

# Teaching and Learning Policy

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**Tadley Primary School**  
*Learning for Life*

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## Our Vision

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

## Learning for Life the Tadley Way!

### Pride, Community, Diversity and Kindness

## Introduction

At Tadley Community Primary School we want our children to be lifelong learners, and for both adults and children to learn new things every day. Our motto is 'Learning for Life the Tadley Way.' We believe that learning should be a rewarding and enjoyable experience for everyone.

## Aims

We know that children learn best in different ways. We are proud of our inclusive ethos and ensure we provide a rich and varied learning environment that allows **all** children to develop their skills and abilities.

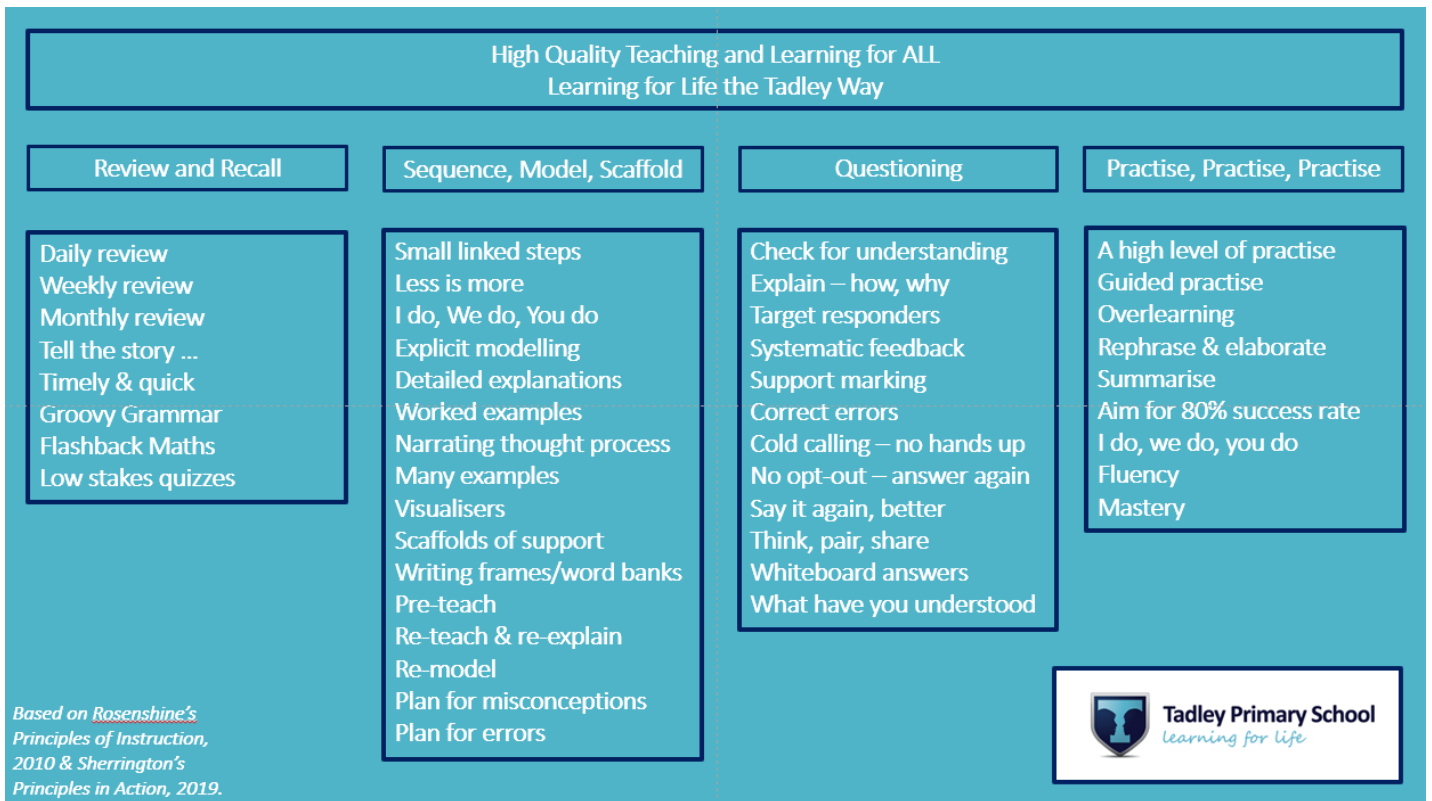
Through our teaching we aim to:

- ✓ enable children to become confident, resourceful, curious and independent learners
- ✓ foster children's self-esteem
- ✓ help children to show respect and build positive relationships with others
- ✓ enable children to understand their community, and help them feel valued as part of it
- ✓ provide high quality learning experiences
- ✓ consistently improve outcomes for children
- ✓ develop children who are resilient and enjoy the challenge of learning
- ✓ encourage curiosity and lifelong learning

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and enjoy being challenged.

This policy should also be read in conjunction with our Assessment Policy, Feedback and Marking Policy and Curriculum Intent Document.

## Our Model for Effective Teaching and Learning



We want to ensure that every learning minute counts.

## Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on pupils' progress through reports and parents' evenings on progress, according to the school's assessment and reporting schedule.
- Take responsibility for their professional development, identifying and discussing development opportunities and needs with their line manager and colleagues.
- Direct any immediate interventions required and use Ordinarily Available Provision guidance to adapt learning to the needs of all learners.

Teaching Assistants at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Middle leaders will:

- Develop a well-sequenced, broad and balanced curriculum that builds knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress
- Drive improvement in their subject, working with teachers to identify any challenges
- Monitor and develop teaching and learning in their subject through work scrutiny, lesson observations

- Moderate and/or standardise progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Improve on weaknesses identified in their monitoring activities
- Encourage teachers to share ideas, resources and good practice

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning - Quality assurance of lessons and books and appraisal targets in line with school improvement priorities.
- Plan, implement, and evaluate strategies to secure high-quality teaching and learning across 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
- Address underachievement and intervene promptly

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Attend all lessons on time and be ready to learn, with all necessary equipment
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete homework activities as required

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

## Planning

Planning is a process not a product. It has one purpose: to enable high quality delivery which enables all pupils to learn. All teachers need to be clear and precise about the knowledge/skills they want pupils to learn in every lesson. **Planning is about hard thinking, not form filling. However planning must be detailed enough that other staff could follow it.** Teachers should spend time thinking about what they want pupils to learn first before they give consideration to what they want them to do. The questions teachers need to ask when planning a lesson are:

1. Where are the pupils starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

### Learning Objectives/Questions

It is important that teacher, pupils, and teaching assistants are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to pupils. There is no expectation that they need to be written down but all pupils should be able to explain what the key learning of the lesson is. This should include success criteria that pupils can use to support their learning.

### Long term planning

Schemes of work must be in place to support teachers' individual lesson planning and should be saved in the Sharepoint (year group work) drive so that it is accessible to all staff in the school.

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum.

### Short term planning.

We do not expect teachers to produce individual lesson plans but we do expect to see evidence of short term planning e.g. in teacher planner or electronic equivalent. Planning to meet the needs of all pupils Knowledge of the pupils, their prior attainment, and specific needs is a key part of planning. Every class must have an annotated seating plan.

Teachers are expected to know the profile of the pupils they teach by looking at pupil data, including academic data, the SEND register, Class Page Profiles, Rapid achievement plans and the MA pupils. High quality teaching is the first wave of intervention for meeting the needs of SEND pupils. Differentiation should be planned over time to ensure a quality first approach which meets the needs of all pupils and groups and maximises the use of any additional adults in the room. When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most pupils find a learning fit most of the time.

### Teaching

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam) Teachers must be explicit about the key knowledge and vocabulary that all pupils must use. Pupils must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both pupils' and teachers' language, through instructions and questioning, are significant determinants of progress. High quality teaching strategies allow all pupils to access learning and succeed with even the most challenging content if scaffolded appropriately. What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

### Challenge

We should have high expectations of all pupils all of the time. It is good for pupils to struggle just outside of their comfort zone. All pupils must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson Explanation Teacher instruction should be planned with awareness of demands on pupils' cognitive load, by presenting new material in small steps.

1. Limit the amount of material pupils receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.

4. Use more time to provide explanations and provide many examples.

5. Re-teach as necessary.

### Modelling (I do)

Teach to the top with expert instruction and modelling. To learn how to do something, pupils need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves. Modelling supports explanation and can help pupils to make abstract ideas concrete, e.g. 1. Demonstrate the worked activity in front of pupils, e.g. using a visualiser 2. Think aloud to show the thought process. 3. Show it is ok to make a mistake and empathy, e.g. 'I found this bit challenging too.' 4. Integrate quick fire questioning e.g. 'Why am I doing this now?' 5. Provide model answers

### Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support pupils to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible. Effective class discussion and questioning can happen at this stage. Independent, deliberate practice (you do) Pupils should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding should be reduced or removed for the majority of pupils. This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of the pupil's comfort zone.

Responsive Teaching (Assessment for Learning AFL) Teachers should ensure that learning has stuck by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for pupils the lesson should be adapted or retaught differently, Staff use a range of formative and summative assessment methods to accurately assess where learners are.

For responsive teaching teachers can use:

### Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend pupil understanding. Teachers should ask lots of questions, to lots of pupils, and then use what they learn from this process to adapt and reshape teaching within and between lessons Majority of questions should be done through cold calling, with targeted questioning used to support and challenge pupils. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc

### Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner. When used at the start of a lesson as a "Do now" activity it can help to recap prior knowledge needed for today's lesson and support teachers with understanding prior learning of the class.

### Effective feedback

Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self assessment), pupil conferencing/live marking, but what matters is what pupils do with it. Effective feedback should:

- Be frequent and timely (it should not be a tick and flick exercise or with only generic praise/effort commentary)
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step
- Allow time for DIRT (dedicated improvement and reflection time) to cultivate an environment of redrafting work.

### Assessment and Feedback

Marking and assessment have two purposes.

1. Assess and record pupil progress, achievement and attainment in ways that enable learners to reach their full potential.
2. Provide pupils with clear feedback, both verbal and written, in order to inform planning by teachers and to ensure pupil progression.

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher. Please refer to the school's Assessment and Feedback Policy for more detail.

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all pupils feel safe, supported and valued. To ensure all pupils are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their pupils

- Teach to the top, with necessary scaffolds to support those who need it
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”
- Focus praise on effort, value the “struggle of learning” Teachers build positive relationships with all pupils through positive behaviour management
- Welcome all pupils into your class by greeting them at the door
- Use positive framing to remind pupils of expectations and learning routines
- Use meaningful praise and rewards as much as possible e.g. house points
- Provide pupils with the opportunity to change their behaviour, before sanctions are applied. Continuing with poor behaviour and accepting the resulting sanction is a “choice they have made”.
- Have restorative conversations when necessary, e.g. after time out of class
- Demonstrate that consequences are temporary, e.g. new lesson, fresh start.

Teachers have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised:

- Meet and greet pupils at the door
- Learning begins immediately, every minute matters
- pupils sit in a seating plan (which is not changed too frequently)
- Have consistent classroom rules and expectations which are fair and reasonable, so that all pupils know exactly what is expected of them when they enter your classroom.
- Always challenge pupils when rules and expectations are broken. Follow up all behaviour issues.

## **Monitoring of teaching and learning**

All monitoring of teaching and learning is to be done in a supportive way.

We will monitor teaching and learning across the school to make sure that all our pupils make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of pupils
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

Monitoring activities will be regular and varied. This could include:

- Classroom observations and learning walks

- Monitoring of books and talking to children
- Analysis of data
- Reviewing teaching plans, use of resources and classroom environments

Observation form: [Observation form 2025-26 Tadley Community Primary – Fill out form](#)

Book scrutiny form: [Book scrutiny form- Tadley Community Primary – Fill out form](#)

EFA observation form: [Formative Assessment learning walk.docx](#)

Action plans and rapid achievement plans also reviewed regularly.

## Professional Development

We recognise that continuing staff development is vital for the delivery of a broad, balanced curriculum that stimulates children and helps them to achieve their best. All staff have an entitlement to training to support school development and their own professional development. Training needs are identified through our whole school priorities and individually through professional discussions during performance management. Teaching and Learning CPD will be focused around what will make the biggest impact to teachers and pupils, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated. CPD at Tadley Community Primary School is:

- Focused on improving educational outcomes for our pupils
- Underpinned by the Teaching Standards
- Developmental
- Research Informed

Lesson observations will follow a mix of learning walks, observations, EFA coaching model and are used as part of the teacher's CPD.

## Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are used optimally to support teaching and learning
- ensure teaching methods are in line with health and safety regulations
- seek to ensure that our staff development and our performance management both promote good quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from key staff and the Head Teacher's report to Governors

## Parental involvement

We believe that parents have a fundamental role to play in helping children to learn. We keep parents informed about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for key areas in the curriculum twice a year
- sending information to parents, at the start of each term, which outlines the curriculum knowledge and skills that the children will be studying at school
- sending parents annual reports 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 children with homework, and suggesting strategies for supporting their children
- providing opportunities to be involved at school
- providing workshops e.g. phonic support, maths

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

- ensure that their child has the best attendance record possible
- 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

## **Monitoring and review**

Due to regular changes within the curriculum, new research findings and resulting initiatives, our policy will be regularly monitored and reviewed at least every year.

Documents reference and training provided for staff to cover strategies suggested-

[Every child achieving and thriving - GOV.UK](#) (Ordinarily Available Provision – OAP)

[Teachers' standards: overview](#)

[Education inspection framework: for use from November 2025 - GOV.UK](#)

[State-funded school inspection toolkit version 1.1](#)

[Ordinarily-Available-Provision-in-EYFS.pdf](#)

[OAP and SEND support.pdf](#)

[EEF toolkit](#)