



# ST PETER'S

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## PREPARATORY SCHOOL

# Teaching and Learning Policy

Updated May 2025  
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Approved by Head: *Charlotte P. Jones*

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The Teaching and Learning Policy outlines our aims for how and why we deliver the curriculum that we do.

This policy should be read in consultation with the [St Peter's School Baccalaureate® Policy](#) which holds more details about how the Bacc was designed and an appendix of core SPB documents.

The [2a CURRICULUM POLICY](#) which outlines what we teach, when and where.

The [Assessment and Reporting Policy](#) which outlines how we track progress.

## Teaching

The teaching at St Peter's fosters intellectual curiosity and a spirit of enquiry. We want our pupils to be excited by learning and independent in their endeavours. The St Peter's School Baccalaureate® skills-based lessons reinforce key learning and enrich our children's experiences, equipping our students with the skills necessary to maximise their educational experience and prepares them for the next step in their education. St Peter's Preparatory School prepares its students to thrive in the society in which we live through the promotion and teaching of key learning skills. We believe it is through teaching, nurturing and encouraging these learning skills that our students will achieve their capabilities.

In their teaching, staff are asked to look for ways to provide enrichment across all subjects and to plan for the three core skills of: Curiosity, Finding and Presenting and use VAK activities for different learners in every session (Visual, Auditory and Kinaesthetic). The teaching of the SPB seeks to recognise and reward each of those skills. It looks at the whole child and the contribution they make to our school, providing continuity and progression and taking into account their individual differences.

We expect staff to combine educational innovation with the best of established practice to enable all children to acquire new knowledge and skills, based on what they already know and to make progress according to their ability. All staff to be inspired by their own drive for CPD opportunities.

Lesson content is distilled from the Yr Gp Curriculum Overviews (pen pictures) contained in the Faculty Documentation and Year Guides. This sets out long-term what is to be taught and to whom, but also provides plenty of scope for moving in directions that may be unprescribed, all the while working towards predetermined learning objectives.

Staff will be fair, even-handed, helpful and encouraging in their teaching methods.

We acknowledge that children learn in many different ways and we recognise the need to provide opportunities in lessons that allow children to learn in ways that best suit them. These include, but are not limited to:

- Investigation and problem-solving
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of the computer and other ICT equipment
- Fieldwork and visits to places of educational interest in Britain and abroad

- Creative activities
- Debates, drama, role plays and oral presentations
- Participation in athletic or physical activity
- Use of a range of ways of recording information - scatter rams, mind maps, lists, extended writing, images etc.
- Presentations galore
- Revision and memorisation techniques and practices
- Critical thinking, Computing and Enrichment opportunities across all areas of learning
- Play - fun - joy

## Learning

Staff learn to recognise the different learning styles of children. Any spatial, auditory, processing or visual difficulties are taken into account and feature in teachers' planning, as well as social or emotional factors which may affect the children's learning. This is indicated in the personalised learning section of planning documents, the curriculum planners. Staff are fully aware of pupils who have SEND and plan for them accordingly using Provision Maps which lead to Quality First teaching.

The learning environment is vitally important. Pupils should be energised by displays which support their learning, celebrate their success and the environment should make them feel welcome and proud of their working space. Learning lines are used to display work over a period of time and displays should also teach pupils about their own mindset and the Power of Yet. Learning through the outdoors has its own development plan which adds to the learning experience of all pupils. [Learning Beyond the Classroom 21220](#)

## Academic Ethos

In recognising that every child is unique and learns in a different way, the aim of the St Peter's School Baccalaureate® is to enable every child to reach their full potential and to provide, through inspirational teaching, a breadth of learning opportunities and activities. As a 'Prep' school, we aim to prepare our children for their next chosen school and to provide them with the skills to become enthusiastic and independent learners.

The St Peter's School Baccalaureate® seeks to foster and teach the seven key skills of learning according to Leonardo da Vinci:

- **Curiosity** - To enjoy forming questions and finding answers
- **Demonstration** - To show achievement through writing, drawing, demonstrating, testing, observing and proving.
- **Sensation** - To be able to watch, learn and apply.
- **Risk Taking** - To be willing to learn through persistence, experience, the embracing of uncertainty and making mistakes.
- **Whole Brain Thinking** - To make links between subjects - logic and imagination.
- **Physical Wellbeing** - To take responsibility for physical health, safety and development.
- **Making Connections** - To recognise and appreciate the interconnectedness of St Peter's learning and contribute to the wider world of which we are citizens.

These seven skills are the backbone of the St Peter's School Baccalaureate® and teachers look for these qualities in all our children do. The seven skills have been translated into the three key learning skills of: **Curiosity, Finding & Presenting**.

The children are judged on their endeavour against age-appropriate Grade Criteria Assessment Grids. They score points, which are added together to give each child a final grade of: Pass, Merit, Distinction or Honours. (See Assessment and Reporting Policy or/and St Peter's School Baccalaureate® policy for more information).

Growth Mindset is key to our Teaching and Learning policy with all children understanding the power of 'Yet'.

There is an emphasis on teaching children how to learn, rather than simply cramming.

We plan out and think through learning environments (inc. the outdoors). Planning for interactive table tops, learning lines and 'Thought of the Week' reflections as part of our regularly changing display. Classrooms display 'WOW' boards as well as Wonder Walls or working walls, encouraging curiosity and independent thinking.

The staff have full 'permission' to react to any incidental learning that takes place and therefore 'go off piste'.

## Monitoring Teaching and Learning

Monitoring Teaching and Learning is down to every member of staff. Many opportunities are available through appraisal, Faculty Major and Minor Reviews, Subject lead Learning Walks, Shared Teaching & Observation Week, and staff meetings.

## Faculty Reviews

Example:

|                   | Trinity 21 | Mich 21 | Lent 22 | Trinity 22 | Mich 22 | Lent 23 | Trinity 23 | Mich 23 | Lent 24 | Trinity 24 |
|-------------------|------------|---------|---------|------------|---------|---------|------------|---------|---------|------------|
| St Peter's Q      |            | X       |         |            | -       |         |            | X       |         |            |
| Core Languages Ac |            |         | X       |            |         | -       |            |         | X       |            |
| Core Sciences Ac  | X          |         |         | -          |         |         | X          |         |         | -          |
| Humanities        | -          |         |         | X          |         |         | -          |         |         | X          |
| Creative Arts     |            | X       |         |            | -       |         |            |         | X       |            |
| Performing Arts   |            |         | X       |            |         | -       |            |         | X       |            |
| Sport             | X          |         |         | -          |         |         | X          |         |         | -          |

See Constantly updated cycle. [2\) Monitoring Schedule for Faculty Lead and Subject Head](#)

## Faculty Major Review Cycle

A Major Review is a Deep Dive which assesses performance of that Faculty against set targets and priorities moving forward.

- A Major Review takes place every 2-3 years.
- A Major Review will take place in 1 week with a review on the Friday of that week at 3pm
- All teachers who teach in that Faculty are observed by the designated team of LST, MMT and Faculty members of staff
- Staff who teach in the faculty take part in staff interviews to discuss teaching & learning, progress and development of that subject according to targets previously set.
- Groups of pupils are interviewed to discuss their experience in that Faculty.
- The Faculty team undertake a book scrutiny and a Learning Walk to look at Displays
- Faculty paperwork is reviewed and judgements made
- Development planning follows.

## Minor Review Cycle

- Annual check and progress logged against targets set in Major Review.
- Annual check of Subject Policy Document
- Annual check of Pen Pictures
- Annual check and change of Baccalaureate Grids.
- Annual check of Subject Overview for progression and subject coverage
- Annual budget spending and review.



Lesson Observation Forms

[LESSON OBSERVATION FORMS FOR ALL](#)

Learning Walk Forms

[Learning Walks](#)

Book Scrutiny Forms

[Book Scrutiny Template](#)

Faculties Work

[FACULTIES](#)

| Revision History |         |             |
|------------------|---------|-------------|
| Date Revised     | Changes | Reviewed By |
|                  |         |             |
|                  |         |             |