Teaching and Learning Policy

Date created	May 2025
Review period	Biennial
Next due for review	May 2026
Governors Committee Responsible	FGB
Date Reviewed	27 May 2025

This policy has been created by the staff team of Kingsclere CE Primary School.

Ofsted GRADED GOOD

Teaching and Learning Policy

'Hand in hand we learn, we grow, we soar.'

Aim

This policy aims to:

➢ Explain how we will create an environment at Kingsclere CE Primary School where pupils learn best and love to do so

➢ Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning at Kingsclere CE Primary School

➢ Promote high expectations and raise standards of achievement for all pupils at Kingsclere CE Primary School

➢ Involve pupils, parents/carers and the wider school community in pupils' learning and development

Our guiding principles

At Kingsclere CE Primary School, our strapline, *'Hand in hand we learn, we grow, we soar'*, reflects our commitment to working together to support every child's journey.

Our vision is **for children to be confident and thoughtful individuals with a love for learning**, and this is brought to life through our core Christian values of **Love, Courage, and Respect.** See **Appendix 1.** Our vision and values are embedded in all aspects of school life, shaping both our curriculum and our relationships. Staff are supported through ongoing professional development to ensure their teaching reflects these principles.

By living out our vision and values, we ensure a shared purpose across the school community - enabling all children to learn with enthusiasm, grow in character, and soar with confidence.

Children learn best at Kingsclere CE Primary School when they:

➢ Have their basic physical needs met
➢ Feel secure, safe and valued
➢ Feel a sense of belonging within the school
➢ Are engaged and motivated
➢ Can see the relevance of what they are doing
➢ Know what outcome is intended
➢ Can link what they are doing to other experiences
➢ Understand the task
➢ Have the physical space and the tools needed
➢ Have access to the necessary materials
➢ Are not disrupted or distracted by others
➢ Can work with others or on their own, depending on the task
➢ Are guided, taught or helped in appropriate ways at appropriate times
➢ Can practise what they are learning
➢ Can apply the learning in both familiar and new contexts
➢ Can persevere when learning is hard
➢ Can manage their emotions if things are not going well

➢ Recognise that all learners make mistakes and mistakes can help us learn

Roles and responsibilities

Teaching and learning at Kingsclere CE Primary School is a shared responsibility, and everyone in our school community has an important role to play. Working together with a clear understanding of these roles ensures we achieve the best outcomes for all children.

Our Home School Agreement sets out the shared responsibilities of parents/carers, and pupils.

This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at Kingsclere CE Primary School will:

➢ Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
➢ Actively engage parents/carers in their child's learning including clearly communicating the purpose of home learning
➢ Update parents/carers on pupils' progress at parents/carers evening and produce a written report on their child's progress
➢ Meet the expectations set out in school policies and guidance

Support staff

Support staff will:

➢ Know pupils well and differentiate support to meet their individual learning needs
➢ Support teaching and learning with flexibility and resourcefulness
➢ Use agreed assessment for learning strategies
➢ Use effective marking and feedback as required
➢ Engage in providing inspiring lessons and learning opportunities
➢ Feedback observations of pupils to teachers
➢ Ask questions to make sure they have understood expectations for learning
➢ Identify and use resources to support learning
➢ Have high expectations and celebrate achievement
➢ Demonstrate and model themselves as learners
➢ Meet the expectations set out in school policies and guidance

Subject Leaders

Subject leaders have a variety of roles. These include:

➢ Taking the lead in policy development and the production of schemes of work progression of skills and knowledge documentation designed to ensure progression and continuity in their subject throughout the school
➢ Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities
➢ Creating and sharing clear intentions for their subject
➢ Monitoring progress in their subjects
➢ Improving on weaknesses identified in their monitoring activities and advise the Headteacher on action needed

- ➢ Using release time to support colleagues
- ➢ Taking responsibility for organisation of central resources for their subjects and suggested purchases
- ➢ Encouraging teachers to share ideas, resources and good practice
- ➢ Keeping up to date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Senior leaders

Senior leaders will:

- ➢ Have a clear and ambitious vision for providing high-quality, inclusive education to all
- ➢ Celebrate achievement and have high expectations for everyone
- ➢ Hold staff and pupils to account for their teaching and learning
- ➢ Plan and evaluate strategies to secure high-quality teaching and learning across the school
- ➢ Manage resources to support high-quality teaching and learning
- ➢ Provide support and guidance to other staff through coaching and mentoring
- ➢ Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- ➢ Promote team working at all levels, for example by using the school's peer coaching model to support one another where appropriate
- ➢ Address underachievement and intervene promptly
- ➢ Meet the expectations set out in school policies and guidance

Pupils

Pupils will:

- ➢ Uphold our school values of Love, Courage and Respect in all they do
- ➢ Work hard and listen carefully to instructions
- ➢ Come to school regularly and on time
- ➢ Follow the school and class rules
- ➢ Always behave well to maintain the safety of themselves and others
- ➢ Use technology safely and respectfully following the school E-Safety rules
- ➢ Be polite, friendly, respectful, responsible and helpful to other children and all adults
- ➢ Tell somebody if there is something that is worrying them or they are not happy about
- ➢ Do their home learning regularly and return it to school on time
- ➢ Bring all the equipment needed every day including their book bag and reading books
- ➢ Wear their school uniform or PE kit with pride and follow the school dress code
- ➢ Take good care of the school environment and living things.

Parents and Carers

Parents and Carers of pupils at Kingsclere CE Primary School will:

- ➢ See that their child(ren) attends school regularly, properly equipped, well-rested and ready to learn
- ➢ Inform the school on the first day of absence
- ➢ Ensure that their child is dropped off and collected at the correct time
- ➢ Raise any concerns or problems that might affect their child's ability to learn or behave appropriately by talking with the class teacher

- ➢ Support the school to make sure their child maintains good behaviour
- ➢ Follow the school's E-Safety guidance
- ➢ Support their child with home learning opportunities
- ➢ Listen to their child read and spend time reading to them
- ➢ Attend parent/carer meetings with the teacher to discuss their child's achievements and progress
- ➢ Support all staff in their efforts to create a caring community which values children and their rights
- ➢ Support the school in getting any help their child may need
- ➢ Read all letters/messages/emails that are sent home
- ➢ Inform the school immediately of any changes to parents/carers and emergency contacts details
- ➢ Ensure their child wears school uniform and sensible footwear – this includes appropriate PE kit
- ➢ Encourage their child to participate in a range of activities
- ➢ Follow the School Communication Policy

Governors

Governors at our school will:

- ➢ Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- ➢ Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- ➢ Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- ➢ Make sure other school policies promote high-quality teaching, and that these are being implemented

Learning Behaviours

At Kingsclere CE Primary School, we nurture children to be curious thinkers, problem solvers, and reflective learners. We encourage a positive mindset, guiding them to ask questions, tackle challenges, and reflect on their progress to extend their thinking and deepen their learning.

In Early Years and Key Stage One, we use the 'Achievosaurs' dinosaurs that represent key learning behaviours to help children recognise and celebrate how they think and learn, such as showing resilience as a 'Stickasaurus' during challenges.

In Key Stage Two, we build on these behaviours by introducing a four-step learning sequence that deepens pupils' understanding and application of effective learning strategies. The four-step learning sequence includes:

Process	The point at which children are acquiring and mastering what they are learning,
Strategies	The tools and resources that children might draw upon to support their learning,
Showcase	Teaching children to take pride in the final outcome and encouraging them to share what they have learnt
Reflect and Evaluate	A critical point in the sequence of learning where children are taught and encouraged to reflect on what went well and identify where they could take their learning next or improve to make progress on a challenge they are working through.

All of these learning behaviours are summarised in **Appendix 2.**

Planning

At Kingsclere CE Primary School, we follow the Department for Education's National Curriculum to deliver a broad and balanced curriculum. Teaching strategies in place develop children's knowledge, skills, and understanding across core and foundation subjects, while also deepening children's awareness of themselves, others, and the wider world.

Lessons are carefully planned to ensure good short, medium- and long-term progress.

At Kingsclere CE Primary a typical daily lesson follows a model of:

Review
Teach
Practice
Apply
Review

See **Appendix 3.**

We use the Gradual Release of Responsibility instructional framework to guide daily teaching - see **Appendix 4a**. Retrieval plays a key part within this instructional framework to secure and build on pupils' knowledge and skills – see **Appendix 4b** retrieval practice example tasks that can be used at the start of a lesson.

At Kingsclere CE Primary School, we also recognise the vital role of metacognition in supporting effective teaching and learning. By helping pupils understand how they learn, plan, monitor, and evaluate their thinking, we empower them to become more independent and resilient learners. This aligns with guidance from the Education Endowment Foundation (EEF), which identifies metacognition as one of the most impactful strategies for improving pupil progress, particularly when explicitly taught and integrated into everyday classroom practice. Through modelling, reflection, and structured enquiry, we ensure metacognitive strategies are embedded across our curriculum, enabling children to take ownership of their learning and thrive. Our 4Ts questioning model – see **Appendix 5** used by class teachers supports this practice.

As noted by the Education Endowment Foundation (EEF), the Gradual Release of Responsibility instructional framework is particularly effective when combined with retrieval practice and metacognitive strategies.

Learning environment

When pupils are at school, learning will take place in the classroom, outdoor spaces, hall and the school library. These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through:

➢ Clearly labelled, comfortable and attractive zones including reading corners, reflective spaces
➢ Working walls containing information to support children's learning
➢ Accessible resources for learning such as books, worksheets and other equipment
➢ A seating layout that allows everyone to see the board and participate
➢ Displays that celebrate and support pupils' learning

Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

➢ Pupils with special educational needs and/or disabilities (SEND)
➢ Pupils with English as an additional language (EAL)
➢ Disadvantaged pupils
➢ Pupils working towards or at greater depth

We use a variety of strategies to ensure teaching and learning is inclusive including:

➢ Using support staff effectively to provide extra support
➢ Working with our Special Educational Needs and Disability Coordinator (SENDCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
➢ Using fluid groupings for certain subjects where appropriate
➢ Providing writing frames and word banks
➢ Use Information Technology to support learners.

Home Learning

Home learning, (or homework), will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning is provided throughout term time and is outlined in the Home Learning Newsletter. Tasks are accessible via school apps, including Tapestry or Seesaw, Times Tables Rock Stars, Phonics Shed or Spelling Shed and through activities shared in physical paper form.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible to children where requested to complete home learning.

Marking and Feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

It will be given daily by teachers and/or support staff. The school Marking and Feedback guidance provides further details for staff and pupils.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

➢ helps children understand how to improve and comments aim to be positive and constructive
➢ is often done while a task is being carried out through discussion between child and teacher
➢ of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time

This will vary according to age, ability and task.

Assessment, recording and reporting

We track pupils' progress using a combination of formative and summative assessment.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their learning.

Formal summative assessment is carried out at the end of National Curriculum Key Stage 2 through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Multiplication Timetables Checks are tested in Year 4. National Foundation for Educational Research assessments are also taken in Years 3, 4 and 5.   Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

  - ➢ group discussions
  - ➢ short tests in which pupils write answers
  - ➢ specific assignments for individual pupils
  - ➢ discussions in which children are encouraged to appraise their own work and progress
  - ➢ pupil observations
  - ➢ pupils sharing their answers via a whiteboard
  - ➢ 'green dot tasks' in Enquiry learning where children show their understanding in an independent or group task – this can be written, spoken or using IT to support their assessment
  - ➢ SATs
  - ➢ NFER assessments
  - ➢ online assessments using a specific app or program
  - ➢ book scrutiny

All results from assessments are analysed and used to inform future planning.

Cross phase continuity is ensured by:

  - ➢ pre-school liaison meetings
  - ➢ cross-phase liaison meetings
  - ➢ in-school liaison meetings between staff
  - ➢ liaison meetings between Year 6 teachers and those from prospective secondary schools;
  - ➢ visits to secondary schools by Year 6 pupils
  - ➢ transfer of pupil records of progress and summative assessment results

Records of progress kept for each child are:

  - ➢ updated termly by teachers;
  - ➢ examined by class teachers at the start of each academic year as they prepare for a new class
  - ➢ retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave

Reporting to parents/carers is offered three times a year through consultations and once through a written report. Results of individual pupils' statutory assessments are made available to

parents/carers, and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

We believe that parents have a fundamental role to play in helping children to learn. In addition to parent/carer consultations we do all we can to inform parents about what, and how, their children are learning, by:

> ➢ sharing curriculum information to parents at the start of each half term which can be accessed via the school website
> ➢ providing information via 'Reach More Parents'
> ➢ providing home learning guidance in the weekly home learning term time mini newsletters
> ➢ providing an expanse of information on our school website
> ➢ holding workshops for parents
> ➢ having an open-door policy so parents feel comfortable coming to talk freely to us

Monitoring and evaluation

We monitor teaching and learning at Kingsclere CE Primary School to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders monitor and evaluate the impact of teaching on pupils' learning through:

> ➢ Conducting learning walks
> ➢ Reviewing marking and feedback
> ➢ Termly pupil progress meetings
> ➢ Gathering input from the school council
> ➢ Parent/Carer, Staff and Pupil surveys
> ➢ Planning scrutinies
> ➢ Book scrutinies
> ➢ Pupil Progress Meetings which include discussions around children's progress and impact of teaching, learning and interventions that are used
> ➢ The Performance Management cycle also informs learning and teaching.

Links with other policies

This policy links with the following policies and procedures:

> ➢ Behaviour policy
> ➢ SEND policy and information report
> ➢ Inclusion Policy
> ➢ Home Learning Policy
> ➢ Equality information and objectives
> ➢ Behaviour Policy
> ➢ Anti Bullying Policy
> ➢ E-Safety Policy
> ➢ Reading Policy

In addition to these policies, we have other policies and guidance for teaching staff that supports the implementation of teaching and learning. Guidance documents are built and shared by all teaching staff as part of on-going Continuous Professional Development (CPD). Guidance documents include:

- Marking and Feedback guidance

- Professional Development Meeting guidance
- Hampshire Inspection and Advisory Service guidance
- Education Endowment Research guidance
- Connect the Dots: The Collective Power of Relationships, Memory and Mindset in the classroom Paperback by Tricia Taylor
- John Hattie's 'Visible Learning' - Ten mind frames for visible learning

Appendix 1:

Our strapline: *'Hand in hand we learn, we grow, we soar.'*

VISION: Our vision is for our children to be confident and thoughtful individuals with a love for learning.

MISSION: We create a nurturing, inclusive environment with high expectations where children thrive and reach their full potential.

We achieve this through:

- the dedication and passion of our team
- excellence in teaching and learning
- strong partnerships between staff, families and the wider community
- through instilling our core values of Love, Courage and Respect

VALUES: Love, Courage and Respect

Our school values are woven throughout the curriculum. Using their **Heart**, children develop a love of learning and curiosity. With their **Head**, they gain knowledge and show courage in taking risks. Through their **Hands**, they work collaboratively, show respect, and use creativity to grow as experts in their learning journey.
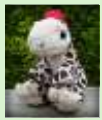
Appendix 2

Process (Head) *What are the steps to success?*	Strategies (Hand) *What is in my learning toolkit to help me?*	Showcase (Heart) *My outcome to show what I have learnt and achieved.*
Learning behaviours: Stickability Risk taker Courage Asking questions – deepening knowledge and understanding Curiosity	**Learning behaviours:** Problem Solver Thinking outside of the box Making connections New ways to do things Asking for help Thinking about 'unthought' things	**Learning behaviours:** Presenting with pride Imagination creativity
Sentence stems: This didn't work so I will try… This is hard but I can… I disagree because… I will work on these three steps: Step one… I will try… first I will build on this idea by… This is similar to… This builds on… I'll give … a go and let you know how I get on. My mistake show that I am learning to get better at…	**Sentence stems:** I will use… to help me The problem is… I can do… but I need help with … I understand … so the bit I need help with is… What if… I wonder… I would like to talk my thinking through with… What if I change…	**Sentence stems:** I am really proud of…
Enabling the learning attitude: Have you tried? Who can help you? What have you tried already? What needs to change? What needs to stay the same? When have you done something like this before?	**Enabling the learning attitude:** Can you think of three challenges you might face? Can you draw the problem? What do I already know and how can I use that to help me? What new problem did you discover?	**Enabling the learning attitude:** • Providing children with choices about how they will present the final outcome

These are the learning behaviours which teach, model and encourage the children to demonstrate.

We teach and encourage the children to talk about and reflect on their learning. These sentence starters help to guide their discussions.

These are the questions and reflections adults in our school use with the children to help them think about the process of learning and achieving success as a learner.

What four things could we try? Which two things shall we reject? What might the next step be? Working walls WAGOLLS Success criteria 5 key questions Using the 4 T's	What are your strengths – knowing your own strengths, working with others to expand your knowledge and share with others How else can I look at this? How else can I look at this? Working walls Mixed ability partners/ groups	

Reflect and Evaluate

Reflect and evaluate (Heart, Head, Hand)
Identifying my strengths and looking for the opportunities to improve
This didn't work because…
Next time I would…
Next time I will…
This went well…
I'm going to build on…
I would like to add…

These are the sentence prompts we teach and encourage the children to use so that they can consider what went well and how to make further improvements. This encourages children to see learning as an ongoing process.

Thinkadocus	Askaraptors	Solveosaurus Rex	Stickasaurus	Tryatops	Imagineosaurus
Thinkadocus think carefully and reflect on their learning. They are able to talk about their thinking and learning.	Askaraptors are very talkative learners. They love to ask lots of questions which develop and deepen their knowledge and understanding.	Solveosaurus Rex work really hard to solve problems by making connections and finding new ways to do things.	Stickasaurus have bags of perseverance and will persist, never giving up, even when the going gets tough. They are known for sticking at things.	Tryatops are known for their ability to take risks and try their best in whatever they do. They love to 'have a go' at new things.	Imagineosaurus are excellent at exploring the unknown and thinking about unthought-of things. They love to share their imaginative ideas with others.
Links to Process (Head)	**Links to Process (Head)**	**Links to Strategies (Hand)**	**Links to Strategies (Hand)**	**Links to Strategies (Hand)**	**Links to Showcase (Heart)**

Appendix 3 – Gradual Release of Responsibility Framework

The Gradual Release of Responsibility (GRR) framework is an evidence-based instructional model that shifts the learning process from teacher-led to independent student learning. It is structured in four key phases:

I Do (Focused Instruction):
The teacher models the skill or concept, explaining their thinking and demonstrating the process. This provides clear, direct instruction.

We Do (Guided Instruction):
The teacher works with students through questioning, prompts, or scaffolding, supporting them as they begin to apply the learning together.
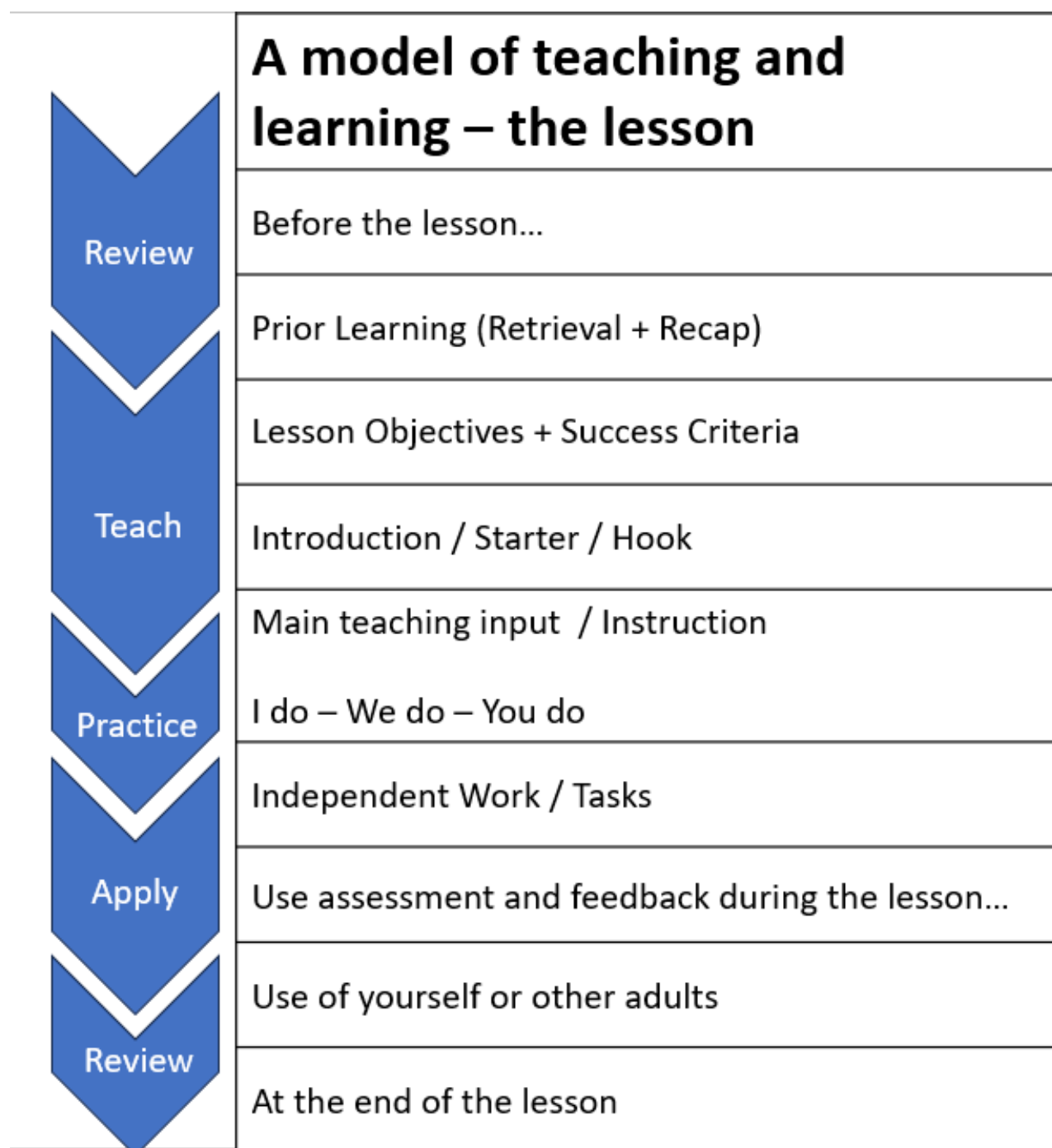
You Do It Together (Collaborative Learning):
Students work in pairs or small groups to apply what they've learned, encouraging dialogue, peer support, and shared problem-solving.

You Do It Alone (Independent Practice):
Students apply their learning independently, demonstrating understanding and mastery of the skill or concept.

This model promotes deep understanding and independence, helping pupils move from reliance on the teacher to confident, self-directed learning.

A model of teaching and learning – the lesson

Review	Before the lesson...
	Prior Learning (Retrieval + Recap)
	Lesson Objectives + Success Criteria
Teach	Introduction / Starter / Hook
	Main teaching input / Instruction
Practice	I do – We do – You do
	Independent Work / Tasks
Apply	Use assessment and feedback during the lesson...
	Use of yourself or other adults
Review	At the end of the lesson

Retrieval Ideas:

Quick Fire Questions Show or ask children quick fire questions and children show answers on a whiteboard	**Flashback Four** Ask questions from: • Today's lesson • Last week • Last term • Last year	**Beat the Teacher** The teacher makes a mistake when recalling information. Students have to spot and correct it.
Odd One Out Show three or four related words or pictures, with one being slightly different. Students justify which is the odd one out and why.	**Retrieval Relay** •In small teams, students take turns writing facts about a topic. The team with the most correct facts wins.	**True or False** •Present statements about a topic. •Students use thumbs up/down or whiteboards to show their answer.
Think, Pair, Share •Students think about a question individually, discuss their answers with a partner, then share with the class.	**Picture Prompts** •Show an image related to a topic and ask students to recall key information about it.	**Brain Dump** •Give students 1-2 minutes to write down everything they remember about a topic on their whiteboards. •Share ideas as a class and discuss key points.

Think, pair, share

Pose the question, think time, then talk to a partner before gathering and sharing ideas as a class

Take part

Strategies that expect everyone to respond e.g. mini white board, post-it notes, exit task/cards, Quiziz popcorn, lolly pop stick names

Think time

Providing time for children to formulate their ideas before responding

Talk through the thinking

Talk through the thinking when modelling to children so they can hear the thought process