

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

Holy Cross Catholic Primary School



Teaching and Learning Policy

Reviewed - Autumn 2025

To be Reviewed – Autumn 2026

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

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1. Mission Statement

Holy Cross is a Catholic Primary School. Its religious dimension lies at its heart and is fundamental to its existence. Its ethos is based around Christian values as laid down by the person of Jesus Christ and exemplified in His teaching. Our Mission Statement expresses this clearly:

Holy Cross is a Catholic school which seeks to build a closer partnership with parents, the parish and the wider community. We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give of their best. We encourage all to have respect for each individual, to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this, a closer relationship with God.

We recognise Jean Baptiste Debrabant's vision that:

"A Christian based education is a sure hope for the future of religion and society."

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 Holy Cross Catholic Primary School, 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 Holy Cross Catholic Primary School, we believe children learn best when the following key issues are applied:

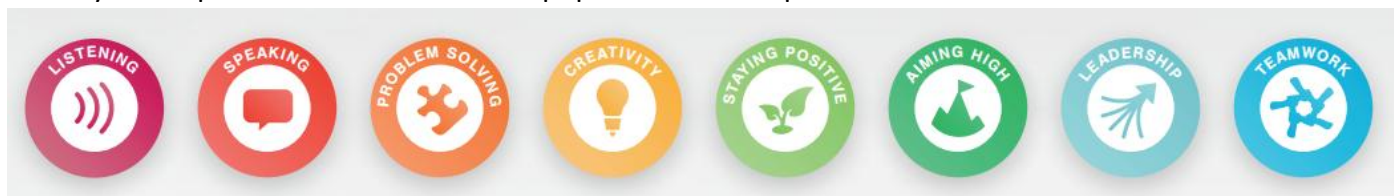
1. Learning activities are well planned, ensuring progress in the short, medium and long term and incorporate different learning styles
2. Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning by using a range of teaching strategies and styles
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
4. The learning environment is ordered, the atmosphere is purposeful, and children feel safe
5. There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed

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3. Learning Behaviours

At Holy Cross Catholic Primary School, 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.

We follow a skills builder approach to develop learning behaviours that are embedded across the curriculum. We focus on developing the skills of the week across the curriculum and celebrate these skills in weekly pupil led celebration whole school assemblies. Teachers carry out pre and post assessments to identify the impact of the focus and how pupils have developed in confidence in the use of the skill.



4. Planning

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

LONG TERM PLANNING

Teachers plan from long term curriculum maps which run on a new one year cycle. To support long term planning, teachers must use Curriculum planning files on Teams [Curriculum Folders 2025](#):

- Curriculum maps
- Subject skills progressions (linked to the National Curriculum)
- Subject curriculum maps
- Religious Education directory
- NCETM should be followed for long term planning. Each unit plan must be used as a guide when planning daily lessons through the weekly planning template and supplemented with additional resources as required

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

SHORT TERM PLANNING

Teachers can use long term planning to form their weekly planning (see appendix A). This planning includes –

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- Learning Objectives
- Success criteria
- Details on the whole class session, including teaching strategies used
- Details on the group work
- Plenary and key questions
- Vocabulary
- Development of key skills

English: Writing follows The Literacy Tree Planning Curriculum maps; links below –

[Writing Units Progression 2023.docx](#)

Guided reading follows a reciprocal reading approach. Teachers must plan to follow the whole class text and use the curriculum maps and skills progression to ensure full coverage of the curriculum. Staff CPD opportunities will develop teacher's knowledge and expertise in planning in this way.

Maths: NCETM must be followed for long term planning and this is then planned daily either through the weekly planning template or annotating the Power maths planning including key areas of vocab, deepening ideas, resources, key questions, success criteria etc.

Foundation subjects: planning is included in weekly planning template, based on the curriculum map some lessons may not be taught weekly but full coverage is expected throughout the year.

Weekly planning must be on display on the teachers notice board from a Monday morning.

Whole School Resources that are used throughout the school include –

English

- Read Write Inc
- CLPE / Literacy Shed
- Literacy Tree for writing curriculum

Maths

- NCETM Spines
- Additional resources can be used to supplement and support such as White Rose Maths and Power Maths to deliver the curriculum
- Times Tables Rockstars

Science –

Kapow

Geography

Kapow

Computing

Kapow

PSHE

Ten:Ten

RE

Religious Education Directory

PE

Get Set

Art and DT

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Kapow

French

Kapow

Other Curriculum Areas

Twinkl

Log Ins and Passwords –

Oxford Owl – See Mrs Power

Phonics passwords – See Mrs Power

Maths – See Mrs Dhannie

Literacy Tree – See Miss Renoldi

Kapow –

finance@holycrossprimary.thurrock.sch.uk

Eviejude16

5. Teaching and Learning Expectations and Framework

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. Christus Catholic Trust schools have worked collaboratively to create a teaching and learning framework which has been personalised for Holy Cross (see appendix D) which runs alongside our teaching and learning framework.

Holy Cross Catholic Primary School Teaching and Learning Framework

At Holy Cross, we will:

School Ethos

- Make sure everyone is valued, has a voice and feels safe to learn
- Celebrate children's achievements and prioritise the well-being of our school community
- Have high expectations for all with everyone taking responsibility for promoting good behaviour and maintaining strong relationships
- Foster an ambitious curriculum and a determination that all children will succeed and achieve, particularly the most disadvantaged and children with SEND achieve exceptionally well

Curriculum

- Ensure a coherently planned and sequenced curriculum that builds on previous learning and makes links across the curriculum
- Ensure a successfully adapted and developed curriculum that is ambitious and meets the needs of all children to ensure everyone achieves and succeeds

Teaching and Learning Behaviours

- Use adaptative teaching to ensure pupils remember long term, the content they have been taught and to integrate new knowledge into larger ideas by making clear links
- Have a clear understanding of all learning styles and use a wide range of effective teaching strategies to engage and support all learners
- Demonstrate deep subject knowledge
- Explicitly teach and deepen understanding of new vocabulary, planning for and prioritising language development across all areas of school life

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- Use the skills builder approach to develop a range of learning skills across the curriculum
- Ensure children apply what they know and can do with increasing fluency and independence
- Promote oracy through effective use of talk partners, collaboration and learning together with opportunities for children to articulate their learning, including the use of visuals and manipulatives

Personalised Learning

- Ensure work is challenging and next steps are used to challenge and engage in our learning
- Receive and give feedback linked to the Learning Objectives and Success Criteria aimed at improving understanding and application of knowledge and skills
- Use assessment well to help children embed and use knowledge fluently, check understanding and misconceptions to ensure we provide clear, direct feedback and inform future teaching

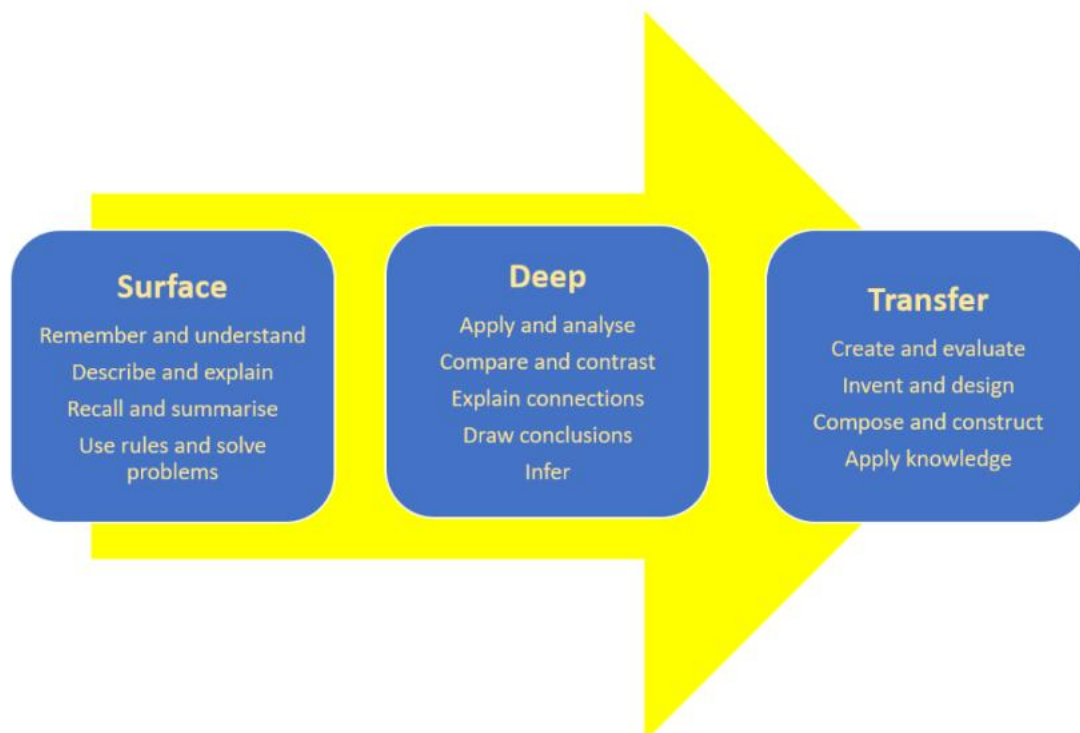
Learning Environment

- Have a fully inclusive interactive learning environment with high quality resources accessible to support and scaffold our learning at all times
- Be flexible in groupings with learning well matched to the children's needs through mini surgeries ensuring all children master the curriculum

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6. Assessment

Foundation Stage Feedback Policy

Verbal feedback will be provided through the form of praise, open-ended questioning and guidance within the learning environment.

Tapestry is used to record and evidence learning, as appropriate.

When written work is recorded -

- Verbal comments and feedback should be given to the children within the lesson concerning future development
 - Corrections should be made within the same lesson
 - The teacher must use a green pen when marking children's work.

Key Stage 1 and 2

Feedback should be verbal when possible and must be positive and helpful in order for the children to understand how they have achieved against the learning objective / success criteria.

All written feedback and 'going deeper' marking is against the learning objective / success criteria.

Next step 'going deeper' questioning will be used to accurately check pupils' learning and provide next-step activities that move pupils on in their learning.

Recognition of Achievement of Objectives

- Pink highlighter dot by learning objective
- Green highlighter dot by learning objective

Self and Peer Assessment

Self-assessment should be used throughout school as a means for pupils feeding back to teachers. Good quality success criteria make self-assessment more straightforward for pupils.

The following symbols should be used progressively through key stage 1 and 2 for self-assessment:

- Red Stick Man – Not yet met learning objective
- Yellow Stick Man – Partially met learning objective
- Green Stick Man – Met the learning objective

As children progress throughout the school they move on to evaluative self assessment comments written in purple pen against the learning objective / success criteria.

Self-assessment will be undertaken in different ways, appropriate to the age of pupils and will be directed by the teacher. Examples of this include:

- Children editing and improving their work using different codes using purple pen

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- Recording a self-reflection linked to the progress they have made and next steps in their learning using purple pen

Peer assessment may also be used, when it provides constructive feedback against specific success criteria.

7. Environment

Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe. Within each classroom there will be –

- An atmosphere of mutual respect between adults and children
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment
- Children's high self-esteem, with all children feeling valued and secure
- Children taking risks in their learning and learning from their mistakes
- Children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- Organisation of classroom routines and resources to maximise learning

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

- Be an interactive display that follows the learning journey (including pre assessment, links with previous learning, learning objectives throughout the unit of work, modelled examples and WAGOLL's, key vocabulary and learning outcomes).
- 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.

Expectations include –

Displays

- Working wall for English
- Working wall for Maths
- Working wall for science
- Phonics in KS 1
- RE display and prayer table
- Science display
- Range of other subjects –history, geography, art and design, PE
- Artwork displayed
- Mission statement and Core Values
- British Values
- Common exception words/ phonics/GPS/vocabulary
- Learning behaviours and thinking skills displayed

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- Quality of Display Work:
- Examples of modelled / scaffolded work
- Children's work is displayed and valued – Work of the week is displayed and valued

Teachers Information Board:

- Current week planning
- Seating plan with initials (with disadvantaged identified)
- Timetable (see appendix B)

Book corner

- Books displayed neatly and organised on shelves
- A range of books displayed to invite children to read
- Inviting seating area for children to sit and read

R.E. Focal Area

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

The learning environment will be monitored through the use of the Learning Environment Checklist (see appendix C).

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.

Home Learning Expectations Include-

Reading and signing home reading book at least 5 times a week for ALL children

All children must take home one reading band book, one class library book or one free reading book (children still accessing daily phonics lessons from Reception up to year 3 must also have a linked sound reading book link to the sound they are learning)

In EYFS:

Weekly phonics / maths homework to be completed in homework book.

Homework is sent out on a Friday and is returned the following Thursday.

Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.

In KEY STAGE 1:

Weekly maths and phonics homework.

Weekly spellings are sent home on a Friday for a spelling test the following Friday.

Half termly Key Instant Recall Facts (KIRFs) reminders will be sent home each week for children to practice and learnt so that children grow in confidence to recall their facts instantly. Teachers track when pupil achieve their KIRFs. Pupils who do not achieve these will continue to work on these until they are achieved. Homework is sent out on a Friday and is returned the following Thursday and is completed in a homework book.

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Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.

In KEY STAGE 2:

Years 3 / 4

Weekly English and maths homework.

Weekly spellings are sent home on a Friday for a spelling test the following Friday.

Half termly Key Instant Recall Facts (KIRFs) reminders will be sent home each week for children to practice and learnt so that children grow in confidence to recall their facts instantly. Teachers track when pupil achieve their KIRFs. Pupils who do not achieve these will continue to work on these until they are achieved. Homework is sent out on a Friday and is returned the following Wednesday. Homework is set through Teams and in paper copies and is completed in a homework book.

Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.

Years 5 / 6

Weekly English and maths homework.

Weekly spellings are sent home on a Friday for a spelling test the following Friday.

Half termly Key Instant Recall Facts (KIRFs) reminders will be sent home each week for children to practice and learnt so that children grow in confidence to recall their facts instantly. Teachers track when pupil achieve their KIRFs. Pupils who do not achieve these will continue to work on these until they are achieved. Homework is sent out on a Friday and is returned the following Wednesday, and this is repeated Wednesday to Friday. Homework is set through Teams and in paper copies and is completed in a homework book.

Topic homework will be sent out termly and will be based on a home learning activity that can be worked at home with parents.

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APPENDIX A

 English Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -	Key Skills – (Include one GPS lesson weekly)	
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work	Plenary and Key Questions	Guided Reading
Monday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Tuesday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Wednesday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Thursday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -
Friday	L/O: to SC:				Focus Group –
	Must: Should: Could:				Whole Class -

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 HOLY CROSS CATHOLIC PRIMARY SCHOOL Maths Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -	Key Skills -	
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work	Plenary and key questions	Arithmetic
Monday	L/O: to SC:				
	Must: Should: Could:				
Tuesday	L/O: to SC:				
	Must: Should: Could:				
Wednesday	L/O: to SC:				
	Must: Should: Could:				
Thursday	L/O: to SC:				
	Must: Should: Could:				
Friday	L/O: to SC:				
	Must: Should: Could:				

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 HOLY CROSS CATHOLIC PRIMARY SCHOOL Science Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -	Key Skills -	
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work	Plenary and key questions	Science 1 Skills
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to SC:				
	Must: Should: Could:				
	L/O: to				
	Must: Should: Could:				

Activate Windows

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 HOLY CROSS CATHOLIC PRIMARY SCHOOL Creative Weekly Plan		Class - Teacher – Week Commencing -	Vocabulary -	Key Skills -		
Date	Learning Intention and Success Criteria	Whole Class Shared Session	Group Work	Plenary and key questions	Resources	
History	L/O: to SC:					
	Must: Should: Could:					
Geography	L/O: to SC:					
	Must: Should: Could:					
Art/DT	L/O: to SC:					
	Must: Should: Could:					
French/Music/ PSHE	L/O: to SC:					
	Must: Should: Could:					
P.E	L/O: to SC:					
	Must: Should: Could:					

Appendix B

KS2 Autumn Term Timetable

	8:45-9:00am	9:00-9:20am	9:20-10:30am	10:30-10:45am	10:45-11:15am	11:15-12:15pm	12:15-1:15pm	1:15-2:05pm	2:05-3:00pm	3:00-3:15pm
Monday	Reading	Act of Worship	Maths	Break	Whole Class Comprehension	English	Lunch	R.E	History	Story Time
Tuesday	Reading	Whole School Act of Worship	Maths	Break	Guided Reading	English	Lunch	Art/DT/PSHE French/Music	R.E	Story Time
Wednesday	Reading	In Class Act of Worship	Indoor P.E	Break	Whole Class Comprehension	English	Lunch	Maths	Computing	Story Time
Thursday	Reading	Whole School Hymn Practice	Maths	Break	Guided Reading	GPS	Lunch	Science	Geography	Story Time
Friday	Reading	Achievement Assembly	Maths	Break	Whole Class Comprehension	GPS	Lunch	Science	Outdoor P.E	Story Time

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Appendix C



Holy Cross Catholic Primary School **Learning Environment Checklist**

Date:

Year:	Class:	Teacher:
Information on door: <i>Class name</i> <i>Teacher name</i> <i>Other adults' names</i> <i>Saint's prayer</i> <i>Saint image</i> <i>Weekly timetable</i>		
Inside of the door: <i>First aid kit</i> <i>Fire escape route</i>		
Displays <i>Working wall for English</i> <i>Working wall for Maths</i> <i>Phonics in KS 1</i> <i>RE display and prayer table</i> <i>Science display</i> <i>Range of other subjects –history, geography, art and design, PE</i> <i>Artwork displayed</i> <i>Mission statement and Core Values</i> <i>British Values</i> <i>Common exception words/ phonics/GPS/vocabulary</i> <i>Learning behaviours and thinking skills displayed</i> Quality of Display Work: <i>Examples of modelled / scaffolded work</i> <i>Children's work is displayed and valued – Work of the week is displayed and valued</i> <i>Letterjoin / cursive font used for labels / display</i>		

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Teachers Information Board: <i>Current week planning</i> <i>Seating plan with initials (with disadvantaged identified)</i> <i>Timetable</i>	
Book corner <i>Books displayed neatly and organised on shelves</i> <i>A range of books displayed to invite children to read</i> <i>Inviting seating area for children to sit and read</i>	
R.E. Focal Area <i>cloth of correct colour; artefacts; subject specific vocabulary; R.E. book basket; crucifix</i>	
Resources <i>Accessible, varied, labelled, well organised)</i>	
Books <i>Labelled</i> <i>Targets included</i> <i>Presentation creed included</i>	
ICT <i>Computer wiring is safe</i> <i>IWB is used</i> <i>Visualiser is used</i>	
Pupil work <i>Children's work is displayed and valued – Work of the week is displayed and valued</i>	
General tidiness <i>Surfaces are clear</i> <i>Teachers table is neat and organised</i> <i>Pencil pots are organised</i>	
Outdoor Learning <i>Outdoor area is clean and organised</i> <i>Resources are labelled and accessible</i> <i>No hazards</i> <i>Resources are cleaned down at the end of the day</i>	
Areas for Development with dates to be completed by:	

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Monitored by:	

Appendix D – Teaching and Learning Framework

Holy Cross Catholic Primary School - Teaching and Learning Framework

Holy Cross Catholic Primary School Teaching and Learning Framework

At Holy Cross, we will:

School Ethos

- Make sure everyone is valued, has a voice and feels safe to learn
- Celebrate children's achievements and prioritise the well-being of our school community
- Have high expectations for all with everyone taking responsibility for promoting good behaviour and maintaining strong relationships
- Foster an ambitious curriculum and a determination that all children will succeed and achieve, particularly the most disadvantaged and children with SEND achieve exceptionally well

Curriculum

- Ensure a coherently planned and sequenced curriculum that builds on previous learning and makes links across the curriculum
- Ensure a successfully adapted and developed curriculum that is ambitious and meets the needs of all children to ensure everyone achieves and succeeds

Teaching and Learning Behaviours

- Use adaptative teaching to ensure pupils remember long term, the content they have been taught and to integrate new knowledge into larger ideas by making clear links
- Have a clear understanding of all learning styles and use a wide range of effective teaching strategies to engage and support all learners
- Demonstrate deep subject knowledge

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- Explicitly teach and deepen understanding of new vocabulary, planning for and prioritising language development across all areas of school life
- Use the skills builder approach to develop a range of learning skills across the curriculum
- Ensure children apply what they know and can do with increasing fluency and independence
- Promote oracy through effective use of talk partners, collaboration and learning together with opportunities for children to articulate their learning, including the use of visuals and manipulatives

Personalised Learning

- Ensure work is challenging and next steps are used to challenge and engage in our learning
- Receive and give feedback linked to the Learning Objectives and Success Criteria aimed at improving understanding and application of knowledge and skills
- Use assessment well to help children embed and use knowledge fluently, check understanding and misconceptions to ensure we provide clear, direct feedback and inform future teaching

Learning Environment

- Have a fully inclusive interactive learning environment with high quality resources accessible to support and scaffold our learning at all times
- Be flexible in groupings with learning well matched to the children's needs through mini surgeries ensuring all children master the curriculum

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