



Learning and Challenge Rooted in Faith

St Benedict's Catholic Primary School

Teaching and Learning Policy

Date last reviewed	September 2026
Reviewed by	Governing Body
Date of next review	September 2027



Teaching and Learning Policy

At the heart of our mission statement lies a commitment to the needs of the child and a desire to bring about a unity with Christ in everything we do and say in our role as teaching staff. We seek to develop children to their full potential by ensuring accessible and challenging child-centred learning with opportunities to become successful life-long learners.

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.

Aims

Teaching and learning is modelled on the virtues of Christ through:

- offering an aspirational and broad curriculum which develops the spirituality of all within the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements by challenging children at every stage of the learning process;
- ensuring that teaching takes place in a supportive, positive, caring and safe environment;
- celebrating achievements and offering support as needed;
- fostering a sense of respect, honesty, equality, integrity, tolerance, fairness and trust;
- working in partnership with one another and the community;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Our Guiding Principles

- 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 is achieved through adaptive teaching, not lowering expectations;
- continuous reflection and improvement strengthen teaching and learning
- key foundational skills underpin success across the curriculum
- every child should experience challenge, success and a sense of belonging.



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Roles and Responsibilities

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

Teachers will endeavour to:

- provide a challenging, stimulating and inclusive curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to current level of mastery;
- ensure that learning is progressive and builds over time;
- keep-up-to-date with educational issues;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.
- use appropriate and current teaching strategies
- keep parents and carers updated with pupils' progress
- support is flexible and responsive, informed by assessment and pupil need.

Support Staff:

- know pupils well and adapt support to meet their individual learning needs;
- support teaching and learning with resourcefulness;
- use effective marking and feedback as required, in line with our marking and feedback policy;
- feedback observation of pupils to teachers;
- identify and use resources to support learning.

Pupils are encouraged to support the school's aims by:

- attending school punctually and feeling ready to learn;
- being organised and bringing necessary equipment to school;
- conducting themselves in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school punctually and ready to learn every day;
- ensuring that their child arrives at school with appropriate resources;
- supporting the work of educational targets and being involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- encourage their child to take responsibility for their learning;
- support good attendance;
- actively supporting the Home School Agreement.



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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;
- Ensure other policies promote high-quality teaching, and that these are being implemented.

Curriculum and Learning

At St. Benedict's we believe children learn best when they:

- are in a safe, positive and supportive environment;
- have high self-esteem and are valued;
- know how and why they are learning;
- understand their next steps for learning;
- are supported through positive and constructive feedback.

Our Curriculum is:

- ambitious and inclusive;
- carefully sequenced so learning builds over time;
- broad and balanced, preparing the children for the next stage of their education and life;
- foundational skills are prioritised across the curriculum;
- designed to ensure pupils know more and remember more;
- rooted in our Catholic faith and values;
- responsive to the needs of our local community.

Behaviour for Learning

Pupils should:

- show mutual respect for their peers and adults;
- be active, curious and engaged learners;
- be proud of their learning and willing to improve;
- be confident and willing to learn from their own mistakes;
- have skills of independence and responsibility;
- to be reflective learners and know their next steps for learning;



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Teaching

What effective Teaching and Learning looks like at St. Benedict's:

- Inclusive practice;
- Quality First Teaching;
- purposeful, well-paced lessons;
- Clear learning objectives and children are clear on how they can achieve the objectives set;
- Frequent opportunities for talk, including 'Think, Ink, Pair, Share' time;
- High-quality modelling and explanations;
- Retrieval and reviews built into the lessons to support both short and long-term memory and retention;
- Calm, consistent routines that promote independence;
- Explicit teaching of vocabulary.

Inclusion

At our school, inclusion is at the heart of high-quality teaching and learning. We are committed to ensuring that every pupil, regardless of their starting point, background, ability, need, language, culture, or circumstance, has equitable access to a broad, balanced, and ambitious curriculum.

We aim to achieve this by:

Meeting Individual Needs

High expectations are maintained for all pupils, including SEND, EAL and disadvantaged pupils.

We achieve inclusive practice through:

- **Quality First Teaching** – ensuring all teaching is adapted to meet the needs of all learners, including those with SEND, EAL, disadvantaged pupils, and the more able
- **Early identification** – using assessment and observation to identify pupils who may need additional support or challenge
- **Targeted intervention** – providing timely, evidence-based interventions for pupils who need extra support
- **Reasonable adjustments** – adapting our environment, resources and teaching approaches to remove barriers to learning
- **Collaborative working** – working closely with parents, external agencies and specialists to support individual pupils
- **Personalised provision** – creating individual plans and targets where appropriate

Creating an Inclusive Environment

We ensure our environment is inclusive by:

- Displaying work that celebrates and supports all children's learning
- Accessible resources for learning
- Ensuring physical accessibility for all pupils
- Creating a culture where differences are respected and celebrated



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Assessment and Feedback

To be effective, we use assessment methods which:

- are varied and appropriate to the subject and age group;
- identify both achievement and attainment;
- inform future planning;
- are manageable, meaningful and precise;
- are regular and structured;
- include formal and informal observations by all adults;
- are formative (on-going) and summative (at a particular time) and recorded on Sonar/FFT;
- cater for individuals, groups and include children's own self-assessments;
- develop the children's own skills in self- and peer assessment;
- give feedback to the child in line with our Live Marking policy, e.g. address misconceptions arising from live marking.

Continuing Professional Development

The school recognises that quality first teaching comes from expert subject knowledge and lesson delivery and the understanding of how children learn. Staff are regularly afforded CPD opportunities and develop good practice through whole staff meetings, utilising the Trust CPD programme and collaboration across KCSP Trust Schools and Medway Chatham Deanery Schools.

Monitoring and Evaluation

We will monitor teaching and learning at St. Benedict's to make sure that all of our pupils make the best possible progress from their starting points.

Teaching and Learning will be monitored through and evaluated through:

- Learning walks
- Book scrutiny
- Reviewing marking and feedback
- Pupil voice
- Assessment analysis
- Pupil Progress Meetings
- Internal and external moderation