



Review date – January 2026

Motto:

God shines within our hearts.

Jesus walks by our side.

The Holy Spirit Gives us strength.

Next review date – January 2028

ST. Mary's CVA New Mills

Teaching and Learning Policy

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2 Key Principles

As a learning community, we will think about when children learn, what children learn and how they learn. We also recognise that everyone in the school community is a learner including parents, the leadership team, teachers and support staff. At St. Mary's CVA, we have an expectation that teaching is always 'Good' or better.

Our Teaching and Learning Policy considers:

- How children learn
- What we want the children to learn
- How we want the children to learn
- How we will know that learning is happening
- Who will be involved in the learning

At St. Mary's CVA, we believe children learn best when the following key issues are applied: (Evidence research -EEF: Education Endowment Foundation

1. Learning activities are well planned, ensuring progress in the short, medium and long term and incorporate different learning styles which develop metacognition and promote Culture Capital.
2. Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning (regardless of pupils starting points) by using a range of teaching strategies and styles.
3. Inclusion is central to our classroom environment from, lesson planning, curriculum design and adaptive teaching strategies.
4. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
5. The learning environment is ordered, the atmosphere is purposeful, and children feel safe
6. There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.

3. Learning Behaviours

At St. Mary's CVA, we believe developing our children's ability to discuss their learning and helping them develop a language to talk about their own learning enable them to become better learners now and in the future. We promote a growth mindset and encourage children to embrace new challenges, be open to constructive criticism, take feedback and use it, push themselves outside of their comfort zone and show resilience and perseverance. This allows all our pupils to develop their character and equips them with the life skills required for adulthood.



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We are developing children's oracy skills ability to enable them to discuss their learning. In order to prepare children to become learners for life, we plan for them to develop the following learning behaviours along each step of the learning journey -

Resilience – To learn from mistakes and seeing that having to rethink an aspect of their learning as a way to improve.

Risk Taking – To ask questions such as "What if...?" and "What shall we try now?" - it is also about children pushing themselves to try new things and learn in different ways.

Thinking – To value their own ideas and to find a strategy to solve problems.

Respect – Centred within our school values, through respecting different beliefs and values and respecting each other

Reflection – To actively evaluate and improve their work and developing the ability to reflect on their achievements and successes

Independence – To take responsibility for their own learning and to find out for themselves and being skilled to be able to do so.

Active/motivation – To develop the belief that learning is for them and they have a responsibility for their own achievements, it is also about valuing effort and taking the initiative for their own learning.

Creativity – To develop creativity across all areas of the curriculum.

Developing higher order thinking skills in and out of class is a priority for staff and children. We do this through using Bloom's Taxonomy to plan our questioning and learning opportunities within a lesson and within a unit of work. We ensure all lessons and learning sequences are planned and developed to ensure all children can develop and build on these learning skills -

I can Remember: recall facts and basic concepts

I can Understand: explain ideas and concepts

I can Apply: use information in new situations

I can Analyse: make connections between ideas

I can Evaluate: justify a decision

I can Create: producing new or original work

4. Planning

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective explanation and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

- work is planned, both termly and weekly.



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- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development and mental wellbeing.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is a Curriculum Policy in place that is broad and balanced (refer to St. Mary's school website <https://www.saintmarysnewmills.co.uk/policies/>)
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, book swaps, environment walks planning scrutiny and pupil interviews all support this cycle.

Teachers must think carefully about the learning journey and ensure they plan out a sequence of lessons that develop a range of skills through a range of learning experiences that motivate and engage learners. Where possible, teachers must involve children in their long term planning through building in pre assessment opportunities that are designed to identify –

- What children already know
- What they have already learnt in school that they can make links to
- What they would like to find out
- How they would like to find it out

(refer to school website link- <https://www.stmarysnewmills.srscmat.co.uk/information/school->

Classroom displays should demonstrate the learning journey and identify the steps in learning throughout the unit of work.

5. Teaching and Learning Expectations

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
 - teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high-quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects e.g. Eco group, Fairtrade and Pupil Chaplaincy team.
- children enjoying their learning



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TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies successfully engage pupils in their learning – a Wow Factor is used as a stimulus for each topic.
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- purposely planned oracy opportunities promote deeper learning opportunities
- they ensure an appropriate ratio of teacher led and independent activities to engage the children
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, notice boards, school website, and the School App.
- whole school themes provide points of shared discussion and motivate learners across the school e.g. British Values, Diversity Week, online safety, anti-bullying, UNICEF RRS and Global Learning.

6. Assessment (refer to grid Appendix A)

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment. Assessment for Learning is embedded throughout all teaching and learning, and this will be evident in classroom practice through –

- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher, conferencing
- Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- Children who are aware of, and understand, the one area that they are working towards and need to improve on
- Children with specific learning needs receiving support at the time and level that is required to optimise their learning
- Children supporting one another where appropriate
- Independent learning, where children use assessment information to direct their own learning activity

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written (fix it time is used to allow children to clarify any misconceptions) to improve their learning – e.g. redrafting writing in collaboration with the teacher
- children who are motivated to learn through adaptive teaching that builds on their prior attainment and issue challenges that are pitched at a level that is achievable when they work hard and try their very best
- children with additional needs receiving support at the time and level it is required to optimise their learning
- pupils working collaboratively



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- independent learning, where children use assessment information to direct their own learning activity
- TEACHERS WILL MAKE SURE THAT:
- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
 - marking is frequent and regular providing pupils with very clear guidance on how learning outcomes can be improved
 - refer to feedback policy
 - they have high expectations for all children, and plan, resource and direct adaptive learning strategies that give support and issue challenge for all
 - they keep agreed assessment records: e.g. Phonics Tracker Sheet, half-termly data recording, use of Insight to record termly progress and attainment
- IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
- there is an Assessment policy in place that ensures consistency of practice
 - there is an efficient system of pupil data tracking in place; data is scrutinised rigorously in Pupil Progress Meetings this involves members of the Senior Leadership Team; this data is utilised in the deployment of resources, providing advice and intervention where necessary

7. Environment

Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- maintaining a consistent approach to inclusion by thoughtfully managing the sensory demands of the learning environment.
- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- organisation of inclusive classroom routines and resources to optimise learning

Within each classroom there will be –

Displays should reflect the learning that is taking place in the classroom. In English and maths, the working walls are updated throughout the learning journey and must –



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- Be an interactive display that follows the learning journey
- Reinforce and consolidate children's knowledge and understanding through practical applications to learn a skill.
- Reference and reflect current work and individual steps being covered in particular subjects or topics.
- The learning journey or process should be shown – either as the unit progresses or as a complete process with reference made to each step and the work on the board it refers to.

R.E. Focal Area

Cloth of correct colour; artefacts; subject specific vocabulary; R.E. book basket; crucifix, knowledge mat

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations. These strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour curriculum(SRS Behaviour Policy),
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem and mental wellbeing will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour curriculum and policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
 - high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff, through our assertive mentoring programme
- safeguarding procedures are in place and are adhered to using CPOEMS

8. Home School links

Children learn best when there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning is valued, resulting from tasks and activities set by the teacher and those occurring independently of school

TEACHERS WILL MAKE SURE THAT:



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- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through bi-annually parent, teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via Class dojo, via letter or on the school website
- parents of children with additional needs are regularly updated on their progress and attainment through termly review meetings, parents consultations and regular informal conversations.
- they set appropriate home-learning activities to develop children's understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Parents and carers are informed, and supported to implement strategies to support pupils with additional needs through a range of workshops
- ensure parents are informed about school events and relevant topics through weekly newsletters, letters, Class dojo, notice boards and the school website
- facilitate parental involvement through their continued support with activities in school such as Well-being walks, open days and the continued success of a vibrant dedicated parent, teacher association

Please refer to the Homework Policy on the school website using this link.

<https://www.stmarysnewmills.srscmat.co.uk/wp-content/uploads/sites/30/2025/12/Homework-policy-2026.pdf>

9.Appendix A



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EEF research	Core Expectations	Enhanced Expectations
Understanding data and setting targets	<ul style="list-style-type: none"> • Make use of formative and summative assessment to secure pupil progress including marking and response to marking, target setting, end of year tests, pupil progress meetings. • Use relevant data to monitor progress, set targets and plan subsequent lessons. • Teach the children how to respond to next step marking, clarifying the importance of this. • Know your targets. 	<ul style="list-style-type: none"> • Children are actively engaged in target setting and providing evidence for their targets. • Peer and self-assessment against exemplars and National Curriculum.
Planning adaptive learning	<ul style="list-style-type: none"> • Clear learning objectives and success criteria. • Scaffolding for all pupils through the use of e.g. assisted technology and Widgits • Open ended tasks to challenge all children at their level. • Opportunities for self, peer and teacher assessment during the lesson. 	<ul style="list-style-type: none"> • Fluid grouping allows pupils to move between groups. • Personalised opportunities for children to use their individual strengths.
Feedback to pupils	<ul style="list-style-type: none"> • Work is marked in line with the school policy. • Evidence of peer and self-assessment. • Verbal feedback is giving on a regular basis. • Feedback is given based on pupil's ability. • Pupils are given appropriate feedback that is actively moving the learning forward i.e. feedback is not passive and is linked to objectives and targets. • Pupils have appropriate time to respond to marking. 	<ul style="list-style-type: none"> • Pupils use feedback to become independent and resilient learners. • Pupils use feedback to help organise and promote the learning environment.
Monitoring, assessing progress and	<ul style="list-style-type: none"> • Make good use of assessment data to inform planning. Use of Insight, FFT 20, FFT 50 	<ul style="list-style-type: none"> • Children can discuss their own progress and next steps. This leads into effective peer assessment.

adapting teaching	<ul style="list-style-type: none"> • Be highly reflective of own practice and adapt teaching in response to this. • Be aware of individual groups and their achievement. • Participate actively in moderation. • Make use of pupil's starting points. • Be aware of national expectations. • Stay informed on current educational issues/reforms. 	<ul style="list-style-type: none"> • Response to marking is embedded and used effectively. • Key focus groups identified, and relevant short intervention put into place.
Independent Learning	<ul style="list-style-type: none"> • Children know where to access resources to support their learning and know that it is okay to use resources and that they have permission to access them. • Displays support current learning and children know how to access and use working walls effectively. Rocket Recaps are evident in every class. • Children are encouraged to build resilience, to take risks and ask questions and make mistakes. 	<ul style="list-style-type: none"> • Children choose their own resources or plan their own activities in order to achieve a learning objective. • Children are self-motivated to develop a love of learning and assess their own work to see how they can move forward. • Teachers ensure they use a variety of resources and sources to develop and promote independent learners, including the use of other adults.
High Expectations (behaviour, standards, values, attitudes to learning)	<ul style="list-style-type: none"> • Consistent rules and routines – behaviour steps implemented. • Lessons planned for and organised. • Fun, firm, fair. • Promoting British and Catholic values. 	<ul style="list-style-type: none"> • Pupil mediators • Promote independent resilient learners.
Evaluating lessons and effectiveness	<ul style="list-style-type: none"> • The lesson is engaging all learners. • Effective marking and response to marking. • Effective questioning. • Different teaching and learning styles are used as appropriate. • Lessons adapted accordingly based on progress. 	<ul style="list-style-type: none"> • Regular pupil conferencing about the effectiveness of lessons. Pupil voice • Peer lesson observations and feedback/coaching and mentoring. • Evaluating learning to enhance and provide out of class activities to stimulate enjoyment.
Accurate Assessment	<ul style="list-style-type: none"> • Teachers understand what constitutes each level/age related expectations. • Correlation between test data and teacher assessment. 	<ul style="list-style-type: none"> • Produce an additional piece of work in response to marking • Deploy a variety of assessment methods to suit all learners.

	<ul style="list-style-type: none"> • Use data to set targets and monitor progress. • Use assessment data to plan lessons. • Give pupils regular feedback. • Encourage pupils to respond to marking in a way that moves learning forward. • Regular teacher/pupil individual meeting to discuss targets and progress in their work. 	<ul style="list-style-type: none"> • Children are involved in the assessment process and develop a powerful reflective ability which is evidenced in accurate peer and self-assessment
Homework	<ul style="list-style-type: none"> • Homework is set on a regular basis (based on age) for English and Maths. Learning platforms include-class dojo and teams • Homework is adapted where appropriate. • Homework is expected to be completed and returned.(refer to Remote home learning Policy and Homework Policy-school website) • Homework is relevant to the current class teaching. • Pupils are encouraged to use a variety of resources and sources to complete homework (ensuring no pupils are disadvantaged). • Explicit links are made across learning areas and cross curricular topics. • Pupils take responsibility for the quality, quantity and submission of their homework to promote independence. 	<ul style="list-style-type: none"> • Pupils take responsibility for independent research relating to their own interests within the topic. • Pupils and parents know how to support each other to complete homework tasks and develop learning.
Subject Knowledge	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject and curricular areas. • Create dynamic lessons to stimulate and foster pupils' interests. • Develop a love for learning in the children. • Develop an enquiring mind and research skills (independent). 	<ul style="list-style-type: none"> • Teachers should have specialist subject knowledge. • Use expertise to offer varied extra curriculum activities/clubs. • Children to provide feedback about their interests regarding a particular subject/curriculum area.

	<ul style="list-style-type: none"> Promote high standards of literacy and oracy. Keep up to date with policies and development in subject areas. Teachers should have a full understanding of phonics. Offer CPD opportunities to other staff members. 	
Self-Review of Teaching	<ul style="list-style-type: none"> Use evidence from observations, pupil conferencing, lesson drop ins/book looks and planning, gap analysis to identify areas of development. Seek help and advice from colleagues to develop areas from feedback. Keep up to date with educational issues/changes through reading. Highlight CPD and apply skills in their teaching. Have a professional regard for the ethos, policies and practices of the school. Set high expectations of their practice. 	<ul style="list-style-type: none"> Pupils are involved in supporting teachers to self-review. Teachers continually review their teaching, identifying support to improve so they are outstanding.
Use of other adults	<ul style="list-style-type: none"> All adults are planned for and are fully involved in supporting learning throughout the lesson. Support staff are able to feedback accurately to the teacher about the progress pupils have made against the L/O. 	<ul style="list-style-type: none"> Other adults are involved in or contribute to planning. Other adults are able to move learning forward with targeted questioning and assessment. Other adults are able to adapt learning tasks accordingly to move pupils forward.
Ensuring stimulating, engaging and challenging learning opportunities	<ul style="list-style-type: none"> Use a variety of teaching techniques to engage pupils, including practical approaches to learning, including outdoor learning. Organise regular wider experiences matched to the curriculum map to enhance the children's learning experiences. 	<ul style="list-style-type: none"> Create an ethos to enable children to develop lifelong independent learning skills.
Questioning	<ul style="list-style-type: none"> Plan open questions to develop children's curiosity. Provide stem sentences to scaffold pupils ability to answer questions 	<ul style="list-style-type: none"> Children develop their own questions to move their learning forward through the learning objective.



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	<ul style="list-style-type: none">• Use a variety of strategies to engage all pupils.• Adapt questions to meet the needs of the children within that lesson n.	<ul style="list-style-type: none">• All adults are able to successfully question children to move learning forward.
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