



TEACHING AND LEARNING POLICY

Approved / Updated:	May 2026
Committee Responsible:	Teaching and Learning Committee
Next review due by:	May 2028
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Mission Statement:

Growing Together in Faith and Understanding

Spiritual growth and academic growth go hand in hand throughout school life.

Policy Purpose and Aims:

This policy is for all staff at Our Lady of the Rosary Primary and is designed to support them in understanding the school's approach to teaching and learning. We believe in Quality First Teaching - the nature and quality of classroom practice is the single most important factor determining learner achievement.

This policy aims to:

- promote best practice and create a shared culture and understanding of what constitutes excellent teaching and learning
- establish consistency in teaching and learning approaches across the whole school
- ensure that all children are provided with high quality learning experiences, leading to a consistently high level of learner achievement and attitude
- enable the school and staff to identify aspects of classroom practice and provision which will benefit from further development and support.

This Teaching and Learning Policy has been approved by the Staff and Governors of Our Lady of the Rosary Primary and will be reviewed bi-annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of learner achievement. Learning takes place within the whole Catholic ethos of the school.

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all learners, regardless of their abilities or needs.

The headteacher and deputy headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all learners are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for learners based on ability.
- Collaborating with colleagues to moderate learner achievement.
- Involving parents and other professionals in the monitoring process.

Our approach to teaching and learning:

- Christ is at the centre of our school and therefore underpins our teaching and learning: we are all **‘Growing together in faith and understanding’** (our school mission statement)
- We are guided by our school values: **‘Open-hearted, Unique, Respectful, Loving, Ambitious, Determined’** and we say **‘Yes’** to God. We believe that all staff and learners have the potential and capacity to grow and flourish given the right opportunities.
- We ensure that teacher input is **precise, purposeful and clear**.
- We use an Oracy pedagogy to support learning through talk, pace and engagement in lessons.
- We are evidence based, and underpin our practice with research such as: the work of the EEF; Voice 21 and Oracy Cambridge; the RfP pedagogy; and our behaviour approach aligns with Paul Dix’s work **‘When the Adults Change, Everything changes’**.
- We are outward facing and reflective practitioners - we do not become complacent in our practice; we seek to improve our practice and aim to learn from others.
- We make mistakes but we learn from them.

What are the conditions for effective teaching and learning?

1. High expectations for all:

All children have the potential to achieve at the highest possible standard given the correct support. All staff should have high expectations of pupil outcomes from their starting points in terms of quality of work and presentation as well as non-recorded outcomes. Our general presentation guidelines can be found in Appendix 1.

2. Spend time building positive relationships:

Show learners you know about them, are interested in them and care for them. Have fun with them! You may be the only constant in their lives. Strong learner-teacher relationships lead to a positive classroom environment and motivates learners to try their best for you as well as behave as you expect.

3. Excellent behaviour for learning:

- Learners learn best when they are focused, settled and engaged.
- Learners should be able to see the board and the teacher.
- Learners should **‘Be Ready, Be Respectful and Be Safe’**.
- Every member of staff is expected to adhere to the behaviour policy to ensure a calm and consistent approach.
- Learners should be encouraged to display the school’s Habits of Mind.

4. Excellent classroom routines:

- Habits of Mind are promoted to encourage positive learning behaviours.
- Class charters are referred to, to encourage excellent behaviour for learning
- Partner talk and oracy should be embedded across the whole curriculum

5. Understand, master and deploy language: Reading and oracy at the heart of all subjects.

- **Reading:** Reading should be at the heart of the taught curriculum. We use high quality texts as a stimulus for learning.
- **Oracy and Partner Talk:** Use partner talk to develop speaking and listening skills in all lessons. Learners are expected to work collaboratively and cooperatively to share ideas; teachers should use talk partners to answer questions and discuss. Promote speaking and listening skills during lesson time, incorporating debating and oracy skills across the curriculum. Children should be encouraged to speak up and in full sentences at all times.
- **Listen:** Listen to your learners, encourage them to listen to one another and respond respectfully.

6. Planning is key:

Excellent planning is an essential part of excellent teaching. We expect teachers to:

- be fully aware of and deliver the carefully-sequenced curriculum which teaches essential concepts, knowledge and skills;
- ensure that learners are engaged in their learning through practical learning opportunities including trips, drama, oracy and hands-on experiences;
- ensure that learners have independence in their recorded written work;
- build on learners' prior knowledge and experiences;
- take ownership of the lesson and adapt where required to suit the needs of their class, even if the lesson was originally planned by another teacher/ Whiterose Maths
- Class teachers must plan for any children with SEND in their class, using the guidance provided by the SENDCo. It is the class teacher's responsibility to plan for these children, although an LSA may support in the delivery of the planning.
- In order to plan well, staff should engage with research and pedagogy and enhance their own subject knowledge.

Medium term plans are in place in all subjects. The school does not require additional or overly detailed planning for foundation subjects if this is not useful for the teacher or team. However, it may benefit some teachers, including ECTs, to plan in detail to begin with to ensure that the lessons are well thought out.

7. Resourcing and classroom set up (Appendix 2):

Ensure the classroom is set up according to the guidelines set out in Appendix 2. Feedback will be provided for improvement. Classrooms should be clutter free.

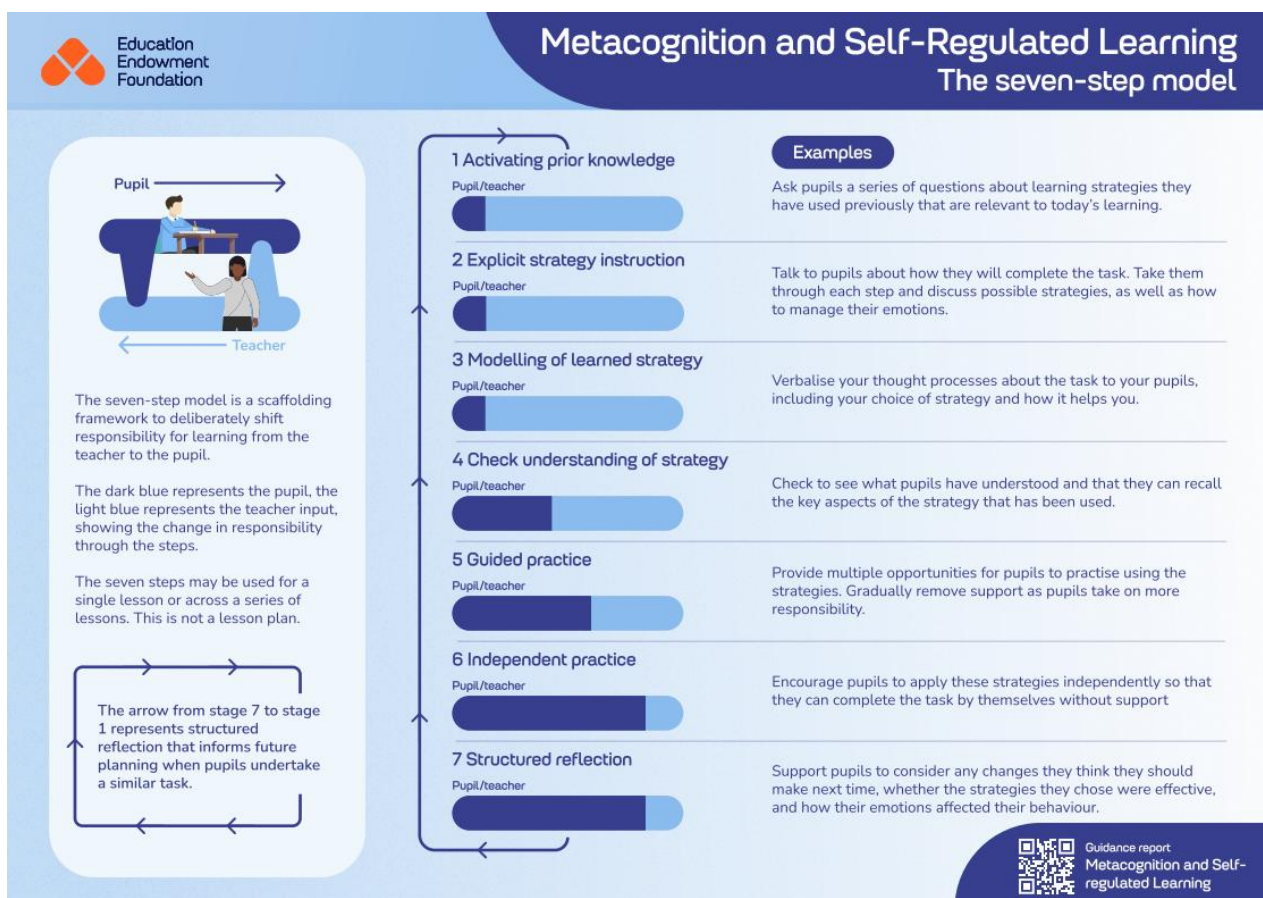
8. Promote equality and diversity:

Know the background and story of each child in your class and think of ways of valuing this diversity so that there is positive representation of all the Protected Characteristics under the Equality Act (2010).

The principles of highly effective teaching and learning

Lesson structure: Teachers should consider these steps ([from the EEF](#)) as an evidence-based lesson structure:

1. Activating prior knowledge:	What are the key concepts that learners need to know in order to access the lesson? How will you ensure that they have it before you move on?
2. Explicit strategy instruction:	What is the new knowledge or technique you are teaching? Do not teach too much in one lesson!
3. Modelling of learned strategy:	How will you model how to complete the task and the thought processes?
4. Memorisation of strategy:	How will you check to see if learners have understood what you taught them? Ensure that this reflects the understanding of the whole class not just one or two learners.
5. Guided practice:	What scaffolds and support will you put in place for all learners? How will you support those who need additional help? How will you ensure success once the scaffold is removed?
6. Independent Practice:	How will you plan for all learners to have an opportunity for independent practice?
7. Structured reflection:	Reflect on progress within the lesson in terms of attainment and attitudes.



General principles of highly effective teaching and learning:

TEN PRINCIPLES OF HIGHLY EFFECTIVE TEACHING KNOW THE PURPOSE Always know the 'what' and the 'why' of your teaching. ASK QUESTIONS Deepen thinking and establish understanding by asking questions. TAKE SMALL STEPS Break complex material down into smaller steps to avoid cognitive overload. REVISIT PRIOR LEARNING Find out what pupils already know so that you can build on it. Revisit key ideas before moving on. BUILD IN GUIDED AND INDEPENDENT PRACTICE Time should be given in each lesson to practise new learning together and independently. SCAFFOLD LEARNING Pupils need support to get to the end goal. This scaffolding can come in various forms, for example vocabulary banks, thinking out loud, sentence stems. ASSESS Anticipate possible misconceptions and plan how to address these. Respond in-the-moment to new misconceptions. EXPLAIN Explain the concept, the idea or the task in hand clearly so that pupils understand the concept and know exactly what to do. PROVIDE MODELS AND REPRESENTATIONS Pupils may need further cognitive support to help them understand a concept. Provide models (verbal, diagrams or written) to support and develop their thinking. REFLECT AND ADAPT Pause, reflect and rewind if needed in a lesson. Reflect on what happened, provide feedback and then adapt the next lesson. Underpinning all of these principles is a culture of high expectations, the establishment of excellent learning behaviour, a focus on developing oracy and the building of positive relationships with pupils.	Know the purpose What are we doing and why are we doing it? The lesson is part of a wider sequence. Be clear on where this lesson fits in. The purpose should be shared with the learners. Learning objectives/questions should be simple and child friendly. Ask questions The best teachers ask a lot of questions. Questions allow you to determine how well learners have understood your lesson. Teaching the content of a lesson does not equate to the content being learnt, so ask and ask again. Small steps Avoid overloading learners' working memory. Break down complex material into smaller steps. Avoid too much 'teacher talk' or lengthy input time. Revisit prior learning Encourage the retention of learning by the retrieval of key information, knowledge and skills. Revisit key ideas to ensure learners know and remember more. Build in guided and independent practice Learners need time to try out, rephrase or elaborate on their learning in order to move it to long term memory and remember. Ensure there is adequate time put aside in each lesson to do both structured and guided practice as well as time to work independently.
Scaffold learning A scaffold helps learners to achieve an end goal. They come in multiple forms e.g word mats, key vocabulary, sentence stems, teacher and pupil models, checklists etc. Scaffolds may provide an idea of the end product but do not over model nor expect replica pieces of the teacher's work.	
Assess Be aware of common misconceptions and prepare strategies to counter them. Make deliberate mistakes to see if learners spot them. Circulate, talk to learners and look at books.	
Explain Tell learners what you mean and what you want them to do. Explain the concept, the idea or the task in hand so they are clear on what to do or what you mean.	
Provide models and representations Learners may need further cognitive support to help them understand a concept. Provide models (verbal, diagrams or written) to support and develop their thinking e.g. tens frames and part-whole models in Maths, Godly play in RE, practical tools in Science or a worked example.	
Reflect and Adapt Lessons will not always go to plan. Following your in-lesson assessment you may need to adapt all or part of the lesson on the spot. Do not plough on with a lesson if learners do not understand - pause, rewind and spend time ensuring understanding is there. Provide whole class, group or individual live feedback to move learning on.	

What happens after teaching?

This section should be read in conjunction with the Guidelines for books and presentation, Marking and Feedback Policy:

1. Marking and planned feedback:

- All work must be acknowledged by the teacher.
- Teachers should use the schools marking codes.
- Use 'Verbal Feedback' as a live feedback mechanism in all subjects to reduce time spent writing comments.
- A whole class feedback approach can be used to gather general feedback points to improve learning.

2. Adapt or replan lessons or learning sequences if necessary

3. Reflect

The best teachers are reflective. Think about your day - what were you happy with? What could be different? What will you do differently tomorrow?

4. Plan in opportunities to review learning

The more learners recall and revisit learning, the more it will embed in long term memory.

Continuous Professional Development (CPD) for staff

Our Lady of the Rosary's CPD offer is extensive and is not limited to our weekly staff meeting time. It includes (but is not limited to) the elements listed below:

Bespoke weekly CPD and INSET time:

- INSET days (5 per year, 1 disaggregated) including one as part of the Partnership
- Weekly staff meetings on a variety of teaching and learning aspects according to need
- Termly RE time and Diocesan training
- Working with specialists such as Georgie Jacobs
- Maths Hub CPD offer
- Subscription to the National College
- Shared book looks – professional discussions to develop good practice in books
- Learning Conversations
- Learning Walks and feedback to identify individual and whole school development needs
- Performance Management Reviews
- Peer observations
- Pupil progress meetings to discuss and evaluate impact on pupils' learning
- ECT training and mentoring

Our weekly staff meeting time is devoted to our strategic priorities, safeguarding training and other required training. This programme is adapted according to any emerging needs. Our CPD offer is high-quality and delivered by internal experts/specialists although we do have external

speakers where required. Where particular aspects of Teaching and Learning are explored in staff meeting time, SLT may visit classrooms to see how well these are being embedded in the subsequent weeks.

Our Curriculum

At Our Lady of the Rosary we have a designated member(s) of staff responsible for each area of the curriculum. These are known as Curriculum Leaders. They are responsible for ensuring the coverage, progression and standards in their area across the school.

The school's curriculum meets the statutory requirements as set out in the: Early Years Foundation Stage Curriculum Framework (March 2021) and the National Curriculum in England framework document (July 2013). Curriculum maps within each curriculum area outline this.

The curriculum is comprised of core subjects (Religion, English and Maths) and the Foundation subjects (Science, History, Geography, French, Music, Art, Computing, Design and Technology and Physical Education). The Diocesan Directives for Religious Education (2024) states that 'Religious Education is to be given no less than parity with other core subjects and is to inform all other subjects on the school's curriculum. At least ten per cent of curriculum time is to be devoted to it.'

At Our Lady of the Rosary the learners benefit from specialist teachers for French (Years 3-6), Forest School, PE and Dance (Reception – Year 6).

Teaching staff are expected to complete medium-term planning and a curriculum letter which is shared with parents at the beginning of each term. Through medium-term planning, staff identify ways to extend and deepen learning through topics and opportunities for cross-curricular learning.

Monitoring and Development of Teaching and Learning and the Curriculum

The Senior Leadership Team and Governors plan regular monitoring exercises to ensure teaching and learning standards are maintained and to highlight recommendations for further developments (See 'Monitoring and Evaluation termly overview') and will take the following forms:

- **Learning Conversations:** these focus on particular areas that need development and consist of discussions, lesson visits and feedback. These will mostly focus on the priority subjects for the year.
- **Pupil Voice:** Curriculum Leads speak to learners from different year groups to assess the impact of the curriculum, including long-term knowledge and skills development. This may be part of learning conversations or separate.
- **Learning Walks:** Learning walks may be arranged to look at specific subjects, either as part of external visits (e.g. Governor Day, Museum in my Classroom) or separately to support Curriculum Leads to improve the Teaching and Learning in their subject areas.
- **Book looks:** Curriculum Leads and/or SLT will look at books to assess the quality of Teaching and Learning in particular areas (subjects or years).

- **SLT drop ins:** SLT will drop into lessons regularly to talk to children about their learning, look at books and give feedback to staff on teaching and learning. SLT will be developing a coaching model for teachers incrementally to enhance reflective practice.

Assess and Review Cycle

- There are three formal testing cycles throughout the year
- After each data collection point, the data is analysed by the SLT
- Each staff member will meet with for a Pupil Progress meeting to discuss each learner and the plan for improving outcomes for the class and individuals.
- It is expected that pupil performance in tests and outcomes in books generally improves as the year goes on and that the vast majority of all learners make the EXS by the end of the year.
- SLT will be aware of learners who will need support to attain EXS and those learners working below age-related expectations.
- Learners with SEND are included in the Assess and Review cycle and teachers should complete a review of their progress on an individual basis.

Appendix 1 – General Presentation of Work

- Handwriting should be of a high standard, especially from Year 2 onwards where the cursive handwriting scheme should be fully embedded and practised regularly.
- Check there is a good amount of 'output' and that learners are pushing themselves. If you are not happy with the standards of work then learners should be asked to redo their work.
- Send learners to SLT to showcase excellence or if needed to discuss poor standards of work.
- Learners should be encouraged to work neatly in all of their books:
 - Any required sheets should be stuck into books carefully but the use of worksheets should be kept to a minimum and learners should be encouraged to draw tables or angles/shapes in Maths where possible.
 - Lines should be drawn carefully using a ruler
 - Corrections should be crossed through once with a ruler; the use of rubbers should be limited to art work or final drafts.
- Teachers should go through the presentation guidelines with learners at the start of the year (see below)
- Teachers should ensure that their own marking in books also adheres to the handwriting policy.
- The date should be written on the board daily by the teacher, in numbered and worded form:
 - Year 1 – LO is stuck in by staff for English, Science and RE. Learners should write the date in numbered form at the start of their work for all other subjects.
 - Year 2 – LO is stuck in by staff at the beginning of the year with a transition in the Autumn for children to stick it in themselves for English, Science and RE. Learners should write the date in either numbered or worded form for all other subjects.
 - Year 3 onwards – LO is stuck in by learners for English, Science and RE. Learners should write the LO and date for all other subjects (numbered for Maths, worded for Humanities etc).
 - As well as thinking about age, learners' specific needs should be considered so that a child with writing difficulties is not expected to write a full LO and date.
- Book covers should be kept neat (no graffiti or unnecessary writing on exercise book covers).
- Reception and Year 1 may start a new page for each piece of work.
- From Year 2 onwards, if more than half a page has been used, then start a new page, if less than half has been used, stick new LO underneath (in line with our CST principle; Care for Creation).
- Illustrations should be coloured using colouring pencils, not felt tip pens.
- Teachers should allow learners to write using a blue handwriting pen when they can write clearly, neatly and consistently and have earned their Pen License.
- Learners should not switch between pen and pencil unless handwriting deteriorates and the teacher decides that the learner should no longer be using pen
- Learners should action verbal or written feedback or revisions to their work in purple pen.

Appendix 2 – Classroom set up and Display expectations

Classroom organisation

- Tidy and clutter free, with as many surfaces as possible clear for ease of cleaning.
- Teachers should ensure that their desk is also cleared and tidied regularly.
- Rooms should be organised to allow easy access and movement in class. Teachers may select whether to have groups or forward-facing tables.
- School Mission Statement, Habits of Mind, Catholic Social Teaching principles, School rules poster and Metacognitive reflection questions should be displayed in a prominent place and referred to regularly.
- Book corners should be homely, attractive, well-maintained and in KS2 should include pupil reviews and recommendations.
- EYFS/Y1 should have an engaging role play area.
- Learners should be encouraged to become classroom monitors in order to ensure that their classroom is well-maintained.
- Classroom resources should be well organised.
- A space should be clearly identified as the regulation station with appropriate resources to support with the zones of regulation.
- Teachers should clearly label learners' books with the child's forename, subject, and year, using a black fine liner. Children should not label their own books or write on the covers.
- Ensure that the classroom is a language rich environment with prominent vocabulary displays and easy access to thesauruses/dictionaries.

Displays

The main purpose of displays is to value the work of children and in the case of working walls, to support learning. All classrooms should display the presentation guidelines, ELS grapheme chart (EYFS/KS1) and the following non-negotiable displays:

- ✓ English working wall –to be updated after lessons with the learning from that day. Where possible this should include examples of work.
- ✓ Phonics Display for EYFS/KS1
- ✓ Maths working wall – regularly updated key vocabulary, times tables, in focus task/problems to solve, examples of methods.
- ✓ RE working wall – Branch title, Branch key vocabulary, Branch journey page, each focus title page with model example children's work underneath added after each lesson
- ✓ Prayer table (see Prayer and Liturgy Policy)
- ✓ Visual class timetable

High-quality displays include:

- Boards which have a neat border to enhance the appearance of the work
- A plain brown backing paper/ hessian to reduce cognitive load on children
- Clear display title in cursive writing (use Twinkl cursive display lettering in GDrive/School Year/Display lettering). Reception and Year 1 use print writing with sound buttons and bars.

- Evidence of children's work, with examples of a range of attainment, not only that of the most able
- Worksheets should be avoided as part of the display, and where possible, artefacts, natural objects, 3D work, fabric, should be used to enhance display
- Digital photographs of final work, particularly for 3D work or to show the process, is encouraged
- Blu Tack is helpful for the display planning process, but staples should be used to secure items
- Displays should be interactive where possible
- When displays become tatty, replace or repair as required
- Displays reflect the current unit of work.