TEACHING AND LEARNING POLICY

Status: Non-Statutory

Last reviewed by: Lynne Seabrook

Approved by: Headteacher

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Displayed: One Drive

1. Introduction

This policy sets out the principles and expectations behind our approach to teaching and learning at St Anthony's School. It is underpinned by the Teachers' Standards, the SEND Code of Practice (DfE, 2024), the Children and Families Act 2014, and the Ofsted Education Inspection Framework (2025). It reflects our commitment to high-quality teaching, informed by the latest evidence from the Education Endowment Foundation (EEF) on effective pedagogy and inclusive practice.

2. School Aims

Our motto is 'Learning Together'. We aim to create:
 - A school where every member's unique contribution is valued and supported.
 - A broad and balanced curriculum enabling each child to fulfil their full potential.
 - Positive relationships that build trust, patience, and compassion.
 - A 'can-do' attitude and a positive approach to learning.
 - Lifelong learners with skills, confidence, and adaptability.

3. Our Vision

To provide high-quality teaching that is differentiated and personalised to meet the needs of every pupil. Provision is guided by Section 21 of the Children and Families Act 2014 and tailored through each pupil's EHCP. This policy ensures that all pupils can access learning with sensitivity and flexibility, building independence and resilience.

4. Evidence-Based Teaching Principles (EEF)

Our teaching and learning is guided by evidence-based practices from the Education Endowment Foundation (EEF):

1. High-quality teaching for all –
https://educationendowmentfoundation.org.uk/guidance-for-teachers/teaching-and-learning
 2. Effective assessment and feedback –
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback
 3. Metacognition and self-regulation –
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition

4. Scaffolding and adaptive teaching –
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send
5. Professional development –
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development

4a. EEF '5-a-day' Principles

The EEF also recommends five daily practices that should underpin all teaching:

1. Explicit instruction – small steps, clear modelling.
2. Scaffolding – structured support, gradually withdrawn.
3. Flexible grouping – using purposeful groupings to maximise learning.
4. Cognitive and metacognitive strategies – teaching pupils to plan, monitor, review.
5. Using technology effectively – to enhance, not replace, good teaching.

Source: https://educationendowmentfoundation.org.uk/guidance-for-teachers/5-a-day

5. Effective Teaching

Effective teaching at St Anthony's is rooted in positive relationships, adaptive planning, and evidence-based pedagogy. Staff motivate pupils by building on their knowledge and skills while ensuring learning remains accessible and ambitious. Differentiation is achieved through adaptive questioning, scaffolding, modelling, and feedback.

5a. Adaptive Teaching at St Anthony's

Staff use the school's Adaptive Teaching Model (2023) to plan, deliver, and reflect on teaching. This model ensures lessons are tailored to pupils' needs, strengths, and starting points. It focuses on planning, modelling, scaffolding, assessment for learning, and responsive adaptation.

Visual guide: https://st-ants.org/web/wp-content/uploads/2023/10/Adaptive-Teaching-model-A3.pdf

6. Effective Learning

We acknowledge that children learn in diverse ways and require holistic approaches. We foster independence, resilience, and respect, embedding metacognitive strategies to help pupils take ownership of their learning. We build a safe, supportive environment based on Maslow's Hierarchy of Needs, ensuring pupils are ready to learn physically, emotionally, and socially.

7. SEND Best Practice in Teaching and Learning

As a SEND school, St Anthony's embeds specialist approaches within teaching and learning:

- Phonics and Literacy: We are a Twinkl Phonics trained school. Staff deliver structured, multisensory phonics adapted for SEND learners, with regular monitoring and targeted interventions.

- Communication: We follow a 'total communication' approach including PECS, Makaton, AAC, and visual supports to ensure all pupils can express themselves and access learning.

- Sensory Regulation: Pupils access sensory diets, regulation spaces, and structured breaks. Staff recognise regulation as a prerequisite for learning.

- Therapeutic Integration.

- Assistive Technology: iPads and communication apps are used to support access and independence.

- Reading and Numeracy Interventions: Evidence-based interventions are chosen and monitored to close gaps and accelerate progress.

- Preparing for Adulthood* Teaching links to Preparing for Adulthood outcomes: employment, independent living, community inclusion, and health.

- Parental Involvement: Parents are supported with resources (phonics packs, communication guides, workshops) to extend learning at home.

8. Curriculum Design

Our curriculum intent is to maximise individual ability at school, at home, and in the community. It is broad, balanced, and inclusive, covering National Curriculum subjects, life skills, and accredited pathways (including GCSE where appropriate). Teaching staff ensure coherence through intent, implementation, and impact statements.

Curriculum Provision information: https://st-ants.org/web/school-information/curriculum-exams-provision/
 - Primary: https://st-ants.org/web/primary-department/
 - Secondary: https://st-ants.org/web/secondary-department/

- Inclusive Provision: https://st-ants.org/web/inclusive-education/
- Exams and Provision: https://st-ants.org/web/school-information/curriculum-exams-provision/

9. Training and Professional Development

Staff development is aligned with Ofsted priorities, the Teachers' Standards, and SEND needs. All staff access CPD in strategies such as TEACCH, TEAM TEACH, multisensory teaching, and Twinkl Phonics. We also collaborate with NOVIO SEND Support Network (https://noviosupport.org/web/) to share and embed best practice.

10. Role of Governors

Governors support and monitor teaching and learning by:
- Allocating resources effectively to support teaching.
- Monitoring teaching strategies and their impact.
- Ensuring professional development policies promote effective pedagogy.
- Reviewing teaching and learning through self-evaluation, Headteacher reports, and school improvement planning.
- Monitoring remote learning provision to ensure high quality.

11. References and Supporting Frameworks

This policy is underpinned by:
- Equality Act 2010 (as amended), including Public Sector Equality Duty (PSED)
- Children and Families Act 2014
- SEND Code of Practice 0–25 years (DfE, updated 2024)
- Ofsted Education Inspection Framework (EIF, 2025)
- Teachers' Standards (DfE)
- Keeping Children Safe in Education (KCSIE 2025)
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child (UNCRC)

Research and Guidance:
- Education Endowment Foundation (EEF) Guidance Reports (Teaching, Feedback, Metacognition, SEND, Professional Development, 5-a-day)
- Adaptive Teaching Model (St Anthony's, 2023)

Governor & Ofsted Evidence Grid: Teaching and Learning

St Anthony's School | September 2025

This grid summarises how the Teaching and Learning Policy is evidenced in practice at St Anthony's School. It is designed for governors, Ofsted inspectors, and stakeholders to see at a glance how policy commitments are implemented.

Policy Area	How Evidenced in School	Supporting Documentation/Links
EEF 5-a-day Principles	Lesson observations show explicit instruction, scaffolding, flexible grouping, metacognitive strategies, and effective technology use.	EEF guidance reports; lesson observation records
Adaptive Teaching Model (2023)	Staff use the adaptive teaching cycle (planning, modelling, scaffolding, assessment, responsive adaptation). Displayed in staff rooms and embedded in planning formats.	Adaptive Teaching Model poster; planning templates
Phonics & Literacy	Twinkl Phonics taught daily by trained staff. Phonics assessments track pupil progress.	Phonics training records; assessment data
Communication	PECS, Makaton, AAC, and visual supports embedded across school. Staff trained in total communication approach.	S&L SaLT reports

Sensory Regulation	Sensory rooms, sensory diets, and structured breaks support regulation. Used in lesson plans and timetables.	Inclusive Provision; Personalised timetables
Therapeutic Integration	Therapists co-plan and advise on teaching strategies. Therapy targets included in classroom planning.	EHCPs; therapy reports; co-planning notes Holistic Referrals
Assistive Technology	Pupils access iPads, Eyegaze, switches, and specialist apps for learning and communication.	ICT records
Reading & Numeracy Interventions	Evidence-based interventions delivered (e.g., reading comprehension, numeracy recovery). Monitored through data.	Intervention records; pupil progress trackers
Preparing for Adulthood	Curriculum links to PfA outcomes: independent living, employment, community inclusion, and health.	Curriculum intent documents; transition plans Gatsby Benchmarks
Parental Involvement	Parents provided with phonics packs, communication guides, and workshops to extend learning at home.	Workshop flyers; parent feedback; school website
Curriculum, Exams and Provision	Broad and balanced curriculum with accredited pathways.	https://st-ants.org/web/school-

Information available on school website.

information/curriculum-exams-provision/