

Teaching and Learning Policy

Introduction:

This policy is designed to make clear the principles and approaches to teaching & learning and to ensure a consistency of approach whilst also supporting children by reducing cognitive load. Curriculum (what we teach) and pedagogy (how we teach) are inextricably linked and therefore both are included in this policy.

By rooting these principles in the latest educational research, we enable all children to fulfil our School Vision:

“Together, fly high like an eagle”

We will also achieve this through promoting our school’s 6 Christian values:

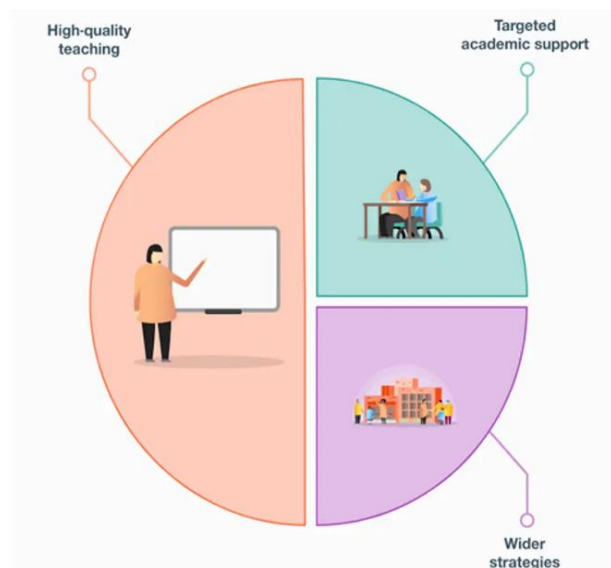
Collaboration, Determination, Equality, Friendship, Respect and Positivity

Our aims are for every child to:

- engage with a broad curriculum that leads to success, both academic and more holistic
- learn and make progress across all curriculum areas in knowledge and skills and recognise that this is achieved through effort to overcome difficulties
- develop behaviours for effective life-long learning such as motivation, curiosity, enthusiasm, collaboration and resilience

What are our pre-requisites for learning?

- Fundamentally, the root of all learning is dependent on the high-quality relationships between adults & children and children & children
- A positive learning culture where children are focussed, safe, able to take risks and make mistakes
- Where high standards of behaviour enable all children to learn
- Classrooms are well organised with accessible resources to help promote independence
- When children are in school every day and on time as every lesson count (we expect at least 95% attendance - see Attendance Policy)



Quality First Teaching:

Quality First Teaching (QFT) as defined in this policy is a philosophy that prioritises high quality and inclusive teaching for every child in every classroom. We believe that provision in the classroom, with a skilled teacher and, in many cases, a learning support assistant (LSA) who is deployed effectively, is the key to greater progress and higher attainment. Our focus as a school is primarily on developing this area, called tier 1. Tier 2 focuses on targeted interventions as we recognise there may be times when certain pupils need extra support with their learning. Tier 3 focuses on wider strategies for impact such as attendance, wider curricular opportunities, social, emotional & mental health (SEMH) and teacher wellbeing.

How do we plan for successful learning?

In all plans, consideration must be given to the needs of ALL children to ensure the learning is inclusive, accessible and representative of wider society.

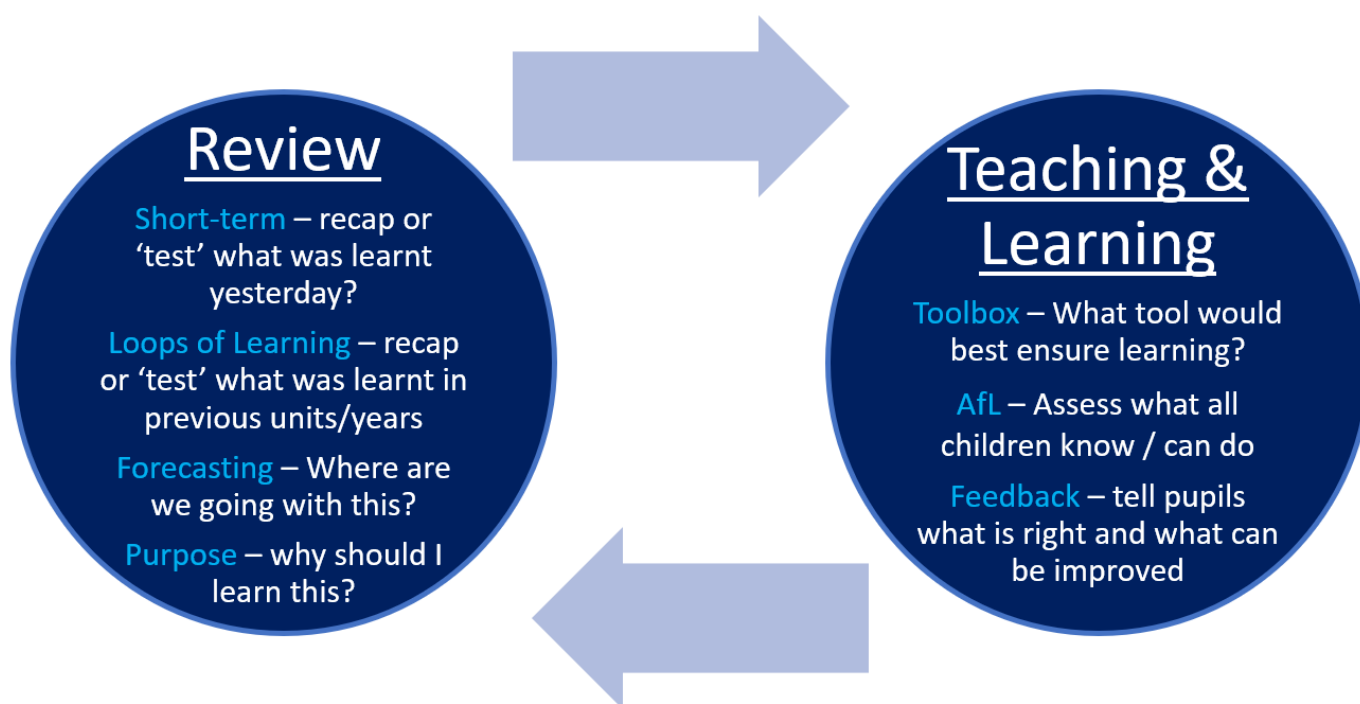
Individual subjects have:

- A curriculum overview and skills progression from Early Years to Year 6
- Planning for each unit of work that incorporates the agreed high-quality features (see Appendix A)
- Short term plans are used in English and maths; these may vary in format depending on the year group and the subject

How do we teach for successful learning?

Throughout this section a number of techniques and strategies are referenced. It is down to the professionalism of the teacher to deploy the right approach, as appropriate in response to the learners in the class, as well as considering their age and stage.

Teaching and learning is often represented as a cycle to reflect the dynamic response teachers should take as learning evolves:



We have broadly categorised the teaching you would see in the learning environment into 6 tools:

Success =

Right Tool
at the
Right Time

Teaching
Toolbox

You do

I do

We do

Examples:

- Problem solving / trial and error (e.g. how to make a cube from squares)
- Continuous provision
- Create a water cycle diorama
- Personal/group research on an aspect of the Greeks

Discovery

- Carefully planned & consider skills needed
- Pupil directed
- Open-ended & experimental



Direct Instruction

- Small steps – process or procedure
- One way to do it
- Me to you

Examples:

- Using a knife to chop in DT
- Adding fractions
- Forming letters correctly
- Cross stitching
- Shading or perspective in art

Examples:

- Times Tables Rock Stars
- Speed sounds
- Choral repetition
- Musical instrument
- Handwriting practice
- Quick fire recall questioning
- Number bonds to 100

Practice

- Repetition of a process or procedure - not new learning
- Feedback = improvements
- Improvement in speed/accuracy



Exposition

- Teacher reveal
- Focussed observation
- Modelling- thinking aloud, not questioning

Examples:

- Properties of 2-d shapes
- How to record in science
- Highlighting key features a WAGOLL for suspense in writing
- Explaining the water cycle
- Exploring the way tone is used by an artist

Examples:

- Finish the sentence using a sentence starter
- Complete the steps in the bus stop method where bits are missing
- Write an opening paragraph
- Try to get precise shades when colour mixing

Exercise

- Have a go
- Following an example/model
- May be scaffolded



Try it out

- Child & adult ask & answer Q's
- Bridge: new teaching by adult & new understanding by child
- Concept leap for child

Examples:

- Shared or guided write
- Talk partners
- Whiteboard work
- Discussing the key features a WAGOLL for suspense in writing
- Replicating a WAGOLL sentence with your own words

Promoting Independence

- Environment: L.O., S.C. & vocab, working wall
- Resources: labelled, accessible, promoted for all
- Brain, Board, Book, Buddy, Boss
- Use of the 'Learning Pit'
- Scaffolding framework: All adults use the least help first

Questioning

- Response from all (AfL)
- Ask & answer questions
- Explain: what have you understood, what have you not understood?
- Probe: push for depth to share with others
- Prove it: how can you be certain you're correct?

Modelling

- Chunk it in small steps
- Use concrete objects, images or examples (WAGOLLs)
- Think aloud while modelling
- Use worked examples
- Explain, use & expect vocab
- Anticipate & address likely errors & misconceptions
- Give scaffolds, then remove

Making It Stick

- Retrieval: quizzing – to use/ recall info, not just reminded
- Spaced practice: recalling after you've forgotten
- Interleaving: retrieve info among other unrelated info i.e. + with ÷ x – shape etc.
- Cognitive strategies: e.g. mnemonics, songs, actions

Homework and Family Engagement

We know that when there is sustained and shared engagement between families and school this will lead to improved academic outcomes for children. We therefore invest time in building relationships with families, offering support and guidance to enable them to support their child’s learning in the right way at home. Homework is an important part of this and we recognise the role it can play in consolidating the learning that happens in school. More information is available in our Homework Policy.

Links to Appendices

Appendix 1: [HUMANS Curriculum vision](#)

Appendix 2: [Language Development Checklist](#)

Appendix 3: [Quality First Inclusive Teaching](#)

Appendix 4: [SEND Pathway](#)

Appendix 5: [Scaffolding Framework](#)

Appendix 6: [What Support Looks Like](#)

Appendix 7: [Teaching and Learning Terminology](#)

Links to Other Relevant Policies & Documents:

[Attendance](#)

[Behaviour](#)

[Feedback](#)

[PP Strategy](#)

[Continuous Provision](#)

[EYFS](#)

Appendix 1: EqIA was carried out but all outcomes were “neutral” or “positive” for all

Due regard was taken by carrying out an EqIA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: ✓	Date: 26.06.25
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