



We journey and grow together in the footsteps of Jesus Christ

St Mary's Catholic Primary School

Bognor Regis

Teaching and learning policy

June 2026

Approved
by:

Governors

Date:
June 2026



















Last reviewed on: June 2026

Next review June 2028
due by:



Quality First Teaching on a page

As a teaching body we agree that effective learning happened as a result of Quality First Teaching. Evidence based research, such as *Rosenshine's Principles* demonstrate that learning needs to be 'sticky' in order to be retained. Learners may need adaptation where they struggle, as well as challenge where they excel. The principles we believe in are set out below and underpin our approach to effective learning.

 Knowledge retrieval <i>revisiting prior learning</i>	 Subject knowledge of teacher <i>Technical vocabulary and expertise</i>	 Learning intention and Success criteria <i>Shared and unpacked</i>
 Vocabulary <i>Explicitly teaching tier 2 and 3 words</i>	 High pupil engagement <i>Excellent behaviour for learning</i>	 Challenge <i>For most able and fluidity between groups</i>
 Questioning <i>Checking pupils' understanding</i>		 Chunking and sequencing <i>Breaking into building blocks towards endpoints</i>
 Manipulatives <i>Resources to aid learning</i>		 Adaptation <i>Adjusting the lesson to meet the needs of the learners</i>
 Hands on <i>Concrete, pictorial, abstract</i>		 Talk and Feedback <i>Verbally rehearsing, giving advice. Voice 21 strategies</i>
 Guided practice before applying the learning		 Relationships <i>Knowing our pupils as God's works of art</i>
 Memorable experiences <i>Personal experiences, trips, visitors, artefacts...</i>	 Ambition <i>High expectations for all</i>	 Scaffolding <i>Temporary prompts and supports</i>

Pupils learn best when they:

- Have their basic physical needs met and 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
- Understand the task and know what outcome is intended
- Can link what they are doing to other experiences
- Have the physical space and the necessary materials and 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 and 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.



1. Aims

This policy aims to:

- Explain how we create an environment at our school where pupils love to learn
- 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 pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles: The St Mary's Pledge

We learn and achieve:

We have high expectations of all children and have a no excuses culture; We believe that every child can make good progress across the curriculum; We are wholly responsible for the progress of all children in our care.

We are all made in God's image:

We celebrate the different heritages, talents and abilities of our pupils;
We take responsibility for ensuring all learners can access all lessons; We support and stretch all our learners so they fulfil their potential.

We serve one another with love and respect:

We assess our pupils honestly to facilitate their onward journeys;
We are honest with each other and families at our school and always provide support; We demonstrate good practice for others and ask for help when we need it.

We join together in praise, worship and celebration:

We place Jesus Christ at the centre of all we do;
We are optimistic about new ways to help our pupils to learn and share our ideas with others;
We celebrate the successes and efforts of our whole school community.

Our Intent: Coastal, Catholic and International

Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

Our school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development building on our **Catholic ethos** is of a high quality.

The way our school goes about developing pupils' character is exemplary and is worthy of being shared with others. We support pupils to be confident, resilient and independent, and to develop strength of character. We provide high-quality pastoral support. Pupils are taught how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics through our Ten:Ten RHSE programme.



We provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests which encourages pupil participation and appreciation. Our school prepares pupils for life in **coastal** West Sussex and modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We promote equality of opportunity and diversity effectively so that pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

We have a diverse and **international** school and we encourage our pupils to engage with views, beliefs and opinions that are different from their own. They show respect for the different protected characteristics and no forms of discrimination are tolerated. We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society and can discuss and debate issues and ideas in a considered way.

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 see our Home / School Agreement)
This is how we will create the above conditions for pupils' 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

Communicate effectively with adults in their phase

Communicate effectively with phase and senior leaders

Actively engage pupils in their learning by:

- * Using Voice 21 strategies to promote engagement
- * Using models and examples to enable the children to achieve the success criteria
- * Reducing cognitive overload by recapping learning and enabling over learning
- * Keeping up rather than catching up through using timely interventions and conferencing
- * Providing scaffolds to enable all children to achieve success
- * Using questioning effectively to probe understanding and adapt teaching as a result.
- * Developing stretch and challenge for children to achieve mastery
- * Learning should follow the Goldilocks Maxim "Not too boring and not too difficult, but just challenging enough".

Staff will engage parents / carers as partners in learning by:

- Actively engaging parents/carers in their child's learning via curriculum letters and knowledge organisers including clearly communicating the purpose of home learning
- Updating parents/carers on pupils' progress every term at parent consultation meetings, and produce a yearly written report on their child's progress
- Meeting and often exceeding the expectations set out in school policies
- Supporting and upholding the Catholic Ethos of the school
- Understanding that safeguarding is everyone's responsibility



3.2 Support staff

Support staff at our school will:

- Know pupils well and adapt support to meet their individual learning needs using the principles of least help first
- Support teaching and learning with flexibility and resourcefulness following MITA principles
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning taking the lead from the class teacher
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in school policies
- Support and uphold the Catholic Ethos of the school
- Understand that safeguarding is everyone's responsibility

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 pupils to make good progress from their starting points
- Use leadership time to monitor, review and evaluate their subject using data analysis, lesson visits and pupil voice
- Drive improvement in their subject, working with teachers to identify any challenges
- Evaluate and analyse progress across their subject 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 with the SLT
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in school policies
- Support and uphold the Catholic Ethos of the school
- Understand that safeguarding is everyone's responsibility



3.4 Phase leaders

Phase leaders at our school will:

- Use leadership time to monitor, review and evaluate phase interventions
- Drive improvement in their phase, working with teachers to identify any challenges
- Deploy teaching assistants and LSAs across their phase to achieve maximum impact
- Match interventions to the needs of their cohorts and monitor and review impact
- Evaluate and analyse progress across their phase by systematically reviewing progress against a range of evidence and reviewing qualitative / quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their phase with the SLT
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in school policies
- Support and uphold the Catholic Ethos of the school
- Understand that safeguarding is everyone's responsibility

3.5 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all which is evident in the School Improvement Plan
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across Our school
- Manage resources to support high-quality teaching and learning
- Manage teacher workload and seek ways to reduce workload in future to promote staff wellbeing
- Provide support and guidance to other staff through coaching and mentoring
- Enable governors to understand the impact of the strategic plan on the school
- 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 school policies
- Support and uphold the Catholic Ethos of the school
- Understand that safeguarding is everyone's responsibility



3.6 Pupils

Pupils 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 school policies
- Support and uphold the Catholic Ethos of the school
- Understand that safeguarding is everyone's responsibility

3.7 Parents and carers

Parents and carers of pupils 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 Our 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
- Support and uphold the Catholic Ethos of the school
- Understand that safeguarding is everyone's responsibility

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 pupils' 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
- Support and uphold the Catholic Ethos of the school
- Understand that safeguarding is everyone's responsibility

4. Planning

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

Lessons will be planned well to ensure good short-, medium- and long-term progress. All planning must be adapted to the needs of the class with appropriate adaptation. Skills progression documents are available for all foundation subjects on the server. We have medium term topic and science planning documents which dovetail with the knowledge organisers shared with parents. These documents illustrate the expectation of which knowledge will be retained by children. We base our assessment on these documents.

Short term English planning is in steps and comes from half-termly planning around specific texts. Long-term planning is from the National Curriculum and year group checklists.

Short term Maths planning is from White Rose. Long and medium term planning is in the scheme and is based on National Curriculum objectives.

We use the following schemes to aid planning:

- ELS – Spelling and Phonics
- Kinetic Letters - Handwriting
- Accelerated Reader – Reading
- Language Angels – Spanish
- Real PE
- 'Day by Day' and 'Ten:Ten' - RE and RHSE

5. Learning environment

Please refer to expectations for the current academic year.

Display boards should:

- Be backed in hessian and bordered in black to avoid cognitive overload
- Include stem sentences to support oracy
- Include working walls for maths and English which support specific weekly objectives
- Include vocabulary with tier 2 words handwritten in white on black paper
- Celebrate work across all phases in all foundation subjects
- Include a prayer focus with the correct liturgical colour
- Include a display on the Zones of Regulation in each classroom
- Include a topic learning journey board in each classroom
- Celebrate the previous term's topic on a display outside the classroom



6. Responsive Adaptive Teaching

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

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are able to achieve mastery in certain areas of the curriculum will be stretched and challenged We will do this by:
 - Using support staff effectively to provide extra support
 - Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
 - Providing scaffolds to enable all children to succeed

7. Homework

Homework will support pupils 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.

Home learning will be reasonable in challenge and length and will reflect the learning children have undertaken in school. Its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. This could be in the form of live marking, verbal feedback, conferencing with individual pupils or modelling in pupils' books. *Please see our Feedback and Marking Policy for details*

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment using FFT Aspire. Pupils in Years 2-5 will undertake White Rose end of unit checks and NFER Reading comprehension tests termly and writing is moderated and teacher assessed. Year 6 children will use past Sats papers.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report every year which includes assessment information for all subjects.

Please see our Assessment Policy for details

10. Monitoring and evaluation

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

Subject leaders and the SLT will monitor and evaluate the impact of teaching on pupils' learning through:



- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning scrutinies
- Book looks

11. 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
- Home-school agreement
- Assessment policy
- Equality information and objectives