to the same curriculum - Keep-up interventions
Metacognition/ Independence	- Teachers model thinking processes - Pupils are taught how to approach tasks - Pupils are encouraged to plan, monitor and evaluate their learning. - Pupils develop increasing independence, resilience and self-regulation.
Vocabulary and Oracy	- Explicit teaching of key vocabulary - Accurate modelling of language - Sentence stems and oracy frames - Purposeful talk - Think-Pair-Share - Pupils explain, justify and elaborate their thinking