



# St Mary's Hampton

## Church of England Primary School

*Flourishing through faith, hope and love*

# Teaching and Learning Policy

Review Frequency: Annual  
Next Review: Spring 2025  
Review Committee: Teaching & Learning Committee  
Agreed: Spring 2024

**Signed:**

**(Headteacher)**

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## 1. Aims

This policy aims to:

- › Explain how we'll create an environment at our school where children learn best and love to do so
- › Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- › Promote high expectations and raising standards of achievement for all children in our school
- › Involve children, parents and the wider school community in children's learning and development

## 2. Our guiding principles

**Vision:** *'To be the local school of choice for children, who learn to treat themselves and others well, empowered and equipped to make a positive and lasting difference to their community'.*

**Values:** *'flourishing through faith, hope and love'.*

Our vision and values impact teaching and learning at St Mary's and guide all staff to work to these principles. See table below of how we achieve this.

through <b>Faith</b>	through <b>Hope</b>	through <b>Love</b>
We are a church school and our foundations are distinctively Christian	We have the highest aspirations for our school community, building a better future and transforming lives	We are a community where everyone is valued and cared for
<i>We support and encourage one another at all times, to achieve the very best outcomes</i>	<i>We strive for excellence and enjoyment in teaching and learning through an exciting and engaging curriculum</i>	<i>We recognize, celebrate understand and support the needs of every individual, nurturing all our unique gifts and talents</i>
<i>We build trust and foster positive relationships, showing respect for all views and faiths in our school family</i>	<i>We are ready, respectful and responsible at all times</i>	<i>We treat others as we wish to be treated, choosing to believe the best and see the good in others</i>
<i>We promote a love of learning, wisdom, knowledge and understanding through excellent teaching</i>	<i>We find solutions and work collaboratively to ensure our community is always learning and growing</i>	<i>Our actions, thoughts, words and motivations are kind, enabling us to engage positively, listen well and work together</i>

Children learn best at our school when they:

- › Have their basic physical needs met
- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › Are not disrupted or distracted by others
- › Can work with others or on their own, depending on the task
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practise what they are learning
- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

### 3. 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. Please also refer to St Mary's Home-School Expectations in our Communications policy.

This is how we will create the above conditions for children's learning at all times:

#### 3.1 Teachers

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 where teachers clearly communicate the purpose of home learning via newsletters, digital learning platforms, reading records and certificates, emails and notes home
- › Update parents/carers on children's progress termly, and produce an annual written report on their child's progress
- › Meet the expectations set out in our Curriculum Policy, Behaviour Policy, and Marking and Feedback Policy

#### 3.2 Support staff

Support staff at our school will:

- › Know children well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness

- › Use agreed assessment for learning strategies
- › Use effective marking and feedback as required
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of children to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Identify and use resources to support learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners
- › Meet the expectations set out in our Curriculum Policy, Behaviour Policy, and Marking and Feedback Policy

### 3.3 Subject leaders

Subject leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows children to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Timetable their subject to allocate time for children to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject/phase
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in our Curriculum Policy, Behaviour Policy, and Marking and Feedback Policy

### 3.4 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 children 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
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate

- › Address underachievement and intervene promptly
- › Meet the expectations set out in Curriculum Policy, Behaviour Policy, and Marking and Feedback Policy

### 3.5 Children

Children at our school will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › 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
- › Meet the expectations set out in our Behaviour Policy

### 3.6 Parents and carers

Parents and carers of children at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning

### 3.7 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on children's progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented.

## 4. Planning

The starting point for our school's curriculum is the National Curriculum. Our approach is subject specific and we ensure that the National Curriculum is taught and we aim to go beyond this by increasingly offering a wider range of activities to enhance and enrich the children's interests and stretch their abilities. Our school curriculum has a focus on the 'mind, body and spirit' with opportunities to develop and explore these areas within our curriculum and through enrichment activities. Please refer to the Curriculum Policy for further detail.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

At St Mary's we use the following schemes of learning to inform our planning when delivering the National Curriculum:

- › Mathematics: Power Maths
- › Writing: Power of Reading
- › Art: Access Art
- › Computing: Teach Computing
- › French: Rising Stars
- › Music: Charanga
- › RE: LDBS
- › PE: BeSport
- › PSHE: Jigsaw

See our EYFS policy for more details on our school's teaching and learning in the Early Years.

## 5. Learning environment

When children are at school, learning will take place in everywhere across the school's grounds; for example: classrooms, corridors, group rooms, outdoor spaces, halls and the library.

These spaces will be kept safe, clean and ready for children to use them.

They will be arranged to promote learning through:

- › Anchor Charts on classroom displays which reflect current learning
- › Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- › Posters of material children have previously learned about and can identify
- › Accessible resources for learning such as books, worksheets and other equipment
- › A seating layout that allows everyone to see the board and participate
- › Displays that celebrate and support children's learning.

## 6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all children into account. We will differentiate learning to cater to the needs of all of our children, including:

- › Children with special educational needs and disabilities (SEND)
- › Children with English as an additional language (EAL)
- › Disadvantaged children
- › Children that are most able

Examples of strategies we use at St Mary's:

- › Using support staff effectively to provide extra support
- › Working with our SEN co-ordinator (SENCO), our children with SEND, and their parents to establish the appropriate level of material to support these children to make good progress
- › Using ability groupings for certain subjects where appropriate
- › Providing writing frames and word banks

Please refer to our SEND Policy, SEND Information Report and statement of equality information and objectives for further detail.

## 7. Home learning

Home learning, or homework, will support children to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on the school's website, digital learning platforms or sent home as a physical copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

## 8. Marking and feedback

Feedback will clearly explain to children what they're doing well and what they need to do next to continue to improve their work.

At St Mary's we live mark and provide in the moment verbal feedback children's learning and provide written feedback in children's books when required on a weekly basis.

Please refer to our Marking and Feedback guidance.

## 9. Assessment, recording and reporting

We will track children's progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of each term.

We will provide regular targets for children, and provide termly verbal reports against these at parents' evenings. children will receive a written report annually.

Please refer to the Assessment Policy for further detail.

## 10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our children make the best possible progress from their starting points.

The Assistant Headteacher for Teaching and Learning and subject leaders will monitor and evaluate the impact of teaching on children's learning through:

Explain how you'll do this, for example through:

- Conducting learning walks
- Reviewing marking and feedback
- Collating pupil voice surveys
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

## 11. Review

This policy will be reviewed every year by Assistant Headteacher for Teaching and Learning At every review, the policy will be shared with the full governing board.

## 12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Communication Policy, includes Home-School expectations
- Equality information and objectives