Teaching and Learning Policy

KINGS HILL SCHOOL
PRIMARY & NURSERY

Kings Hill School
Primary and Nursery

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TEACHING AND LEARNING POLICY

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Introduction

This document is a statement of aims, principles and strategies for teaching and learning at Kings Hill School Primary and Nursery. It is the method through which we offer a rigorous knowledge-led curriculum and its implementation is the responsibility of all the members of the school community. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from educational research, cognitive science and classroom practice. The impact of quality teaching and learning is the progress pupils make and the outcomes they achieve.

What is Teaching and Learning

Teaching and Learning is the method through which we deliver our statutory duties. Our curriculum meets the requirements of:

- The National Curriculum (DfE, 2014)
- The Statutory Framework for the Early Years Foundation Stage (DfE, 2024)
- Relationships Education (primary schools must teach Relationships Education)
- Health Education (all maintained schools and academies must provide Health Education)
- Religious Education
- Spiritual, moral, social and cultural (SMSC) education
- Relationships and Sex Education (RSE) and Health Education

Aims

Our aim is for teaching and learning to be of a strong or better standard throughout the school according to the latest Ofsted criteria and teaching standards. There is a cycle of continuous support from middle and senior leaders, staff CPD, quality of provision meetings, staff appraisal and collaboration with other schools to facilitate strong or better teaching.

The minimum expectation for the quality of provision in each class is good. Action including coaching/mentoring and a support programme will be offered to staff working below this level of provision. The expectation is that provision would quickly be raised to a good level following intensive support within a specified period of time (usually a maximum of two months). If provision continues to fall below good following this time period, this would be dealt with under the Capability Policy or the Disciplinary Policy depending on the individual circumstances. All teachers are aware of our teaching and learning expectations and these are shared with new staff through the induction process.

The teaching and learning expectations were written in consultation with staff to in order to provide the best possible education for the pupils at Kings Hill School Primary and Nursery. These expectations are reviewed regularly and used within the teaching monitoring process.

Through our teaching we aim to:

- achieve deep understanding, by helping pupils connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- deliver academic excellence
- secure knowledge into long-term memory
- develop secure schemas with connected networks of ideas
- equip pupils with knowledge and cultural capital that they need to succeed in life
- give all pupils access to the best that has been thought and said and engender an appreciation of human achievement
- provide exceptional Arts provision so that every child learns to play an instrument, create art, perform a dance and appreciate human creativity
- enable pupils to become confident and interested learners, actively engaged in their own learning
- develop pupils' self-respect and for the cultures and values of others
- ensure all pupils have the opportunities to develop our learner profiles of: I am emotionally intelligent; I am a good communicator; I am knowledgeable; I am an individual; I am an innovator and I am a global citizen.

Pupils are entitled to expect that the curriculum provided at Kings Hill School Primary and Nursery will support and strengthen them in the following areas:

Equality
Irrespective of race, gender, class or ability to take pride in their own achievements and in their school, while demonstrating respect for religious and moral values, other races and ways of life.

Analysis
To think, analyse and solve problems and issues scientifically, rationally and objectively. This will be achieved by helping them to develop their initiative, enquiring minds, the ability to apply themselves to a task, develop independent thinking, physical challenges and the solution of problems using a variety of approaches, materials, tools and methods.

Citizenship
To develop a responsible and independent attitude towards work and their role in society. A necessary aspect of this will be to develop an increasing commitment to justice, fairness, equality, freedom and responsibility for the local, national and global environment. This will be taught

throughout the curriculum with specific links to school values across the year, through our values based education and through our house family system.

Personal Development
To achieve their potential in terms of academic achievement and to appreciate, express and communicate ideas in a variety of aesthetic, creative and imaginative forms.

Values

Our whole school values underpin the basis of all our school policies including our approach to teaching and learning. These were agreed collectively by our school community.

Ofsted Framework Alignment (2025)

Our teaching and learning approach directly supports the evaluation areas in Ofsted's 2025 framework, particularly:

- **Curriculum and Teaching**: Our knowledge-rich curriculum and evidence-based teaching strategies ensure pupils build secure foundations and develop deep understanding.
- **Achievement**: Our focus on retrieval practice, adaptive teaching and responsive feedback enables all pupils to know and remember more.
- **Inclusion**: Our adaptive teaching strategies ensure all pupils, including those with SEND, disadvantaged pupils, and those known to pupils' social care, can access an ambitious curriculum.
- **Personal Development and Wellbeing**: Our learner profiles, pupil offer and values-based education support pupils' broader development.

The curriculum covers the statutory requirements set out in the basic curriculum (which includes the national curriculum, and relationships, sex and health education, and religious education) and is at least as ambitious in breadth and depth as the national curriculum.

Teaching Model at Kings Hill School

Lessons at Kings Hill Primary School should routinely incorporate the following:

Recall and Recap

- All lessons should begin with a recap and recall of knowledge so far (not just the activity of the last lesson) in the form of retrieval practice.
- Use any information from the 'Assess and Reflect' process to explore any misconceptions or areas of weakness.

Link Learning and Build

- Secure explicit connections between subjects and other aspects of learning within the subject through discussion and instruction.
- Share the big picture (where we need to be) and where this lesson fits into that.
- Share the learning objective and expected outcomes.

Feedback and Adapt

- Respond and react to pupils during independent learning. This will include focus groups, live marking, conferencing and potentially further adaptation as appropriate.

Deepen and Secure

- Respond and react to pupils during independent learning. Provide guidance and challenge to secure deeper knowledge or application.
- Ensure that at the end of each independent session there is planning time to review the learning question and test understanding.
- This can be a plenary but the key will be high-quality open-ended questioning and encouraging pupil evaluation and reflection.

Strategies for Teaching and Learning

We advocate research-based principles of instruction that are 'faithfully' adopted and 'intelligently' adapted from research in cognitive science, research on master teachers and research on cognitive supports. We encourage all teachers to read these to develop their knowledge and understanding of the art of teaching. Teaching at Kings Hill School Primary and Nursery should be guided by these principles.

Barak Rosenshine's Principles of Instruction

1. **Begin a lesson with a short review of previous learning (Retrieval practice)**
   This might be a review of vocabulary, events, knowledge, a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson and use low stakes testing to ascertain gaps in knowledge. At Kings Hill School Primary and Nursery teachers use multiple-choice quizzes, quick fire questions, timed tests or review knowledge organisers during retrieval practice time.

2. **Present new material in small steps with pupil practice after each step: Only present small amounts of new material at any one time, and then assist pupils as they practice this material.**
   Our working memory can only hold a few bits of information at once - too much information will result in cognitive overload. The most effective teachers present only small amounts of new material at one time, and they teach in such a way that each point is mastered before the next point is introduced. They check pupil's understanding on each point and reteach when necessary. The most effective teachers use this time to provide additional explanations, check for understanding and provide sufficient instructions so pupils can learn to work independently without difficulty.

3. **Ask a large number of questions and check the responses of all pupils: Questions help pupils practice new information and connect new material to their prior learning**. Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions. Teachers at Kings Hill School Primary and Nursery also ask pupils to explain the process they used to find the answer. Teachers might ask pupils to:

   - Secretly vote on a diagnostic question;
   - Tell an answer to their partner;

- Summarise the main idea in one or two sentences or repeat the procedures to a partner;
- Write the answer on a mini-whiteboard and hold it up;
- Explain how you worked out the answer; or
- Raise hands if they agree with an answer someone else has given.

4. **Provide models: Providing pupils with models and worked examples can help them learn to solve problems faster.**
   Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps. The silent teacher approach can also be used once explicit modelling has occurred. The teacher silently works through a problem and then the pupils explain the steps that have been taken and the underlying principles for these steps.

5. **Guide pupil practice: Successful teachers spend more time guiding pupils' practice of new material**
   After presentation of new material, the most successful teachers guide pupil practice. This might consist of the teacher working the first problems, serving as a model for pupils. It could include a visualizer being used to demonstrate or a pupil working out a problem on the board. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time having pupils work out problems with teacher guidance. Pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of a catch-up group or guided group.

6. **Check for pupil understanding: Responsive Teaching**
   Effective teachers frequently check to see if all pupils are learning the new material. They check for understanding by asking questions, by asking pupils to summarise the presentation up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be retaught. Responding to the pupils answers is imperative in moving the learning on. Effective ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain or defend their position to others.

7. **Obtain a high success rate: It is important for pupils to achieve a high success rate during classroom instruction.** Research suggests that the optimal success rate to be about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged.

8. **Provide scaffolds: The teacher provides pupils with temporary supports and scaffolds to assist them.**
   Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as word banks, checklists to guide or evaluate their work, or a model of the completed task (WAGOLL) against which the pupil can compare their work. Others may be in the form of prompts – such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. Teachers should carefully consider who needs what type of scaffold, rather than regularly provide the same scaffold to all.

9. **Require and monitor independent practice: Pupils need extensive, successful practice in order for skills and knowledge to become automatic and embedded in long-term memory**. Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill. Independent practice should involve the same material as the guided practice and pupils should be fully prepared. During independent learning, the teacher circulates the room monitoring individual work. Cooperative learning can increase achievement if it

provides extra instruction through someone else (the other pupil) explaining the material to the pupil.

10. **Engage pupils in weekly and monthly review: Pupils need to be involved in extensive practice in order to develop well-connected automatic knowledge**
Pupils need extensive and broad reading and extensive practice in order to develop well-connected networks of ideas (schema) in their long-term memory. When one's knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we carry out weekly reviews in mathematics, opportunities to retrieve knowledge at the start of lessons, weekly reviews as part of homework, knowledge organisers for revision and end of unit assessments.

Retrieval Practice
At Kings Hill School Primary and Nursery teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. We use retrieval practice methods as described above routinely. We aim for pupils to remember all that is on the knowledge organisers and in the curriculum - without need to refer to learning aids, knowledge organisers or other reference material.
For optimal retrieval practice, teachers space out the practice as pupils need to forget a little to benefit from spaced practice.

Classroom Talk and Questioning

The central mechanism in effective classroom talk is good use of questioning. Teachers are encouraged to ask a large number of questions and both closed and open questions play an important role. While we should make deep knowledge the goal, shallow knowledge will always come first and without closed questions to check it, there is no point moving on to deeper concepts. At Kings Hill School Primary and Nursery we adopt different strategies for effective questioning such as cold calling; no-opt-out; checking for understanding; probing; say it again, better; think, pair, share and whole-class response. The principles and practice of these can be found in Appendix 1.

Working Memory and Cognitive Load Theory

Dylan Wiliam has described cognitive load theory as 'the single most important thing for teachers to know'. Grounded in a robust evidence base, cognitive load theory provides support for explicit models of instruction. The human brain can only process a small amount of new information at once, but it can process very large amounts of stored information. Information is processed in the working memory, where small amounts of information are stored for a very short time. The average person can only hold about four 'chunks' of information in their working memory at one time. The findings from this research lead to a number of implications for classroom practice:

1. **Tailor lessons according to pupils' existing knowledge and skill and use worked examples.** When teaching new content to pupils without much pre-existing knowledge, teachers should provide pupils with lots of detailed, fully guided instruction and worked examples. As the pupils' knowledge and skill increases, teachers should provide a mix of guided instruction and problem solving practice.

2. **Gradually increase independent problem-solving as pupils become more proficient**. Finally, as pupils become very proficient, teachers should provide minimal guidance and allow pupils to practise their skills with lots of problem-solving tasks. Some pupils will progress to independent problem-solving faster than others. To provide a need for greater independence, teachers will omit steps from a worked example or gradually give pupils fewer worked examples.

3. **Cut out non-essential information**. Pupils do not learn effectively when their attention is directed to inessential information. This could be in the content of the instruction or multimedia presentation. Pupil's working memory can become overloaded however there are some strategies that can reduce the chance of this occurring:
    - The material can be presented in small chunks.
    - Only present the key knowledge that the pupils need to know in order to succeed.
    - The pupils, rather than the teacher, can direct the pacing of the presentation.

4. **Simplify complex information by presenting it both orally and visually.** Pupils can process complex information more easily when it is presented in both oral and visual forms at the same time. When there are two or more sources of information that can only be understood in reference to each other, cognitive load can be managed by presenting information both orally and visually. This strategy increases the capacity of pupils' working memories, creating more mental space for learning. Accompany diagrams with narrated explanations, not written explanations. This is based on the theory of Dual Coding. Research has shown that pupils learn new words more effectively through visuals with verbal information rather than with just verbal.

Curriculum Design to support Teaching and Learning

Our curriculum is ambitious and:

- Clearly identifies and prioritises the foundational knowledge and skills pupils need for later learning.
- Is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to pupils' social care, and those who may face other barriers to their learning and/or wellbeing, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.

The curriculum prioritises:

- Accurate and fluent word reading, spelling, handwriting and mathematics.
- 'Keeping up' rather than 'catching up', quickly dealing with any identified gaps in pupils' knowledge.
- Extending pupils' language and vocabulary, both spoken and written, and increasing their reading competency across all subjects.
- Explicit teaching of how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others through speaking, listening and communication.
- Rigorous and sequenced teaching of reading that develops pupils' fluency, confidence and enjoyment.

Staff:

- Engage pupils in high-quality interactions to develop their knowledge and vocabulary across all areas of learning.
- Help pupils to articulate what they know and understand by scaffolding, modelling, extending and developing their ideas.
- Build pupils' emotional connection to language through songs, rhymes and poems.
- Prioritise daily story time, reading aloud and re-reading high-quality stories.
- Provide enough teaching and practice for all pupils to become fluent in word reading, spelling, handwriting and number facts.

Adaptive Teaching

Adaptive teaching applies to the level of support and scaffolding learners need to reach common, aspirational goals. Not all learners learn things at the same rate – some will need more help, more time or more guidance. In practical terms, adaptive teaching involves setting the same learning objectives and adapting planning to support pupils to achieve it.

Adaptive teaching at Kings Hill School Primary and Nursery, can involve:

1. Setting common high-challenge learning objectives with success criteria. Adaptive teaching involves teachers sharing learning objectives and success criteria with pupils so that they can:
   - assume greater responsibility for their own learning
   - measure their own success and achievement
   - identify more clearly their own learning needs
   - assist the teacher in meeting those needs
   - identify areas for improvement

2. Scaffolding planned with guided practice leading to independent practice. Scaffolding can of course be removed – it is a temporary support. Scaffolding could be in the form of distinct tasks or writing scaffolds for some pupils.

3. Providing appropriate help, possibly with different but carefully selected resources.

4. Providing distinct tasks.

5. Different modes of questioning and feedback, tailored to push pupils forward from wherever they are.

6. The use of pre-teaching booklets

Planning

When planning, teachers should consider the Zone of Proximal Development, *What is just beyond what my pupils know and can do?* This is to allow the creation of opportunities for pupils to think while respecting cognitive limits. Activities that require cognitive work that poses a moderate to high challenge should be planned for pupils to practice or apply their knowledge and understanding. Teachers should ensure they are confident in their own subject knowledge, and their understanding of class texts before planning lessons.
Good planning is essential to effective Learning and Teaching. The school plans in different stages:

National Curriculum supported by schemes of work that are used for Computing: ELIM Mathematics: White Rose, PHSE: Jigsaw, Design and Technology: Projects on a Page, Religious Education: SACRE.

Medium Term Progression models shows the key objectives, knowledge, skills and vocabulary for every subject for the year.

Short Term plans. Teachers plan weekly to provide specific learning objectives, success criteria and outcomes for each session. Assessment opportunities are planned for and provide the formative evidence for future planning.

Experiences, trips, visits and outdoor days are planned. Experiences outside of the classroom provide a wide array of benefits to pupils' education. These experiences have the most impact when pupils are well prepared with the knowledge necessary to understand and appreciate the experience before the trip, and when time is given to reflecting on the experience through a follow-up lesson or activity, after the trip.

Teachers in each year group should meet in the previous term to plan the content and delivery of the curriculum to their classes. Year groups also have their PPA time together to assess and evaluate the week's learning and use those assessments to inform the teaching and learning for the following week. Teachers must work together to ensure experiences laid out in their pupil offer

such as trips, visits and outdoor days are well planned to allow adequate time to book transport and to notify parents.

For successful collaboration with colleagues, it is vital that resources are shared and tasks delegated and completed in a reasonable time to allow colleagues to evaluate and if necessary make amendments to suit the pupils in their class.

Inclusion and SEND

When evaluating provision for pupils with SEND, we:

- Seek to understand the starting points of pupils with SEND;
- Consider whether pupils have access to a suitable curriculum that builds on their knowledge and is adapted to their needs;
- Recognise that pupils' work can take many forms;
- Consider whether pupils' needs are properly considered and are met through the design and delivery of the curriculum, including taking into account any reasonable adjustments that need to be made;
- Work closely with leaders and staff to understand strategies to help pupils communicate.

Adaptive teaching for pupils with SEND includes:

- High-quality teaching as the first wave of support;
- Pre-teaching to build foundational knowledge before whole-class teaching;
- Carefully selected scaffolds that can be gradually removed;
- Additional time for practice and consolidation;
- Alternative ways to demonstrate understanding;
- Regular review of Provision Plans with specific, measurable targets.

For pupils who speak English as an additional language (EAL):
We recognise that these pupils already speak at least one language, and do not lower our expectations of them. We:

- Assess pupils' English language proficiency accurately and regularly;
- Provide opportunities for pupils to talk with staff and peers during lessons;
- Focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts;
- Keep explanations clear and precise;
- Develop and extend pupils' language carefully and deliberately, with plenty of repetition;
- Ensure that pupils learn to read using systematic synthetic phonics as soon as possible.

Safeguarding in Teaching and Learning

All staff understand that safeguarding is everyone's responsibility.

In our teaching and learning, we ensure:

- All staff recognise that pupils are capable of abusing other pupils (including online) and are clear about the school's policy and procedures regarding child-on-child abuse
- When teaching about mental health, we are aware of the risks and avoid giving instructions or methods of self-harm or suicide, avoiding emotive language, videos or images. If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation, they must follow safeguarding procedures.
- The learning environment displays our child-friendly safeguarding and online safety policies with worry boxes so pupils know what to do if they feel worried.
- We carry out an annual review of our approach to online safety, supported by an annual risk assessment.

Feedback and Assessment

Good assessment and feedback improves the quality of teaching and learning and as such is integral to the whole teaching and learning process. It is essential that teachers evaluate the work that pupils undertake in lessons and use this information to inform their planning and adjust their teaching. All feedback must focus on success and improvement rather than solely on the correction of secretarial aspects of the work. Feedback must always be focused on the learning of the lesson and/or success criteria.

In conjunction with this policy please also read the Feedback Policy and the Assessment Policy.

Feedback occurs at one of four common stages in the learning process

1. Immediate feedback
2. Summary feedback
3. Catch-up session feedback
4. Lesson feedforward
5. Summative feedback

To understand these feedback principles in practise, please refer to Appendix 2.

Effective working with Teaching Assistants

Teaching assistants should be informed of the specific needs of pupils and of medium term and weekly planning in order to understand the role they are to carry out. They must be given clear and explicit instructions as to the concepts, knowledge and skills being taught and the intended learning outcomes. Where teaching assistants are working with low attaining pupils, the focus should be on retaining access to the class teacher's input, by delivering brief but intensive support and structured interventions, such as pre-teaching and precision teaching. The class teacher must mark work completed by all pupils in their class.

The Learning Environment

We strive to provide an environment which is orderly, stimulating and conducive to learning. The main purpose of displays is to value and celebrate the work of pupils and scaffold the learning process.

In classrooms, there should always be a English and Maths working wall which is added to throughout the week to reflect the current learning journey. Resources on the working wall should be carefully selected and clearly visible in order to support pupils in their learning.

Other displays in the classroom should reflect subjects currently taught. Use display and resources to positively impact on learning through consolidation of previous learning, introduction of new information and knowledge, key vocabulary, open-ended questions to prompt thinking and opportunities for pupil contribution.

The school's values and termly value should be displayed alongside how these values are demonstrated in the class. Our child-friendly safeguarding and online safety policies should be displayed with a worry box so pupils know what to do if they feel worried.

All resources in the classroom should be clearly labelled and accessible for all learners.

The school corridor displays are primarily to celebrate and value pupils' work. Every child should have written work on display at some point through the year. This written work should have been edited, improved and developed in order to reflect the highest standard. Displays of pupils' work should be of a high standard, mounted and labelled with the child's name. The display should include a 3D element and the displays should reflect our broad curriculum.

All displays should reflect the school's high expectations and ambition for all. All displays should reflect the school's emphasis on ambitious vocabulary.

Professional Development

Professional learning and expertise programme is:

- Evidence-informed and of high quality.
- Designed to build expertise in terms of knowledge, skill and judgement.
- Includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees.
- Provides time protected for professional learning.
- Provides opportunities for purposeful collaboration and for staff to receive effective feedback on their practice.

We have achieved a culture where:

- Staff take responsibility for their own learning and are keen to continually improve their expertise.
- There is a professional learning curriculum informed by the best available evidence, including research.
- Learning is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.

Staff Wellbeing and Workload

Leaders support staff's wellbeing and ensure that their workload is manageable.

We manage workload by:

- Ensuring marking and feedback practices are efficient and impactful (see Feedback Policy).
- Protecting PPA time for planning, preparation and assessment.
- Avoiding unnecessary data collection or paperwork.
- Providing clear priorities and avoiding initiative overload.
- Regularly reviewing the impact of policies on workload.

Role of Leadership and Governance

Senior Leaders:

- Have a comprehensive understanding of the quality of curriculum and teaching across the school.
- Assure themselves that the curriculum is taught well; identify areas for improvement and take effective action to tackle these, including through professional learning.
- Can explain how they identify significant barriers to teaching and learning and how they take action to reduce those barriers.
- Deploy staff effectively so that all pupils have access to high-quality teaching.

Middle Leaders:

- Make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement.
- Use detailed and insightful analysis of school performance to evaluate the effectiveness of provision.
- Accurately identify, monitor and act on priorities for improvement.

Governors:

- Ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively.
- Support and challenge leaders appropriately, giving due regard to leaders' and staff wellbeing and workload.

- Forge constructive relationships beyond the school, working in partnership with parents and the local community.
- Establish and maintain working relationships with fellow professionals across other public services to improve educational outcomes for all pupils.

Role of Parents/Guardians

We believe that parents have a fundamental role to play in helping pupils to learn. We do all we can to inform parents about what and how their pupils are learning by:

- Sending a curriculum map home termly to highlight the learning across the curriculum that term and subjects that the pupils will be covering.
- Holding parents consultations twice a year to discuss pupils' progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their pupils with homework through learning update letters and information on the website.
- Holding parent forums to explain relevant developments in their child's education and research-led teaching strategies for example the teaching of phonics, the teaching of reading and writing, the progression of calculations and teaching strategies to support how pupils learn
- All parents given the end of year expectations for their child at the beginning of each year to fully understanding the curriculum for that year group.
- Regular communication of events through social networking and fortnightly newsletters.

We believe that parents have the responsibility to support their pupils and the school in implementing school policies. We would like the parents to:

- Ensure that their child has the best attendance records possible.
- Ensure that their child is equipped for school to partake in all activities.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Promote a positive attitude towards school and learning in general.
- Support with home learning activities.
- Fulfil the requirements set out in the home/school agreement.

Monitoring and Evaluation

Staff development needs will be identified in line with this policy and the Performance Appraisal policy. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school; when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observation by senior leaders, middle leaders and external visitors such as the School Improvement Advisor and leaders of our collaboration schools

- Drop-in visits to classrooms
- Peer observations through the lesson study approach
- Book scrutiny
- Sharing pupil's work throughout the school and discussing quality
- Internal moderation of pupils' work
- Looking at planning to ensure progression of skills and equal opportunities over year groups
- Learning walks focusing on different groups in the school or different areas of the curriculum
- Performance appraisal process
- Discussion with pupils
- Pupil progress meetings
- Monitoring of the teaching and learning expectations.
- Evaluation of how effectively pupils are enabled to secure strong foundations to access the curriculum, particularly for pupils at the early stages of communication and language, reading, writing and mathematics, including older pupils whose development is not at their age-appropriate level.
- Review of adaptive teaching strategies for different groups of pupils.
- Analysis of outcomes for disadvantaged pupils, pupils with SEND, and those known to pupils' social care.
- Evaluation of the impact of professional development on teaching quality.

Review

This policy is reviewed by staff and governors every two years. Copies of the policy can be found on the school's website.

Appendix 1

Classroom Talk and Questioning

Cold Calling: (Based on Lemov, TLAC)

Principle: All pupils should be involved in engaging with the teacher-pupil dialogue with time to think, and not be allowed to hide, dominate or be overlooked.
Practice: No hands up. Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that involves all pupils.

No Opt-Out: (Based on Lemov, TLAC)

Principle: Pupils should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers.
Practice: If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer giving them a chance to now say the right answer. This gives them an opportunity for practice.

There are five basic strategies for responding to pupils who get the answer wrong or cannot provide an answer.

1. You provide the answer; the pupil repeats the answer.

2. Another pupil provides the answer; the initial pupil repeats the answer. A variation is to ask the whole class.

3. After the pupil answers incorrectly, you provide a cue the pupil uses it to find the answer.

4. Another pupil provides a cue, the initial pupil uses it to find the answer.

5. Another pupil provides the answer, the initial pupil repeats the answer and is then asked a question to apply this knowledge. This gives extra practice and shows success.

Checking for Understanding:

Principle: Teachers should not assume that knowledge aired and shared in the classroom has been absorbed. It's necessary to check for understanding from pupils to determine whether they understood what you meant.
Practice: After any question exchange with a particular pupil, ask a number of others to relay back what they have understood. Even if they are answering a question that someone else has already answered, it's valuable for others to be given a chance to offer their version, showing what they have understood and, in so doing, giving the teacher feedback about how successful the teaching has been. It's especially powerful to ask multiple pupils, often yielding various different responses which throw up subtle points for further teaching.

Probing:

Principle: In order to explore a pupils' schema in any depth, you need to ask them several questions; asking several pupils one question each provides shallow responses compared to when each pupil has to provided multiple responses.
Practice: Aim to try 3-5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.
Say it again, better:

Principle: It's normal for first responses to be half-formed as pupils think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to inhibit pupils when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.
Practice: When pupils offer a short, half-formed of partially incorrect answers, say, 'thanks, that's interesting….now say it again better. Try again but make sure you add in X and link it to idea Y' giving them an immediate opportunity to give an improved response. Modelling this for pupils is vital.

Think, Pair, Share:
Principle: In pairs, all pupils have space to think, air their initial thoughts, prepare to give good answers and to rehearse. They are all involved and subsequent discussions then have lots of material to explore.
Practice: Give the class a specific time-cued task – e.g. to decide on four main points in order of importance, in three minutes – get them all talking in pairs, with a reminder at after half the time has elapsed to allow their partner to talk, and then, on time, bring them back together with a signal. Then engage in probing, cold call questioning asking them to report back what their three points were.

Whole-Class Response:

Principle: Sometimes it is useful to get a response from every single pupil at the same time. This provides quick feedback to you as the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as you respond to the feedback you gain.
Practice: Mini-whiteboards are quick and allow for responses to multiple-choice questions as well as practice sentences, calculations and diagrams. Set the question, give some response time and then, on cue ….3,2,1 Show Me…. pupils show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice. It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

Appendix 2

Feedback and Assessment Methodology

It is essential that teacher's evaluate the work that pupils undertake in lessons and use this information to inform their planning and adjust their teaching. All feedback must focus on success and improvement rather than solely on the correction of secretarial aspects of the work. Feedback must always be focused on the learning of the lesson and/or success criteria.

Feedback occurs at one of four common stages in the learning process

1. Immediate feedback- at the point of teaching
2. Summary feedback – at the end of the lesson/task
3. Catch-up session feedback – after the lesson
4. Next lesson feedforward - further teaching enabling the pupils to identify and improve for themselves areas for development identified by the teacher upon review of work
5. Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered the learning

These practices can be seen in the following practices:

Type of feedback	What it looks like	Evidence
Immediate	• Includes teacher gathering feedback from teaching within the course of the lesson, including verbal responses, whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve live marking in green pen especially in Maths and English skills books • May involve the use of a teaching assistant to provide support of further challenge • May re-direct the focus of teaching or the task	Lesson observations Learning walks Pupil interviews
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	Lesson observations/ Learning walks Some evidence of self – and peer-assessment Quiz and test results may be recorded in books or logged separately by the teacher
Catch- up sessions	• Takes place after a lesson • Often involves small group • May take the form of verbal input to facilitate learning	Learning walks Evidence in books of pupil response in red

	• May involve live marking in green pen	pen
Feedforward	• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work.	Lesson observations Learning walks Evidence in books of pupil editing and redrafting their work in red pen
Summative	• RP activities in SPaG and Maths • End of unit or term tests or quizzes	RP activities in Maths and English skill books Quiz and test results