



St Leonard's C of E (A) Primary School

Teaching and Learning Policy

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Introduction

1. Our Vision

'Growing in Faith and Learning' ['Life in all its fullness' John 10:10](#)

Our vision is to be an outstanding church school, guided by God, where learning is irresistible, achievement is high and our pupils leave us as successful independent learners, happy, confident individuals and caring, responsible citizens, excited by challenge, change and possibility.

One of our parent commented on a parental feedback for that 'We are a small school that does big things' and summed up really in essence what we hope to achieve by offering our pupils a rich offer both in terms of providing excellent delivery of the National Curriculum but also to offer children the opportunity to develop personally exploring their own talents, challenging them to be courageous advocates to transform lives and make the world a better place.

2. Our Core Christian Values

Throughout whole school life we teach Christian values focusing on six core values to enable our pupils to 'live life in all its fullness' and 'Grow in Faith and Learning'. The core Christian values are:

Community 'Live in harmony with one another' [Romans 12.16](#)

Hope 'May God of Hope fill you with joy and peace' [Romans 15.13](#)

Dignity 'Let the children come to me...for the kingdom of heavens belongs to such as these' [Matthew 19.14](#)

Wisdom 'Blessed are those who find wisdom' [Proverbs 3.13](#)

Perseverance 'I can do all thing through Him who strengthens me' [Philippians 4.13](#)

Forgiveness 'Just as the Lord has forgiven you, so you must also forgive others' [Colossians 3.13](#)

3. Our School Aims

Our overall aim is to ensure that all children maximise and achieve their true potential both academically and socially by providing an education of the highest quality within the context of Christian belief and practice. In order to achieve this, we aim to support and develop our pupils in the following ways:

- by creating a Christian ethos of care, understanding, mutual respect, understanding and cooperation, throughout the whole school community and beyond, with everyone valued equally;

'So in everything, do to others what you would have them do to you' Matthew 7:12

- by providing effective and stimulating teaching and interesting and enjoyable learning experiences which meet all of the requirements of the National Curriculum and which encourage children to be independent, lifelong learners;

'He has filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skill' Exodus 35:31

- by creating a calm, secure, well-structured positive learning environment based on high expectations, where each child should be able to learn and each teacher can teach without interruption from others;

'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these' Matthew 19:14

- by developing positive partnerships between home, school, church and community, with regular communication and dialogue;

'serve one another humbly in love' Galatians 5:13

- by regularly celebrating the work and successes of our school community, therefore raising self-esteem;

'Those who are wise will shine like the brightness of the heavens, and those who lead many to righteousness, like the stars for ever and ever' Daniel 12:3

- by ensuring that everyone has an equal opportunity to attain their full potential, regardless of their gender, faith, culture or ability.

'The fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control' Galatians 5:22-23

4. Our Curriculum Intent

We provide a curriculum of the highest quality within the context of Christian belief. Learning is irresistible through the breadth of exciting curricular and extra-curricular opportunities provided for our pupils. Inquisitiveness is encouraged by asking pupils to pose and answer their own 'BIG' questions and develop their spirituality.

Achievement for all is high and individual talents are nurtured. Our curriculum is designed to enable our pupils to leave us as successful, independent learners and happy and confident individuals. Through our curriculum we aim to develop a generation of caring, responsible citizens that are excited by challenge, change and possibility.

Through the curriculum we promote a love of reading and demonstrate to pupils that reading is key to their learning. Our curriculum immerses pupils in learning linked to high quality texts and reading for pleasure is highly encouraged.

We want our pupils and staff to 'Live life in all its fullness' (John 10:10) and to flourish in our care.

At St. Leonard's CE Primary School we are determined that all children will thrive and achieve. All class teachers are responsible for providing a curriculum that is suitable for all pupils in the class, including those with Special Educational Needs and/or disabilities (SEND) with support from the SENCo.

We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability regulations 2014. We provide a fully inclusive learning environment for all pupils including those with SEND.

5. Spiritual development- 'Growing in Faith and Learning'

'Life in all its fullness' means giving emphasis to physical and intellectual development, while also meeting the needs for spiritual, moral, social and cultural development. The development of the 'Whole child' is essential to our school ethos and not an 'add on' to the National Curriculum with the development of children's spiritual, moral, cultural and social development interweaved throughout all that we do.

There are opportunities for enhancing the spiritual well-being of learners in every aspect of school life. It is possible to identify three areas which can contribute to the spiritual development of pupils: the general ethos of the school, collective worship and the whole curriculum.

Windows: giving children opportunities to become aware of the world in new ways; to wonder about life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). In this, children are learning about life in all its fullness.

Mirrors: giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

Doors: giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

Aims of Spiritual, Moral Social and Cultural Education.

- To encourage pupils to develop their own beliefs and values about life and religion
- To promote an appreciation of alternative individuals and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

6. Implementation

Due to the nature of our mixed age classes, we designed a curriculum model following a two-year rolling programme to ensure that all pupils are taught the full curriculum coverage. We developed our own creative curriculum where learning is centred around a key theme, incorporating high quality texts. Learning is 'irresistible' and children have the opportunity to ask their own questions and develop their inquisitiveness.

Each discrete subject has its own policy outlining the full details, but below you will find a snap shot for each subject area:

6.1: English

Our intent is to instil a love and passion for reading and writing in every child. We want children to flourish by giving them access to a rich English curriculum based on high quality texts. Our aim is to give the children the opportunities to write across a range of genres and for different audiences and purposes, and to read a variety of books from different authors and topics. In our school, English is to be the foundation for every subject in our curriculum, and the skills that children develop in their English lessons are to be transferred across the whole curriculum.

Reading is key to children's success. Our curriculum puts reading at the forefront of learning so children can become independent, confident and successful learners.

6.2: Maths

At St Leonard's our intent is to provide the children with an exciting, interactive curriculum. We aim to inspire them to reach their potential and to develop their confidence as mathematicians. Through our creative curriculum, we allow the children to explore and experience maths in different situations allowing them to apply their knowledge and problem solving skills to real problems.

Maths is taught on a daily basis. Teaching methods include discussions between teacher and pupil, discussions between pupils, practical work, group activities, individual work, practice of basic skills and routines and investigative work. Each lesson begins with a set amount of time for the children to complete their fix it tasks (correcting any mistakes from the previous days lesson). This is then followed by an arithmetic warm up which sets out a number of mental and written calculations for the children to complete. The rest of our lessons will then focus on key skills and applying them to reasoning questions.

6.3: Religious Education

Religious Education is taught using the Diocese of Lichfield's Guidance following the 'Understanding Christianity' scheme. It is our intent that Religious Education promotes the Christian concept of the Trinity to engage and inform, equipping our children with the knowledge and skills to ask and seek answers to challenging questions. We provide an irresistible curriculum that not only develops our children's understanding of their own faith and values, but also encourages them to flourish as individuals. This enables them to make sense of religion and to be able to reflect on their own views. We provide our children with opportunities to learn about world religions and views in local, national and global contexts, to discover, explore and consider different answers to these questions. As a result, they will become independent, empathetic and responsible members of society who understand and explore big questions about life. They will be encouraged to find out what people believe and what difference this makes to how they live, enabling them to develop their ideas, values and identities whilst also embracing our vision of how to live as Christians, with a sense of Hope, Community, Dignity and Wisdom.

6.5: Science

Our intent for Science is to promote children in asking their own questions, supporting their own inquisitive thoughts and providing them with the skills to find the answers, through Working Scientifically. We want the children to have the skills to investigate their own questions, linking what they have been taught previously. We build skills from the Early Years to Year 6, so the children become more confident as they progress through

school. The children are taught how to use equipment safely from the beginning of school, to support them in planning, conducting and evaluating their own investigation.

6.6: History

At St. Leonard's, a high-quality history education will enable children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to use our local historical resources and landmarks as a way of teaching children about significant historical events and the affect they had upon our local area that still affect us today. We aim for a high-quality curriculum which will inspire children to find out facts, not just about their local and British history, but also the wider world. They will learn about ancient civilisations, changes in living memory and beyond, and about significant people in the past. Children will learn through their developing enquiry and investigative skills, as well as visiting local places of interest on educational field trips.

6.7: Geography

A high-quality geography education inspires children to develop curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As they progress, our children's growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

6.8: Physical Education (PE)

Our intent for PE at St Leonard's is to encourage sport across all year groups, promoting the inclusion for all abilities. We offer a range of activities to encourage boys and girls of all ages to participate in a variety of activities and encouraging a healthy lifestyle. We provide the children with the opportunities to compete in sports within our own school as well as with linking with other schools, promoting good sportsmanship, following the Olympic Values and helping them to understand healthy competition

6.9: Computing

We provide the children with a computing curriculum that is relevant and exciting, allowing the children to develop their knowledge and skills that will help them succeed not just today, but far into the future. They will be taught how to stay safe and health during their digital experiences. We understand that technology is ever changing and our curriculum will adapt to the ever-changing landscape of our technological world.

6.10: Modern Foreign Languages (MFL- French)

We aim to encourage an interest in language learning in a way that is stimulating and exciting. We intend to embed the skills of speaking, listening, reading and writing necessary to enable children to apply their knowledge in a variety of contexts and lay the foundations for future language learning. Through their learning they will also develop their awareness of cultural differences in other countries.

6.11: Art and Design

Our intent for art is to not only model and teach the skills and knowledge for art, but also to nurture a passion for creativity and a development of their own personal ideas and growth. To provide a wealth of opportunities for experimenting with a variety of media, techniques and presentation. To have opportunities to explore the works of great artists.

6.12: Design Technology

Our intent for design and technology is to give all children the opportunities to design, make and evaluate products using a variety of materials. To evaluate existing products, to break down the processes involved in making, to design their own creations and evaluate them against a design specification. We want to teach children to use a variety of tools, specific skills and techniques safely in order to make their designs. We also want them to have the opportunities to study key designers and be inspired by their works

6.13: Music

At St. Leonard's our whole school intention is to inspire a love of and develop an understanding of music. We aim to do this through listening, singing, playing, appraising and composing across a wide variety of genres, periods, styles and traditions. Where possible, we try to link our learning to other curriculum areas, creating a holistic teaching approach. Children are encouraged to learn to play an instrument outside of curriculum lessons and sing in our school choir.

6.14: PSHE

A broad well-balanced delivery of PSHE throughout all classes. Ensuring pupils gain emotional skills to enable resilience and independence. A knowledge of national and community society and the historical events that have led us to live as we do today underpinned by British and Christian values.

7. Early Years

Further to our school aims, in the EYFS our intentions are to provide a stimulating, safe environment for our pupils to explore and develop their skills and interest in learning, building their independence and confidence. This leads to good, solid foundations on which they can build future learning.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally to achieve their full potential. We will offer a structure for learning that is planned around the needs and interests of the children, as well as one that offers new and exciting experiences. The children's learning will be assessed regularly so that they are always challenged within their activities and learning becomes irresistible to them. We will provide a broad and balanced curriculum that will enable all of the children to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually, allowing all of them to reach their full potential. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school. Each child is valued as an individual and we understand how all children develop at different rates, our teaching and learning will reflect this creating the best opportunities for all children.

Learning and Development

Within EYFS, the learning and development is categorised into three Prime areas of learning;

- Communication and Language
- Physical Development
- Personal, social and emotional development

Additionally, there are four specific areas of learning;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

8. Wider Curriculum

Throughout our curriculum we want to provide children with a wide range of experiences enabling them to not only learning about the world but to develop as individuals. Throughout the curriculum we endeavour to plan enrichment activities; trips; visits; experiences and visitors to complement and extend learning opportunities. We promote thinking around 'Big Questions' really challenging pupils to think deeply about the world.

We also offer a range of other enrichment lessons including:

- Whole class music instrumental tuition in key stage two through our own specialist staff and through the County music service.
- Bikeability sessions
- Inspire workshops at Lichfield Cathedral
- Peripatetic group music lessons (through Entrust music services). An additional charge is required for these sessions with significant reduction or no cost sessions for disadvantaged pupils.
- Whole school theme days/weeks including: Science Fayres; Maths Days; Business and Enterprise weeks; Book Weeks to name but a few.
- Visits to the library/visits from authors and poets

9. Nurture and Wellbeing

Nurture and wellbeing is interweaved throughout the curriculum, worship, whole school ethos and extra-curricular off and not seen as an add on. However, we acknowledge that at times, some pupils may need some additional support. Pastoral care is of the highest priority in school and staff are fully aware that pupils cannot learn unless their pastoral needs are met and priorities.

Staff and/or parents can request additional support for their pupils and dedicated time is timetabled for staff to undertake this work.

We also work with a range of different agencies (when required) to offer specialist support for individual pupils.

10. Extra-curricular activities

We also take part in a wide range of sporting activities through the Primary Games Programme and are proud to currently be rated with a Gold Award for our participation.

We run extra-curricular clubs to coincide with any sporting events when required.

In addition to the above, we run a full wrap around care service 7:45 until 5:10 which offers students a wide range of activities as well as opportunity to undertake homework on site (if required).

11. Homework

Homework should complement work undertaken in school. For our youngest children, homework focuses on Reading and phonics with reading at home expected at least 3 times a week with some additional phonics practise. For lower key stage two pupils again reading at home is expected at least 3 times a week with children encouraged to work towards the 6-book challenge which identifies 6 high quality texts for children to read over the course of the year. Children are also given spelling homework and Times tables rockstars (to practice rapid recall of multiplication facts).

12. Pupil advocates

Each year the school appoints pupil representatives to various important roles including:

- School Council
- Worship Committee
- Eco- Council
- Sports Leaders
- Worship monitors
- Librarians
- Computer monitors

Each group of students helps to share the pupil voice to enable an open link to work with school leaders to help us fulfil our vision to 'Live life in all its fullness' and 'Grow in Faith and Learning. These students help to improve our school through regular meetings to share their ideas; plan projects; plan charity work as well as our own fundraising projects and whole school events such as: Wellbeing Day/Week; Business and Enterprise week; Earth week; Summer and Christmas Fairs and anything else that they feel will benefit their experiences and the school.

13. Assessment and tracking system

In order to measure attainment and progress in a thorough way, we track the outcomes of our pupils using our tracking system, Sonar. We use the following codes in school for all subjects:

Standard	Code on reports	Description
Greater Depth	GD	Children working at the highest level within their age group.

Above	A	Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.
Securely at Expected	AT	Children who have met the criteria to be judged as achieving the age- related expectations.
Just At	JA	Children who are just within the age-related expectations.
Below	B	Children who haven't met the standard for age-related expectations.
Significantly Below	SB	Children who are significantly below the standard for age-related expectations.
Some children identified as having Special Educational Needs may not be able to access the curriculum for their age group. They are recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JA		

How teachers make their judgements

Teachers are assessing children constantly through their observations and their marking. The work that children produce during lesson times is then assessed against skills grids and recorded for each child. Additionally, in order to judge children's learning away from the point of teaching, we give children assessments such as the NTS Reading and GPS tests and the Maths Smartgrade tests to help validate the teacher judgements. Pupils in year 6 undertake the statutory assessments to decide whether they have met or not met the expected standard for the end of the key stage. We will still use our school's codes to inform you as to whether they have narrowly missed the expected or standard or if they have exceeded.

Tracking

The school has a digital tracking system (Otrack) so that a child's progress throughout their entire time at St Leonard's can be carefully tracked and monitored so that we can quickly identify, at any time if they are not on track to meet their end of year expectations.

14. Marking and presentation Expectations

- Date on top line- long date for everything except for Maths always underlined
- Miss a line
- Learning Objective written LO: abcdefg and always underlined.
- Success criteria written out/stuck in if appropriate
- If worksheets must be used, they must be trimmed so that no edges stick out.
- All books must have child's first name, year group and the subject labelled on the front

- Children should always write in pencil for maths.
- Children may write in blue pen from year 3 onwards, when they can consistently join.
- Children must not scribble out- one neat line through any corrections.
- Children must be made to re-do their work if it is messy or not up to the standard you expect.
- Children must respond to your marking and use green pens. 3-5 minutes 'Fix it' time should be given at the start of each lesson. Teachers/TAs should check the children's fix-it work to see if it's correct and re-mark with a tick or a dot.
- Marking should challenge a child to improve their work either through fix it opportunities, a focused comment to improve or an additional challenge on every piece. If there are mistakes in the work, these should be marked accordingly. If no mistakes are present, the children should be given a challenge (see below).
- Presentation expectations should be consistent across the subjects.
- Extended writing should be taking place as a minimum every 2 weeks and there should be extended writing taking place in other subjects across the curriculum.
- Tick LO if achieved and dot if partially achieved. If the child has not achieved the objective, leave it blank.
- No crosses to be used- put a dot next to an incorrect answer. This can then be changed into a tick, when the answer has been reviewed.
- Codes for marking: (these will be discussed more fully in a staff meeting)
 - V**- verbal feedback
Indicates something to improve e.g. go back and add further punctuation.
 - C**-challenge (this could be written on the board for a group of children instead of repeatedly writing it out in books)
 - 1D** – one dojo point awarded for excellent work
 - ^** - to indicate a missing word
 - Circle** – to indicate a mistake in punctuation e.g. missed capital letter, incorrect use of apostrophe.
 - Word underlined with wiggly line and sp** – spelling mistake (3-5 per piece depending on age of the child). Words that are underlined in this way must have been taught previously.
- Use your teacher stamp to indicate the level of support that was given: teacher assisted, TA assisted or independent.
- **HANDWRITING** – teachers and TAs should model correct letter formation and presentation when marking. In EY and Year 1 this should be printed, moving to precursive (with a leading and exit stroke) in Year 2 and then cursive joined in KS2. This handwriting should also be used when modelling.

15. Learning Environment Expectations

- Classrooms and communal areas must be tidy and orderly.
- All work should be backed when on display (wherever possible).
- All displays should have a title and explanation.
- Children's work should be named with first names only.
- Wherever possible and relevant, relate to scriptures.

We would like all classrooms to incorporate the following displays:

- English Working Walls- text, shared/modelled writing, WAGOLL (what a good one looks like), key vocabulary, grammar skills. Phonics displays in EY and KS1.
- Maths Working Walls- maths focus area i.e. fractions, modelled examples, key vocabulary, models and images to support.
- Prayer space.
- History/Geography display (featuring excellent extended writing where possible).
- Spellings (common exception words on display around the classroom).
- GPS- key terminology separate display or on your working wall (depending upon space available).
- Vision and Motto.
- Morning, lunchtime and afternoon prayer.
- Hall of Fame board

We would also like, if possible all classrooms to have:

- a clock that has an analogue/digital display – as appropriate
- world map or globe
- Dyslexia pack on display
- Visual timetables
- Cursive alphabet (if appropriate)

16. Engagement with Parents

Parental engagement is paramount and when pupils join the school, a home school agreement is shared.

At the beginning of each year an information sheet about each class is sent out to introduce the children and parents to the class, the members of staff working in there and give them any important information about the year ahead.

The school holds two additional parents' evenings with opportunity for parents to look at children's work and have a 1:1 meeting with their child's class teacher to discuss their child's progress. At the end of the year parents receive a comprehensive school report.

We also occasionally hold open afternoons and/or showcases where parents are invited to see what their children have been learning. We also hold curriculum information evenings for parents.

The school website has curriculum areas for parent to view with an overview of the curriculum (long term plans)' progression grids; subject leader contacts and other useful information.

17. Behaviour for Learning

At St Leonard's all pupils and adults are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. This expectation is reflected in the school rules:

Ready, Respectful, Safe

This Ready, Respect, Safe framework helps children understand that being prepared, treating others with kindness, and making safe choices are essential parts of their school environment. Posting these rules in each classroom and common area, and regularly reviewing them with children, can strengthen the school culture and improve behaviour throughout the school.

READY

Be on time and bring everything you need for class.

Listen carefully and follow instructions the first time.

Show that you're ready to learn by staying focused and organised.

RESPECTFUL

Speak kindly to everyone and listen when others are talking.

Treat classmates, teachers, and school property with care.

Include others and share space, equipment, and materials fairly.

SAFE

Walk, don't run, inside the school building.

Keep hands, feet, and objects to yourself at all times.

Use playground equipment carefully and ask for help if needed.

These rules keep expectations clear and easy for all children to remember, helping create a positive and safe school environment. We want all children to make positive behaviour choices because it is **the right thing to do** not because of the promise of a reward or the threat of punishment.

18. Celebrating success

'We have different gifts, according to the grace given to each of us.' Romans 12:6

We truly believe that our pupils are uniquely made and we celebrate achievement at all levels through many different approaches including: verbal and written feedback, excellent behaviour through our behaviour system, celebration events, Headteacher's awards, Living out our Christian faith awards, celebrating achievements outside of school, displays of work and achievements, Class pages, school story and individual feedback through the Class Dojo app, Tapestry communication app (Early years only), school website, half-termly newsletters and curriculum pages.

Appendices of subject policies (please see the subject curriculum pages of the website)

Appendix 1. English Policy

Appendix 2. Maths Policy

Appendix 3. RE policy

Appendix 4. EYFS Policy

Appendix 4. Science

Appendix 5. PE

Appendix 6. Music

Appendix 7. Art

Appendix 8. DT

Appendix 9. History

Appendix 10. Geography

Appendix 11. MFL

Appendix 12. PSHE

Appendix 13. SRE

Appendix 14. SMSC Policy

Appendix 15. Worship.