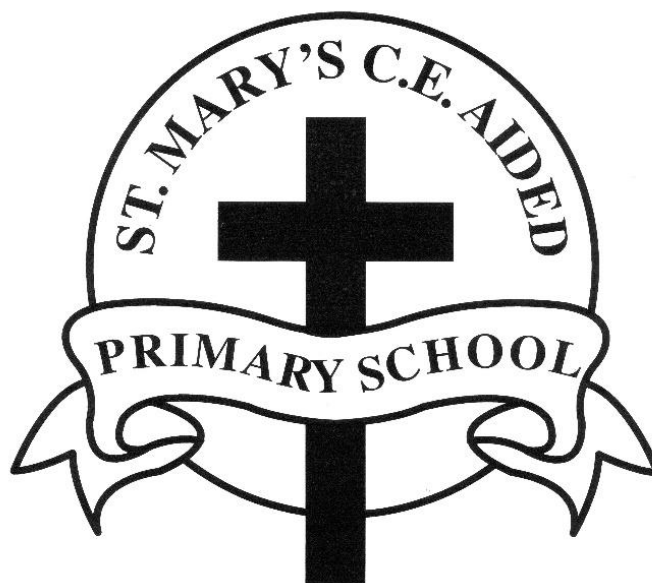




Policy:	Teaching and Learning
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Last Version:	March 2024

Key changes/notes:
This is a new policy. The previous policy was dated 2024.

Statutory Requirement:	Yes – Department of Education
Proposed Renewal Cycle:	One year
Proposed annual review authority:	Head Teacher
Policy Section:	Governance

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these.” (Luke 18:16)

This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

Teaching and Learning Practice at St Mary's CE Primary School

At St Mary's our teaching and learning practice is research led, informed by latest advancements in pedagogy, and guided by the extensive evidence base provided by the Education Endowment Foundation (EEF).

This ensures that our students experience the highest quality of teaching in every lesson, every day, as we relentlessly pursue academic excellence.

Core Principles

- Research Based Practice – we integrate evidence based strategies into teaching and learning, using research to continually refine and improve our approaches.
- Consistency and High Standards – all lessons across the school reflect a consistent commitment to rigour and excellence.
- Focus on Every Lesson, Every Day – we aim to reduce wasted time, and make every lesson purposeful and impactful, ensuring all of our students make strong progress from their starting points.

Key Influences

- Doug Lemov's Teach Like a Champion – teachers employ actionable techniques such as 'check for understanding' and 'no opt out' to promote engagement, resilience, risk taking and accountability. Lessons are designed to challenge all students to achieve their best.
- Rosenshine's Principles of Instruction – Lessons are structured to build upon knowledge, and teachers understand that gaps can impact the progress of pupils throughout the learning cycle. For this reason we promote effective questioning, clear modelling for children, and knowledge checks. Pupils are given frequent opportunities to practice and embed knowledge, and deepening understanding over time.
- Education Endowment Fund (EEF) – we only adopt evidence informed intervention, that are proven to have the greatest impact upon pupil outcomes, such as collaborative learning approaches, feedback, individual instruction and reading comprehension strategies.

St Mary's Teaching and Learning Practice

Planning – lessons are meticulously planned, and embed strategies such as scaffolding, practice, retrieval and thinking time. Lessons are differentiated so that all learners, including those with additional needs, are supported and challenged.

Feedback – Teachers provide high quality feedback, using the EEF guidance to promote progress and cognitive skills. Assessment for learning is central to lessons, and teachers aim to consolidate learning, address misconceptions and close the gap

between children working below the expected standard for their age, and those who do not.

Classroom Environment – we have used the principles of a therapeutic classroom, which puts the principles of good mental health and well being at it's core. All classes have/will be refurbished throughout 2026 to ensure all of our children have the best learning environment. You will notice that our classrooms do not follow the norm, and our natural materials and sound reducing plans support our trauma informed approach to learning.

Student Engagement and Mastery – Regular practice to consolidate concepts, quizzing, and quick fire questions support long term retention of concepts. Lessons are mastery focused, focusing upon fluency, pace and independent learning. Key concepts are continually reinforced.

Why?

By incorporating evidence based methods such as retrieval, practice, scaffolding, pre-teaching, follow up lessons to resolve misconceptions, lessons will be designed to ensure maximum learning and retention. These approaches are proven to strengthen memory, build understanding progressively, and improve pupils' ability to apply knowledge and skills over time.

By differentiating tasks, we ensure that we meet the learning needs of all of our pupils, ensuring that no learner is left behind.

Impact

By using classroom washing lines, specialist teachers of mathematics and English, well planned lessons and success criteria that is shared with the children, we know that our pupils are better able to retain knowledge and make meaningful connections in learning. Our data shows that where there is sound teaching and feedback to pupils, our pupils make accelerated progress. Our evidence in this supports research from the EEF.

Where pupils have additional needs, and particularly those with EHCP, targeted interventions and repeat teaching shows us that these pupils are able to make robust progress against their targets – and more importantly are proud of their work.

Our school is inclusive and we believe strongly in education equity. We have put effort into ensuring that all of our children have a learning environment and curriculum where they can thrive and progress.

You will notice that are children are engaged learners, who take an active role in all areas of their learning. Year on year they tell us that they enjoy school.

Structure of a Typical Morning Lesson

Meet and Greet – pupils are welcomed by staff at the entrance. Part of our safeguarding procedure is that we know students are handed to us from their

parents, and enter safely into school. We find that this makes the start of the day much calmer and enjoyable.

Breakfast – every child comes into school for a breakfast (or the offer of one) so that they can enjoy a lesson without feeling hungry.

Morning Work – whilst eating their breakfast, pupils complete their next steps and corrections from the previous day. All children In KS2 undertake this task. In KS1 there is calming activities the children can take part in.

Learning Objectives – clear learning objectives are displayed in their book on stickers, and teachers will mark against this. Success Criteria will be shared with the pupils, so that they are aware of how to improve their work, and what a successful outcome will be. This may take the form of ‘I am looking for...’, or ‘When I am marking I need to see evidence of...’.

Teacher Led Input with Modelling – Teachers provide a clear explanation and model processes to ensure that pupils understand content. Modelling demonstrates expectations, reduces misconceptions and builds resilience. Research suggests this develops confidence in pupils.

Guided Practice – Teachers work through tasks with a group of pupils, whilst the rest of the class either work with a teaching assistant or independently. All pupils will have the opportunity for independence and to work with an adult throughout the week.

Plenary and Review – This concludes the lesson and reinforces learning throughout the session. Misconceptions are addressed and students are able to ask questions about what they have learnt. In some lessons, the next phase of learning will be introduced.

Lesson Non-Negotiables

High expectations

Calm and purposeful start to the lesson.

Practice.

Routines.

Questioning.

Differentiation.

Marking (daily).

Feedback.

Assessment for learning.

Learning objectives and success criteria.

Planned transitions.

Positive behaviour management.

No shouting.

Questioning Strategies

Cold calling – randomly directing a question at a pupil to assess understanding. This prevents pupils ‘zoning out’ in lessons.

Probing questions – Asking a deeper question to extend thinking.

Check for understanding

Process questioning – explaining your thought process.

Not opting out – when a pupil struggles to answer, go back to them.

Shared thinking – explain to a partner.

Retrieval questions – allowing the children to recall and share information from previous lessons, key facts, home learning and knowledge they have read.

Exit questions – in science, at the end of the lessons there are ‘exit questions’ to ensure pupils have met the success criteria and learning objectives. This also allows children working at greater depth to demonstrate deeper understanding

Feedback Strategies

Verbal feedback – given in real time and during a lesson or work task. This is very useful with children in the early Years and KS1 who need instant feedback.

Stickers – used as a reward for ‘wow moments’ and excellent work.

Whole class feedback – identifying common strengths and misconceptions.

Self and peer assessment – evaluating your own or peer work against the success criteria shared.

Assessment Strategies

Formative Assessment

This is an ongoing assessment tool used by the teacher.

Use of mini whiteboards – responding to questioning by the teacher.

Targeted questioning – planned and probing questions to assess a pupil’s understanding of concepts.

Retrieval practice – flashcards, quizzes, spellings, learning activities that constantly reinforce learning throughout the year.

Summative Assessment

End of unit assessments.

Tests.

Practice tests.

Our Quality Assurance Process

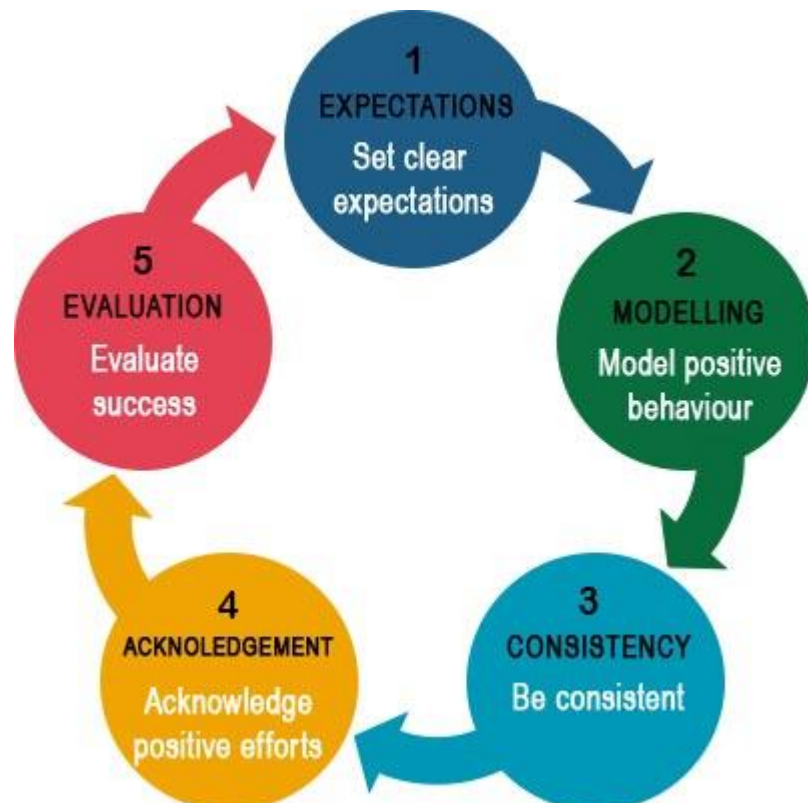
Book look – this is carried out by SLT and subject leads to ensure that feedback is in place, books are kept to a high quality, and pupil progress is clear.

Student voice – we speak to students when observing in class to see what their perspective on lessons is (is a lesson enjoyable, what happens if they struggle, how can you help yourself?).

Lesson observations – usually carried out either by the SLT or Headteacher every term, and then again by the subject leads for English and mathematics every term. This checks lessons are following the appropriate structure, behaviour management is in place, and pupils are making progress.

Subject reviews – subject leaders review their subject, progress made, book looks, assessments and pupil voice.

Data – we use Sonar to record pupil progress, and the SLT work together to ensure that every child is progressing well and enjoying learning. This means that data is constantly monitored.



Planning for good behaviour in the classroom

We use strategies recommended in the EEF report 'Improving Behaviour in Schools':

- Be prepared – badly prepared lessons always challenge the teacher more than the pupils. Behaviour will decline when a teacher has not prepared the lesson well.
- Know and understand your pupils – know who should sit together, who likes to be asked questions in private, and who needs an extra nod or thumbs up to keep going in a lesson.
- Teach learning behaviours – ask the children to put their hands up, listen to others, use a dictionary before asking the teacher.
- Support good behaviour – reward charts, reward time, reward box.
- Work with parents to improve behaviour.
- Use the behaviour policy to ensure sanctions are appropriate.
- Use targeted approaches to meet the needs of individual pupils (movement breaks, small steps, distraction)
- Be consistent
- Think before you engage with a dysregulated child. Give them time to regulate and settle (When the adults change everything changes – Paul Dix)

All of these points are addressed in our Behaviour Policy.

**Be Clear and
Consistent**



Strategies for Challenging Behaviors

www.thepathway2success.com

**Give Student
Choice**



**Teach Coping
Strategies**



**Build a Strong
Relationship**



**Plan for
Triggers**



**Conference
Privately**



**Teach Social
Skills**



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