



St Mary's Hampton

Church of England Primary School

Teaching and Learning Policy

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Signed:

(Headteacher)

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“And now these three remain: faith, hope, and love. But the greatest of these is love.”

1 Corinthians 13:13

At St Mary's Hampton, our approach to teaching and learning is rooted in our Christian vision and shaped by the enduring values of faith, hope, and love. These values define who we are and guide how we teach, learn and grow together as a school community. We believe that every child is uniquely created and deeply valued, and that education should nurture the whole child academically, socially, emotionally and spiritually.

This Teaching and Learning Policy sets out our shared understanding of what high-quality education looks like at St Mary's and how we bring our vision to life in every classroom. It provides a clear and consistent framework for staff, pupils, governors and families, ensuring that our practice reflects our beliefs and ambitions for every child. It exists to support excellence, equity and consistency, while allowing creativity and professional judgement to flourish.

Through **faith**, we create an atmosphere of trust and courage, where children feel safe to ask questions, take risks and believe in themselves. Through **hope**, we foster aspiration, resilience and perseverance, helping pupils to understand that effort leads to growth and that challenges can be overcome. Through **love**, we build a compassionate and inclusive learning environment, where relationships are strong, diversity is celebrated, and every child knows they belong. Our mission is to equip pupils with the skills, confidence and curiosity to become lifelong learners who make a positive difference in the world. This policy reflects our commitment to high expectations, purposeful learning and nurturing relationships, ensuring that teaching at St Mary's enables every child to flourish and to live out our values of faith, hope and love in all that they do.

1. Aim

This policy aims to ensure:

- All children receive consistently high-quality teaching
- Learning is inclusive, ambitious and responsive to individual need
- Teaching is rooted in evidence-informed practice
- Children develop secure knowledge, skills and understanding over time
- Pupils become confident, independent and reflective learners
- Our Christian values are lived out in every classroom

2. Our Teaching & Learning Principles

At St Mary's Hampton, our approach to teaching and learning is shaped by **St Mary's C.A.R.E.S** – our shared vision for excellence in every classroom:

“In Faith We Trust, In Hope We Dream, In Love We Flourish.”

C.A.R.E.S brings our Christian values to life in daily practice and underpins every learning experience:

- **C – Challenge & High Expectations**
Every child is encouraged to aim high and achieve ambitious goals. Learning is carefully pitched to stretch thinking and deepen understanding. We believe that all pupils can succeed, and we teach with confidence in their potential.

- **A – Active & Engaging Learning**
Lessons are purposeful, interactive and memorable. Children are encouraged to be curious, to ask questions and to engage actively with their learning through talk, exploration, creativity and hands-on experiences.
- **R – Relationships that are Positive & Supportive**
Strong relationships are at the heart of learning. We create classrooms where children feel safe, known and valued. Mistakes are welcomed as part of the learning journey, and every child leaves school each day knowing something they have achieved.
- **E – Every Child’s Needs are Met**
Teaching is inclusive by design. Lessons are planned with all learners in mind, using adaptive strategies and scaffolding so that every child can access ambitious learning and experience success.
- **S – Support for Collaboration & Peer Learning**
Learning is social. Through talk partners, group work and shared problem-solving, children learn from one another, develop confidence and deepen understanding.

Through C.A.R.E.S, teaching at St Mary’s is **challenging, engaging, supportive, inclusive and collaborative**, enabling every child to flourish.

How These Principles Are Lived Out

Our teaching is underpinned by evidence-informed practice and clear learning modes:

- **Explicit Teaching** – Teachers clearly model new learning, breaking it into manageable steps and introducing key vocabulary.
- **Guided Practice** – Children practise with support, with misconceptions addressed in the moment.
- **Independent Application** – Pupils apply learning independently, drawing on prior knowledge.
- **Reflection and Response** – Children reflect on what they have learned and how to improve.

Across all subjects, we use key instructional strategies to support every learner:

- **Scaffolding**
Support is carefully planned and gradually removed. This may include models, sentence stems, visuals, chunked tasks and guided questioning. Scaffolding is responsive, flexible and always temporary, with independence as the goal.
- **Retrieval Practice**
Regular opportunities are built in for children to recall prior learning through low-stakes quizzes, recap activities and purposeful questioning. Retrieval strengthens memory and helps learning stick.

- **Modelling**
Teachers demonstrate what success looks like and verbalise their thinking, showing children *how* to approach tasks, not just *what* to produce.
- **Questioning**
Skilled questioning checks understanding, deepens thinking and ensures all pupils are included in learning.
- **Feedback**
Feedback is timely, purposeful and focused on improvement, helping children understand their next steps and develop independence.

Together, C.A.R.E.S and these principles ensure that teaching at St Mary's Hampton is rooted in **faith, hope and love**, enabling every child to grow academically, socially, emotionally and spiritually.

3. Roles and responsibilities

At St Mary's Hampton, teaching and learning is a shared vocation. Rooted in our Christian values of **faith, hope and love**, every member of our school community plays a vital role in creating the conditions in which children can flourish. We work in partnership with families, guided by our Home–School Expectations (see Communications Policy), to ensure that every child is supported, challenged and inspired.

Together, we commit to creating a learning community where:

- **Faith** gives children confidence to try, reflect and believe in themselves;
- **Hope** nurtures aspiration, resilience and perseverance;
- **Love** shapes relationships built on respect, kindness and belonging.

The following responsibilities outline how we live out these values in practice.

Teachers

Teachers at St Mary's will:

- Uphold the highest standards of teaching and professional conduct, in line with the Teachers' Standards
- Create classrooms where children feel safe, valued and encouraged to take risks in their learning
- Plan and teach lessons that reflect the expectations of our Curriculum Policy and meet the needs of all learners
- Build strong partnerships with parents and carers, clearly communicating the purpose and value of home learning through newsletters, digital platforms, reading records, certificates and direct communication

- Provide regular updates on pupils' progress, including termly consultations and an annual written report
- Use assessment, feedback and reflection to help children understand how to improve
- Model lifelong learning, curiosity and resilience

Support Staff

Support staff at St Mary's will:

- Know children well and adapt support to meet individual needs with compassion and sensitivity
- Work flexibly and creatively to support high-quality teaching and learning
- Use agreed assessment for learning strategies, marking and feedback approaches
- Contribute to engaging and inspiring learning experiences
- Share observations of children's learning, wellbeing and progress with teachers
- Ask questions to clarify expectations and ensure consistency
- Identify and use resources that enhance learning
- Hold high expectations for all pupils and celebrate achievement
- Model positive attitudes to learning and personal growth
- Meet the expectations set out in our Curriculum, Behaviour, and Marking and Feedback Policies

Subject Leaders

Subject leaders at St Mary's will:

- Design and develop a well-sequenced, broad and balanced curriculum that builds knowledge and skills over time
- Ensure learning is carefully sequenced so all children make strong progress from their starting points
- Use budgets wisely to resource their subjects effectively
- Lead improvement within their subject or phase, identifying strengths and addressing challenges
- Ensure sufficient curriculum time so pupils can:
 - Achieve breadth and depth
 - Secure understanding
 - Demonstrate excellence
- Monitor and evaluate progress using a range of evidence, including work scrutiny and data
- Act on areas for development identified through monitoring
- Articulate clear intent for their subject and share this with staff
- Foster a culture of collaboration, encouraging the sharing of ideas and best practice
- Meet the expectations set out in our Curriculum, Behaviour, and Marking and Feedback Policies

Senior Leaders

- Senior leaders at St Mary's will:
- Articulate and uphold a clear, ambitious vision for inclusive, high-quality education for all
- Set and model high expectations, celebrating effort and achievement
- Hold staff and pupils to account with fairness, clarity and compassion
- Plan, implement and evaluate strategies that secure consistently strong teaching and learning
- Allocate resources strategically to support improvement
- Provide coaching, mentoring and guidance to develop staff practice
- Plan and evaluate high-quality CPD that strengthens subject knowledge and pedagogy
- Promote teamwork and professional collaboration across the school
- Address underachievement swiftly and effectively
- Meet the expectations set out in our Curriculum, Behaviour, and Marking and Feedback Policies

Children

Children at St Mary's will:

- Take responsibility for their own learning and support the learning of others
- Show respect for everyone's right to learn through positive behaviour
- Arrive on time, ready to learn, with the equipment they need
- Be curious, ambitious, engaged and confident learners
- Know their targets and understand how to improve
- Put sustained effort into their work
- Complete home learning tasks to the best of their ability
- Meet the expectations set out in our Behaviour Policy

Parents and Carers

Parents and carers will:

- Value education and promote positive attitudes to learning
- Encourage and support their child as a learner
- Ensure their child is ready and able to learn each day
- Support good attendance and punctuality
- Engage in discussions about their child's progress and development
- Communicate promptly and constructively with the school
- Provide resources, where possible, to support learning
- Encourage independence and responsibility
- Support and prioritise home learning

Governors

Governors at St Mary's will:

- Ensure resources and funding are used effectively to support high-quality teaching and learning
- Monitor the impact of teaching and learning on pupils' progress and attainment
- Hold the headteacher to account for the implementation of this policy
- Ensure that all school policies promote excellence in teaching and learning and are implemented consistently

Together, through faith, hope and love, we commit to creating a community where every child is enabled to flourish.

4. Planning our Curriculum

Our curriculum is subject-specific and carefully sequenced so that knowledge and skills are built progressively over time. Learning is enriched through visits, visitors, outdoor learning, worship, the arts and wider opportunities that broaden horizons of 'Little People, Limitless Dreams' and develop children spiritually, socially and emotionally as well as academically. In doing so, we enable pupils to grow in **faith** through reflection and understanding, in **hope** through aspiration and resilience, and in **love** through compassion, respect and belonging.

All lessons are planned with clarity, purpose and ambition, ensuring strong **short-, medium- and long-term progress**. Planning reflects our C.A.R.E.S principles, with high expectations, inclusive strategies, clear modelling, purposeful scaffolding and opportunities for retrieval and reflection. Teachers plan with the end in mind, building secure foundations before moving pupils towards independence.

To support consistency, quality and progression, we draw on high-quality schemes of learning to inform our teaching of the National Curriculum:

- **Mathematics:** Power Maths and Oak Academy (Maths Mastery), supported by White Rose and NCETM
- **Writing:** Power of Reading, supporting immersion, rehearsal, planning and review
- **Art:** Access Art
- **Computing:** Teach Computing
- **Music:** Charanga
- **Religious Education:** LDBS
- **Physical Education:** Oak Academy

➤ PSHE: Jigsaw

These resources provide a strong framework, which teachers adapt thoughtfully to meet the needs of their classes. Professional judgement is central to planning, ensuring that learning is responsive, inclusive and ambitious, so that every child at St Mary's Hampton is enabled to flourish through faith, hope and love.

5. Learning environment

At St Mary's Hampton, learning happens everywhere across our school – in classrooms, corridors, group rooms, outdoor spaces, the hall and the library. Every space is a learning space. These environments are kept safe, calm, clean and purposeful so that children are ready to learn and feel a sense of belonging.

Our learning environments are deliberately designed to support both *learning* and *learning behaviour*. They enable children to understand what is expected of them in different learning modes and help them to move smoothly between listening, talking, collaborating and working independently.

Across the school, spaces are arranged to promote learning through:

- **Anchor charts and working walls** that reflect current learning and model success
- **Clearly defined, welcoming zones**, such as reading corners and quiet areas, that support focus and reflection
- **Displays of previously learned content** that children can refer to, supporting retrieval and independence
- **Accessible resources** (e.g. books, word mats, number lines, equipment) so pupils can help themselves before asking an adult
- **Seating arrangements** that enable all pupils to see, hear and participate
- **Displays that celebrate effort, progress and excellence**, reinforcing a growth mindset
- These environments support our shared **learning modes**, helping children to understand *how* to learn as well as *what* to learn. In every classroom, children are explicitly taught how to behave and engage in different modes of learning, including:
 - **Teacher-led learning** – children listen attentively, remain seated, keep hands empty and are ready to respond
 - **Independent learning** – children work with focus and resilience, using scaffolds and classroom tools when stuck
 - **Talk partner learning** – children take turns, listen carefully and deepen thinking through discussion
 - **Group learning** – children collaborate respectfully, share ideas and stay on task



Clear visual cues, consistent routines and shared language enable children to move confidently between these modes. This structure reduces uncertainty, builds independence and supports calm, purposeful behaviour for learning.

By carefully shaping our environments and embedding learning modes, we create classrooms where children feel secure, know what is expected, and are empowered to engage fully.

6. Inclusion and SEND

At St Mary's Hampton, inclusion is not an add-on, it is the foundation of everything we do. Guided by our values of **faith, hope and love**, we are committed to creating a learning environment where every child is known, valued and enabled to flourish. We believe that all children can succeed, and that high-quality teaching, thoughtful adaptation and strong relationships are the most powerful tools in removing barriers to learning.

Our inclusive approach is rooted in *Quality First Teaching*. Lessons are planned with all learners in mind from the outset, ensuring that pupils with SEND can access the same ambitious curriculum as their peers. Teachers anticipate potential barriers and adapt teaching through:

- Clear modelling and explicit instruction
- Purposeful scaffolding that is gradually removed
- Visual supports, working walls and anchor charts
- Chunked tasks and manageable steps
- Flexible grouping and targeted adult support
- Opportunities for overlearning and retrieval
- Calm, predictable routines and clear learning modes

These strategies form part of our **Ordinarily Available Provision**, which is the universal support every child can expect in every classroom. This ensures that most needs are met through strong classroom practice, without the need for additional labels or withdrawal from learning.

Where further support is required, provision is carefully planned through the *assess–plan–do–review* cycle, led by the SENCo in partnership with class teachers, parents and, where appropriate, external professionals. Decisions about support are informed by termly pupil progress meetings, classroom assessment and specialist advice. Our skilled support staff work alongside teachers to deliver targeted interventions and in-class support that complement, rather than replace, high-quality teaching.

Our inclusive environment extends beyond the classroom. Learning spaces across the school are designed to be calm, accessible and supportive, with:

- Clear routines and expectations
- Visual prompts and learning tools available to all
- Thoughtful transitions between learning modes
- Safe spaces for regulation and reflection

This consistency enables children with SEND to feel secure, understand what is expected and develop independence and confidence as learners.

Further details about our SEND provision, identification processes and partnership with families can be found in our **SEND Information Report** on the school website. This outlines how we support children across the four broad areas of need and how we work collaboratively to ensure that every child receives the right support at the right time.

Through inclusive practice, strong relationships and high expectations, we ensure that every child at St Mary's Hampton is able to learn, belong and flourish.

7. Home learning

At St Mary's Hampton, home learning is designed to strengthen the connection between school and home, helping children to see that learning extends beyond the classroom and into everyday life. It

supports pupils in revisiting and applying what they have learned in school, building confidence, independence and a sense of responsibility.

Home learning is most effective when completed in a calm, supportive and secure environment, with time set aside for focus and encouragement. We recognise that families' circumstances vary, and we aim to ensure that home learning is accessible, purposeful and manageable for all.

All home learning tasks will be:

- Clearly communicated via the school website, digital learning platforms or as a physical copy
- Reasonable in length and level of challenge
- Designed with a clear purpose, shared with children and families
- Aligned with classroom learning, often supporting retrieval, practice or preparation

Where necessary, equipment and resources will be provided, loaned or made accessible so that all children can participate fully.

Through home learning, we encourage children to develop independence, resilience and pride in their work, while strengthening the partnership between school and home.

8. Marking and feedback

At St Mary's Hampton, feedback is central to learning. It is rooted in our belief that every child can improve and that progress is built through reflection, encouragement and clear guidance. Effective feedback helps children to understand what they have done well, what they need to improve, and how to take their next steps with confidence.

We prioritise *live marking* and *in-the-moment verbal feedback* during lessons. This allows misconceptions to be addressed immediately, learning to be moved forward in real time, and children to act on guidance while it is most meaningful. Written feedback is provided in children's books where appropriate and is purposeful, manageable and focused on impact. Across the school, written feedback is typically provided on a weekly basis.

All feedback at St Mary's Hampton is:

- Clear, constructive and kind
- Focused on learning, not just task completion
- Linked to the lesson's success criteria
- Designed to help children improve and become more independent

Children are taught how to respond to feedback and are given time to act on it, embedding a culture where improvement is valued and mistakes are seen as part of learning.

Further detail can be found in our **Marking and Feedback Policy**, which ensures consistency and high expectations across the school.

9. Assessment, recording and reporting

To ensure we maximise the potential of our children, and that each lesson and project is tailored to individual needs, we are committed to the following assessment principles:

- Uniqueness: We recognise that every child is unique and different.
- Celebration: We celebrate what each child can do.
- Marking and feedback: We ensure that marking and feedback is effective and identifies next steps to move the children on in their learning.
- Monitoring and Tracking: We monitor and track children's progress and use this to inform our provision planning
- Support: We offer timely support where needed both within the class and in small groups/1:1.
- Challenge: We ensure that children are sufficiently challenged to fulfil their full potential.
- Shared ownership: We recognise that it is the role of the whole school to develop each child and not just the individual teachers.
- Accuracy: We ensure that assessments are accurate, meaningful and are used to inform teaching and learning.
- Communication: We communicate effectively with parents/carers about their child's progress and work in partnership with them.

10. Monitoring and evaluation

At St Mary's Hampton, we are committed to continual improvement so that every child makes the best possible progress from their starting points. Teaching and learning are monitored rigorously and thoughtfully to ensure that practice remains consistently high and aligned with our vision of faith, hope and love.

Senior leaders, led by the Deputy Headteacher who oversees Curriculum, Teaching and Learning, work in partnership with subject leaders to implement a clear annual monitoring plan. This plan is carefully aligned with the School Development Plan (SDP) and is reviewed and refined each year so that monitoring focuses on the school's key priorities and areas for growth.

Monitoring is purposeful, supportive and developmental. It is designed not only to evaluate impact, but to strengthen practice, celebrate excellence and identify next steps for professional development.

The impact of teaching on children's learning is evaluated through a range of activities, including:

- Learning walks and classroom visits
- Book and planning scrutinies
- Reviews of marking and feedback
- Termly pupil progress meetings
- Pupil voice activities and surveys
- Input from the School Council
- Analysis of assessment information and outcomes

These activities provide a rich and balanced picture of teaching and learning across the school. Findings are shared constructively with staff and used to:

- Inform professional development and coaching
- Refine curriculum and pedagogical approaches
- Ensure consistency and equity across classes and subjects
- Identify and address underachievement promptly
- Evaluate the impact of SDP priorities

Through this cycle of reflection, review and response, we ensure that teaching at St Mary's continues to grow in strength and impact, enabling every child to flourish.