St. John's Primary School



Teaching for Learning Policy May 2026

"Every child has the right to an education that develops their personality, talents and abilities to the full, and promotes respect for others."
(Article 29, United Nations Convention on the Rights of the Child)

Thinking Learning Caring

At St John's, high-quality teaching is underpinned by **inclusive practice**. This means intentionally designing learning so that all pupils, regardless of background, ability or need are welcomed, valued and able to succeed. Teaching removes barriers to learning and offers flexible, adaptive approaches so that every child can access, participate and achieve.

"You can teach a student a lesson for a day; but if you teach him to learn by creating curiosity, he will continue the learning process as long as he lives."

Clay P. Bedford

Our Vision



Key Principles

Teaching is aspirational and challenges thinking

All are supported equitably to learn and to remember

The focus is on the process of learning- *the child's journey as well as the destination*

There is opportunity for the children to collaborate, discuss and challenge one another through talk

The learners are given "ongoing live feedback" to promote continual improvement

A broad and balance curriculum is delivered in context ensuring prior and future learning is meaningfully linked

Opportunities are provided to apply skills to deepen the learning experience

Teaching is aspirational and challenges thinking

There will be evidence in the learning environment of:

As teachers we:	As learners they:	In the environment we:
Plan specific, targeted questions to challenge children	Ask questions	Provide a safe space where children can take risks
Tune into children's interests	Use increasingly sophisticated, topic appropriate questions	Create displays that promote and celebrate quality learning
Set high standards for all pupils, regardless of starting point, background or need	Work with wonder and excitement in response to the learning hooks provided	Use the classroom as the "third teacher" to enable learners to seek the answers

All are supported equitably to learn and to remember

There will be evidence in the learning environment of:

As teachers we:	As learners they:	In the environment we:
Provide a range of resources	Feel able to ask for help or seek out appropriate support	Create useful displays appropriate to all learners
Deploy support staff to raise the attainment of all children	Recognise, understand and value the concept that teachers will provide support for all learners, but this will look different between individuals	Adapt the provision to support needs of the cohort
Plan for specific groups of children using adaptive teaching approaches that respond to the strengths and needs of all learners		Promote independence

Provide a range of resources and flexible ways to access learning, record thinking and demonstrate understanding	Take risks in their learning

The focus is on the process of learning; *the child's journey as well as the destination*

There will be evidence in the learning environment of:

As teachers we:	As learners they:	In the environment we:
Plan series of steps that encompass a range of skills	Draw upon prior knowledge	Provide support mechanisms and reminders to model steps in the learning journey
Use our knowledge of the curriculum to make links by activating prior knowledge and building on it	Recognise and take pride in their own and others' progress	Ensure that displays value process
Identify and celebrate success		Share worked models and WAGOLL's
Develop the 'Cultural Capital' of all pupils ensuring equitable access to a broad, ambitious curriculum		
Provide opportunities for the children "to plan, do, review."		

There is opportunity for the children to collaborate, discuss and challenge one another through talk

There will be evidence in the learning environment of:

As teachers we:	As learners they:	In the environment we:
Provide structured opportunities for talk and collaborative learning	Maintain talk focus	Display prompts, sentence stems, talk tactics and discussion guidelines
Plan a range of activities to promote talk in a variety of contexts	Have confidence to challenge, maintaining respect in their approach	Strive to display key vocabulary
Support children in discussion through modelling, resourcing, clarity in guidelines and feedback	Ambitious in their vocabulary choices	
Apply the conventions and models of Voice 21		
Provide feedback in ways that are accessible and meaningful to each learner		

The learners are given "ongoing live feedback" to promote continual improvement

There will be evidence in the learning environment of:

As teachers we:	As learners they:	In the environment we:
Provide ongoing, live, quality feedback appropriate to the individual needs of the learner	Value the contribution feedback makes to the learner and respond appropriately	Create a provision that is safe and inclusive to allow them to accept feedback positively
Give regular feedback to all	Self and peer assess using success criteria as the base	Promote and enable independence in approach
Deliver feedback that both celebrates and moves learning forwards		
Tier questions to gather depth of understanding		

A broad and balanced curriculum is delivered in context ensuring prior and future learning is meaningfully linked

There will be evidence in the learning environment of:

As teachers we:	As learners they:	In the environment we:

Ensure all pupils have equitable access to the full curriculum, with adaptations where required Plan meaningful learning opportunities making use of knowledge the "whole" curriculum Recap and make links between subjects Facilitate engaging learning opportunities Respond to the interests of the children	Actively recall prior knowledge and apply this appropriately Actively participate in lessons across the curriculum	Celebrate learning from across a range of subjects Plan visits to enhance meaningful learning experiences to contextualise and enhance the children's learning

Opportunities are provided to apply skills to deepen the learning experience

There will be evidence in the learning environment of:

As teachers we:	As learners they:	In the environment we:
Ensure opportunity to apply learning into the real world Plan and deliver school trips to bring the learning experience to life Provide real opportunities across the environments to investigate/ discover/ explore/ test their knowledge and skills Provide opportunities for pupils to demonstrate learning in a variety of ways (written, verbal, visual, practical)	Draw on their skill "toolkit", carefully selecting skills to apply to problems set	Create working walls that support the current learning focus

Inclusive Practice and Adaptive Teaching

At St John's, inclusive practice is implemented through high-quality adaptive teaching. This includes:

- Planning learning that removes barriers and supports access for all pupils
- Using flexible approaches to teaching, scaffolding and support
- Providing multiple ways for pupils to engage with learning and demonstrate understanding
- Maintaining high expectations for every pupil
- Ensuring all staff take responsibility for all learners, including those with SEND, multilingual learners and vulnerable pupils

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.

This is how we will always create the above conditions for pupils' learning:

<u>Teachers</u>

Teachers at our 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 through homework, class assemblies, celebration of successes, sharing our learning sessions etc...
- Update parents/carers on pupils' progress termly through Pupil Consultations and a Spring Term written report on their child's progress
- Use adaptive teaching to meet the needs of all learners
- Remove barriers to learning through inclusive planning and teaching
- Maintain high expectations for all groups of pupils

Support staff

Support staff at our school will:

- Know pupils well and adapt learning support to meet their individual learning needs
- Work in partnership with teachers to support inclusive classroom practice, not replace teacher instruction
- Support teaching and learning with flexibility and resourcefulness
- Use effective marking and 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
- Demonstrate and model themselves as learners

Subject Leaders

Subject Leaders at our school will:

Follow the agreed expectations outlined in the "St John's School Subject Leader Toolkit"- January 2023

Senior leaders

Senior leaders at our school 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
- Address underachievement and intervene promptly
- Ensure inclusive practice is embedded across all teaching
- Monitor provision and outcomes for all groups of pupils

Pupils

Pupils at our school will:

- Recognise that support may look different for different learners
- Take responsibility for their own learning, and support the learning of others
- Respecting the rights of others to learn
- 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

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Encourage their child to take responsibility for their own learning- *age appropriate*
- Support and give importance to home learning

Senior Advisor- *Mrs Tracey Moore*

The Senior Advisor for our school will support the Headteacher:

- To monitor the impact of teaching and learning strategies on pupils' progress and attainment

- To monitor the effectiveness of this policy and hold the headteacher to account for its implementation

This policy should be read alongside the **Jersey Inclusive Practice Guidance**, which provides detailed strategies for universal classroom provision

Change History

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	September 2021	Trudie De La Haye		School	SLT	September 2021
0.2	January 2024	Jamie Hazley	Implementation of **7 agreed principles**	SLT initially		
0.3	May 2026	Jamie Hazley	Integration of the Inclusive Practice Guidance into the Policy	ALL Teaching Staff	Teaching Staff	14.05.2026