



Teaching and Learning Guidance

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing God's love in action at the heart of everything we do, we hope to see our children flourish, our culture transformed, and our community thrive.

Through high-quality education and an enriching curriculum, we will equip every child with the knowledge and skills they need to overcome challenges and therefore achieve their full potential.

Our hope is that every child at St John's and St Peter's CE Academy can uniquely contribute to the community and make it a place they are proud to call home.

Introduction

St John's and St Peter's CE Academy is a warm and welcoming school family dedicated to serving the Ladywood community by nurturing and preparing its children for success. Rooted in the transformative power of God's love, our mission is to witness our children flourish, our culture transformed, and our community thrive. Through a commitment to high-quality education and an enriching curriculum, we aim to equip each child with the knowledge and skills needed to overcome challenges and realise their full potential. At the heart of our vision is the belief that every child at St John's and St Peter's CE Academy can uniquely contribute to the community, making it a place they are proud to call home.

Our philosophy of education centres on providing every child with the opportunity to succeed, fostering the growth of the whole child—from laying strong foundations to equipping them for life's journey and their future endeavours. Guided by the core values of Contribution, Understanding, Peace, Resilience, Trust, and Joy, our inclusive practices reflect the diversity of our Ladywood community right at the heart of Birmingham.

Collaborating with school staff, families, carers, the local community, the local church and other faith groups, we strive to create an inclusive space for all learners. Our unique curriculum extends beyond the classroom, offering rich experiences such as Sports and Science Weeks, action-packed Residentials, subject themed days, educational visits that link to classroom learning, faith-based trips, and a whole lot more.

Committed to continuous improvement, we believe that outstanding provision arises from the accumulation of strategies and techniques aligned with the core principles of high-quality teaching. We affirm that teaching is a practice that can be taught, and practice makes permanent. Our approach to developing effective teaching and learning revolves around refining great practice and maintaining a consistent approach across the school. This Teaching and Learning Policy reflects our unwavering commitment to translating these principles into practice, ensuring a learning environment where every child can thrive and ultimately flourish.

Definition of Learning:

“Learning is the life-long process of developing, demonstrating and applying independently new and transferable skills, knowledge and understanding in a variety of contexts for life-long learning.”

Core Principles of Teaching

1. **Climate for learning**

- Developing positive attitudes to learning
- Managing the emotional charge of the classroom
- Dealing with challenging behaviour
- Establishing routines and Upholding policies and systems

2. **Planning and Preparation**

- Creating rigorous outcome-driven lessons
- Planning for progress over time
- Meeting the academic needs of all children
- Intellectual preparation and Literacy

3. **Teaching and learning**

- Independent practice
- Teacher instruction and modelling
- Collaborative learning
- Giving instructions and Use of other adults

4. **Assessing and Responding**

- Assessing
- Analysing
- Adapting

5. **Professionalism**

- Self-management
- Evidence-informed practice
- Collaboration with colleagues and the wider community

Consistency

In education, the analogy of load-bearing walls in a house illustrates the essential elements that provide support and stability to the entire learning structure. Imagine a house with certain walls that carry the weight of the entire building; these are the "load-bearing" walls. Similarly, in teaching, there are foundational principles, like effective teaching strategies and consistent approaches, which act as the load-bearing elements. Just as you wouldn't compromise the structural integrity of a house by altering its crucial walls, maintaining fidelity to these key teaching strategies ensures a stable and reliable foundation for student learning. It emphasises the importance of consistency in implementing proven methods, creating a solid framework that supports students' cognitive development without unnecessary disruptions.

Our Classroom Culture

At St John's and St Peter's CE Academy, we recognise that getting Classroom Culture right is imperative to learning.' However, one of the problems you find when talking about culture is that it is often intangible and hard to measure. Edgar Schein defines culture as *"The way we do things around here,"* emphasising that culture is not just about formal policies or explicit rules, but also encompasses the shared values, beliefs, and behaviours that shape the everyday practices and interactions within our school. Here define our classroom culture as:

- 1. Inclusive Space for All Learners:**
Establishing an environment where every student, regardless of differences, feels welcome and supported in their learning journey.
- 2. Values Every Child's Unique Contribution:**
Recognising and appreciating the distinct strengths and perspectives that each child brings to the classroom, fostering a culture of appreciation for diversity.
- 3. A Positive, Encouraging Space:**
Creating a classroom atmosphere that is uplifting and motivating, encouraging students to take risks, ask questions, and engage actively in their learning.
- 4. High Expectations for All Learners:**
Setting and maintaining challenging yet achievable expectations for every student, promoting a belief in their potential for success and growth.
- 5. No Time Is Wasted:**
Maximising time by purposefully planning and utilizing class time efficiently, ensuring that learning experiences are meaningful and focused.
- 6. No Opting Out:**
Cultivating a culture where all students are encouraged and expected to participate actively in discussions and activities, emphasising the importance of every student's contribution to the classroom.

Flourishing Children

A key statement in our School Vision is: "By placing God's love in action at the heart of everything we do, we hope to see **our children flourish**, our culture transformed, and our community thrive."

What does 'children flourishing' look like in our school?

- 1. Active Participation:**
Children should join in class activities and discussions in a way that feels right for them.
- 2. Respectful Friends:**
Children will be good friends by respecting and appreciating the special things about each other.
- 3. Sharing Ideas:**
Children should talk and share their thoughts in a nice way, using words that suit how they like to talk.
- 4. Teamwork:**
Children will work together as a team, being good teammates and helping each other reach their goals.
- 5. Thinking on Your Own:**
Children should use their brains to think by themselves, solving problems and being clever thinkers.
- 6. Perseverance:**
Children will learn the importance of not giving up, sticking with challenges even when they're tough.
- 7. Speaking Up:**
Children will learn to say what they need, asking for help or telling someone if something is hard for them.
- 8. Taking Care of Learning:**
Children should take care of their own learning, doing their work and finishing it on time.
- 9. Kind Hearts:**

Children will be kind and caring, understanding how others feel and helping each other.

10. **Discovering New Things:**

Children should explore things they find interesting and exciting, making learning fun and wanting to know more.

Behaviour

At St John's and St Peter's CE Academy, we believe every interaction with every child matters every time. We believe that relationships are at the heart of the education and, fundamentally, behaviour is most effectively managed when there is a positive relationship between adults and children. We know that creating a positive environment for all members of the school community are paramount to successful behaviour outcomes. We believe that our Christian values supports our children to make positive behaviour choices underpinned by their moral compass and our shared values.

At St John's and St Peter's CE Academy, we expect:

- A positive, relationship-driven approach to behaviour
- Staff to follow the behaviour policy, using the tiered approach and positive framing
- Children to be consistently following the school rules
- The use of Class Dojo to recognise positive behaviour, and
- 100% pupil engagement during lessons, where possible.
- Positive learning behaviours in the classroom
- Clear Expectations (Establish Expectations)
- All routines to be rehearsed and efficient

Behaviour Walkthrus:

- Positive relationships
- Establish Expectations
- Rehearse Routines
- Signal, Pause, Insist
- Positive Framing
- Choice and consequence
- Silence in golden
- Front-loading behaviour
- Assertiveness
- Repair and Rebuild



For more information, see our school 'Behaviour Policy.'

The Classroom Environment

The physical classroom environment is a critical factor influencing the overall learning experience. A well-designed space not only creates a positive atmosphere but also supports student engagement and teacher effectiveness. Ensuring safety, accessibility, and inclusivity are paramount, with the layout and design promoting both individual learning and social interaction.

Our minimum expectations is that in each classroom there is:

- A Visual Timetable
- The School Rules on display
- A Maths working wall
- An English working wall
- A Reading Monster display with key skills and sentence stems
- The Lunchtime and End of Day Prayers positioned so the children can see them
- The School Vision and Values Posters on display
- An engaging Reading Corner to promote the love of reading

All classrooms should also be clean, orderly, and purposeful.

Everyday Classroom Toolkit

Consistent, high-quality teaching is vital for creating a stable and predictable learning environment, promoting student engagement and reducing anxiety. Using the ‘Teaching Walkthrus’ guides (Sherrington & Caviglioli) for Behaviour and Relationships, instruction, expectations, and assessment builds trust between students and teachers, enhancing the overall effectiveness of the learning experience.

- **Think/Pair/Share:** A routine for structured discussion
- **Cold Calling:** Selecting students to answer; involving everyone in thinking
- **Say It Again Better:** Generating improved verbal responses
- **Show Me Boards:** An all-student response technique using mini-whiteboards
- **Live Modelling:** Showing how to complete tasks and solve problems
- **Modelling Handover - I do, We do, You do:** Adult instruction, co-construction, moving to independence
- **Worked Examples and Backward Fading:** Stepped modelling and practice with worked examples
- **Scaffolding:** Providing temporary supports for learning
- **Check for Understanding:** A key Hinge Question to see what has been understood
- **Temperature checks:** Summarising, Repeating, Agreeing / Disagreeing, Explaining or Defending
- **Feedback that Moves Forward:** Effective formative feedback to focus forwards
- **Whole Class Feedback:** Giving specific feedback to a whole class at once



Subject Specific Teaching and Learning

Lesson Structure:

1. Do Now
2. New Learning
3. Modelling
4. Check for Understanding
5. Independent Task
6. Feedback

Every lesson:

- **Do Now:** Calm, settled activity to activate prior knowledge. For the majority of children, this will be completed independently.
- **New Learning:** The key learning is shared and explained to the children. This is set within the context of the whole unit of learning. Key vocabulary and sentence stems are also shared with the children.
- **Modelling:** New and tricky concepts are modelled using high-quality teacher instruction, such as I do, We do, You do. The teacher live models the new learning and organises tricky thoughts and misconceptions in manageable chunks.
- **Hinge Questions:** Multiple choice questions are used with the whole class to check for understanding. Teachers use assessment for learning to identify who is ready to work independently, and who needs more support.
- **Opportunity for Independence:** Children are given an opportunity to apply their learning independently with minimal support from an adult where possible.
- **Mixed ability groupings:** Children work in mixed-ability groupings to remove ceilings, promote peer support and support teaching for mastery.
- **Feedback:** Children receive feedback on their learning (e.g. live marking / peer marking) and can identify what they have learnt and how to improve.
- **Scaffolding:** Pupils who cannot access the work as written down are given strategies and scaffolds to help them achieve the learning. This could be concrete resources, differentiated work, or something like a times tables grid.
- **Deployment:** Adults are deployed effectively to support the learning of all pupils.
- **Visual Symbols:** Use of symbols to support the pupils' understanding of the lesson structure and what is expected of them.

Most lessons:

- **Whiteboards:** Children use whiteboards and a rehearsed 'Show Me Board' routine to practise skills in the modelling handover.
- **Greater Depth:** Higher attaining pupils are extended using Blue Box challenges which include extra problem solving and reasoning tasks.

Some lessons:

- **Concrete Resources:** Concrete resources are used to support children's understanding as part of the CPA approach.
- **Pre-Teaching:** Small group pre-teaching led by an adult to support learning
- **Flashback 4:** A short, quick-fire spaced recall activity to activate prior learning

English

Lesson Structure:

1. Do Now
2. SPAG
3. Feedback
4. Input
5. Independent Task
6. Plenary

Every lesson:

- **Do Now:** Calm, settled activity to activate prior knowledge. This will focus on handwriting practice.
- **SPAG:** Following the National Curriculum English programme of study and the 'no nonsense spelling' programme, children will be taught content according to the needs of the children and the unit of work.
- **Modelling:** New and tricky concepts are modelled using high-quality teacher instruction, such as punctuating direct speech, writing complex sentences or structuring a poem. The teacher live models the new learning and organises tricky thoughts and misconceptions in manageable chunks.
- **Opportunity for Independence:** Children are given an opportunity to apply their learning independently with minimal support from an adult where possible.
- **Mixed ability groupings:** Children work in mixed-ability groupings to remove ceilings, promote peer support and support teaching for mastery.
- **Feedback:** Children receive feedback on their learning (e.g. live marking / peer marking) and can identify what they have learnt and how to improve.
- **Scaffolding:** Pupils who cannot access the work as written down are given strategies and scaffolds to help them achieve the learning. This could be word banks, differentiated work, or writing frames.
- **Deployment:** Adults are deployed effectively to support the learning of all pupils
- **Visual Symbols:** Use of symbols to support the pupils' understanding of the lesson structure and what is expected of them.

Most lessons:

- **Editing:** Children are given time to improve their writing from a previous lesson. This will be based upon feedback from the teacher, either individually or as a whole class.

Some lessons:

- **Performance:** Children are given an opportunity to practice oracy skills such as, character hot-seating, reading poetry, role-play and acting or performing a play script.

Reading

Guided Reading Weekly Structure:

1. Whole Class Reading
2. Investigating Vocabulary
3. Extract based, Reading Skill activities
4. Group-Focused, Table Book Reading
5. SPAG

Every Week:

- **Whole Class:** Children read an age-appropriate class text/novel which has been selected to ensure progression.
- **Vocabulary:** Teachers will examine and explore new or unfamiliar vocabulary within the text, allowing children time to discuss and apply them within context.

- **Modelling:** Teachers will read to the children using techniques such as choral reading and echo reading – developing prosody.
- **Reading Skills:** Children will develop the six reading skills, (Retrieve, Interpret, Explain, Choice, Perform, Review) through well designed questions and tasks.
- **Application:** Children will read a targeted, colour-banded book as a group, with the support of an adult.
- **Opportunity for Independence:** Children are given an opportunity to apply their learning independently with minimal support from an adult where possible.
- **Mixed ability groupings:** Children work in mixed-ability groupings to remove ceilings, promote peer support and support teaching for mastery.
- **Feedback:** Children receive feedback on their learning (e.g. live marking / peer marking) and can identify what they have learnt and how to improve.
- **Scaffolding:** Pupils who cannot access the work as written down are given strategies and scaffolds to help them achieve the learning. This could be word banks, differentiated work, or writing frames.
- **Deployment:** Adults are deployed effectively to support the learning of all pupils
- **Visual Symbols:** Use of symbols to support the pupils' understanding of the lesson structure and what is expected of them.

Most Weeks:

- **Library:** Children will visit the school library, having an opportunity to change books, update the classroom reading area and to read for pleasure.
- **Interventions:** Children that require additional support will receive high-quality interventions. These include: Daily Keep-up, Rapid Catch-up Phonics and Fluency Focus sessions.

Some Weeks:

- **Assessment:** Children complete formative and summative assessments to inform teachers of next steps.

Phonics

Lesson Structure:

1. Revisit and Review
2. Teach and Practice
3. Practice and Apply

Every Lesson:

- **GPCs:** Children revisit and recap previously taught GPCs.
- **Words:** Children revisit and recap previously taught words.
- **Tricky Words:** Children revisit and recap previously taught tricky words.
- **New GPCs:** Children are taught a new GPC – including the mnemonic.
- **Oral Blending:** Children develop their blending skills through teacher modelling and scaffolding.
- **New Words:** Children are introduced to new words, including the focus GPC for that lesson. Children are encouraged to segment and blend each word using sound buttons.
- **New Tricky Words** Children are introduced to new tricky words, discussing what makes them 'tricky' and why they can't be phonetically segmented.
- **Read a Sentence:** Children read a sentence, identifying digraphs/trigraphs, tricky words and any words that contain the focus GPC.
- **Spelling:** Children apply their knowledge of the new GPC by writing words dictated to them by the teacher.

Most Lessons:

- **Write a Sentence:** Children will write a sentence dictated to them by the teacher.

Some Lessons:

- **Review Games:** Children will take part in activities and games to review their learning. These include Matching words & pictures, sorting phonemes and ‘where in the word?’ investigation.

Little Wandle Reading Lesson Structure:

1. Pre-read
2. Vocabulary
3. Decoding (Session 1)
4. Prosody (Session 2)
5. Comprehension (Session 3)

Every Lesson:

- **GPCs:** Children revisit and recap previously taught GPCs.
- **Words:** Children revisit and recap previously taught words.
- **Tricky Words:** Children revisit and recap previously taught tricky words.
- **Vocabulary:** Children investigate the key vocabulary that they will be introduced to and their meanings.
- **Application:** Children are given the opportunity to apply their knowledge to read a decodable book, containing GPCs and words that they have been taught previously.

Most Lessons:

- **Questioning:** Children answer questions relating to what they have read.

Some Lessons:

- **Decoding:** Children read through the text, developing their segmenting and blending skills.
- **Prosody:** With the support of the teacher, children practice using expression and intonation as they read. Strategies such as echo-reading and choral reading are used.
- **Comprehension:** Children are asked targeted questions, developing different reading skills, relating to the text.

Fluency Focus Intervention

Lesson Structure:

1. Pre-read
2. Reading Aloud
3. Prosody and Comprehension

Every Lesson:

- **GPCs:** Children revisit and recap previously taught GPCs and words
- **Words:** Children revisit and recap previously taught words.
- **Tricky Words:** Children revisit and recap previously taught tricky words.
- **Vocabulary:** Children investigate the key vocabulary that they will be introduced to and their meanings.
- **Application:** Children are given the opportunity to apply their knowledge to read a decodable book, containing GPCs and words that they have been taught previously.
- **Decoding:** Children read through the text, developing their segmenting and blending skills.
- **Prosody:** With the support of the teacher, children practice using expression and intonation as they read. Strategies such as echo-reading and choral reading are used.
- **Comprehension:** Children are asked targeted questions, developing different reading skills, relating to the text.

Most Lessons:

- **Questioning:** Children answer questions relating to what they have read.

Some Lessons:

- **Written Work:** Children answer comprehension questions in written form.

Science

Lesson Structure:

1. Do Now / Recap
2. Vocabulary
3. New Learning
4. Enquiry and Investigation
5. Check for Understanding
6. Independent Work
7. Feedback

Every lesson:

- **Do Now:** Calm, settled activity to activate prior knowledge. For the majority of children, this will be completed independently.
- **New Learning:** The key learning is shared and explained to the children. This is set within the context of the whole unit of learning. Key vocabulary and sentence stems are also shared with the children.
- **Modelling:** New and tricky concepts are modelled using high-quality teacher instruction. The teacher live models the new learning and organises tricky thoughts and misconceptions in manageable chunks.
- **Hinge Questions:** Multiple choice questions are used with the whole class to check for understanding. Teachers use assessment for learning to identify who is ready to work independently, and who needs more support.
- **Opportunity for Independence:** Children are given an opportunity to apply their learning independently with minimal support from an adult where possible.
- **Mixed ability groupings:** Children work in mixed-ability groupings to remove ceilings, promote peer support and support teaching for mastery.
- **Feedback:** Children receive feedback on their learning (e.g. live marking / peer marking) and can identify what they have learnt and how to improve.
- **Scaffolding:** Pupils who cannot access the work as written down are given strategies and scaffolds to help them achieve the learning. This could be concrete resources, differentiated work, or something like a times tables grid.
- **Deployment:** Adults are deployed effectively to support the learning of all pupils.
- **Big Question:** References are made back to the big question of the unit.

Most lessons:

- **Greater Depth:** Higher attaining pupils are extended using Blue Box challenges to further their learning.

Some lessons:

- **Practical Investigation:** Opportunities for investigation using practical equipment and other resources. This follows our investigation template.
- **Pre-Teaching:** Small group pre-teaching led by an adult to support learning.
- **Whiteboards:** Children use whiteboards and a rehearsed 'Show Me Board' routine to practise skills in the modelling handover.

Wider Curriculum

Lesson Structure:

1. Do Now / Recall / Warm Up
2. New Learning
3. Modelling / Teacher Instruction
4. Check for Understanding
5. Independent Task / Group Work
6. Feedback

Every Subject:

- **Do Now:** Calm, settled activity to activate prior knowledge. For the majority of children, this will be completed independently.
- **New Learning:** The key learning is shared and explained to the children. This is set within the context of the whole unit of learning. Key vocabulary and sentence stems are also shared with the children.
- **Modelling:** New and tricky concepts are modelled using high-quality teacher instruction. The teacher live models the new learning and organises tricky thoughts and misconceptions in manageable chunks.
- **Opportunity for Independence:** Children are given an opportunity to apply their learning independently with minimal support from an adult where possible.
- **Mixed ability groupings:** Children work in mixed-ability groupings to remove ceilings, promote peer support and support teaching for mastery.
- **Feedback:** Children receive feedback on their learning (e.g. live marking / peer marking) and can identify what they have learnt and how to improve.
- **Scaffolding:** Pupils who cannot access the learning are given strategies and scaffolds to help them achieve the desired outcomes.
- **Deployment:** Adults are deployed effectively to support the learning of all pupils

Most Subjects:

- **Hinge Questions/Checks for Understanding:** Checks for Understanding or Multiple-choice questions are used with the whole class to check for understanding. Teachers use assessment for learning to identify who is ready to work independently, and who needs more support. These will look different in every subject.
- **Word Mats / Word Banks / Sentence Stems:** Vocabulary and sentence support for children who may have barriers to writing.
- **Whiteboards:** Children use whiteboards and a rehearsed 'Show Me Board' routine to practise skills in the modelling handover.
- **Greater Depth:** Higher attaining pupils are extended using Blue Box challenges which include extra problem solving and reasoning tasks.

Some Subjects:

- **Pre-Teaching:** Small group pre-teaching led by an adult to support learning for those children that need it.
- **Art/D&T:** Chance to evaluate the end products that they have been working towards in the unit.
- **Music:** Final performance of the songs that we have been learning.
- **PE:** Competition and Tournaments against each other, other year groups and other schools.

Monitoring and Evaluation

Monitoring and Evaluation is an integral process in ensuring that we are delivering the very best education for all our children. At its best, it is a positive, reflective process that can raise standards.

Our monitoring process should be supportive and encourage staff to work collaboratively. Effective monitoring focuses on the quality of the learning rather than on the classroom teacher, and generates a positive and supportive professional discussion.

Monitoring at St John's and St Peter's is done on a need-by-needs basis. There is no set "monitoring schedule" where books must be looked at within a particular timeframe or a certain number of times.

All monitoring at St John's and St Peter's CE Academy is guided by these three principles:

- 1. Monitoring helps to promote and maintain high standards of education.**
- 2. Monitoring is guided by recommendations around teacher workload and well-being.**
- 3. Monitoring is communicated with staff clearly, giving feedback where appropriate and in a timely way.**

Our whole school monitoring cycle does not include set lesson observations, however these may be necessary if concerns are raised.

Instructional Coaching

Instructional Coaching is an important part of our Professional Development offer for staff. Teachers meet with their Coach fortnightly, with the aim of identifying areas for improvement and working on them together. The coaching process follows the 5 steps of Leverage Leadership, including regular classroom observations with a clear, agreed focus and follow-up coaching conversations. Below the 5 steps are outlined:



Instructional Coaching conversations are not used to make judgements or evaluate effectiveness. The emphasis is on supporting the teacher to identify their own precise action steps through discussion, with a time-specific plan for implementing them.

Equal Opportunities

The delivery and content of lessons should be sufficiently scaffolded and adapted to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.