

Teaching and Learning Policy

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Change History

Version	Date	Description
1	May 2025	This policy was created in order to outline the pedagogical strategies used at Inkpen Primary School.

Linked Policies:	Curriculum policy Assessment policy Marking and feedback policy
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Teaching and Learning Policy

This *Teaching and Learning Framework* sets out the core principles, expectations, and practices that underpin high-quality teaching and learning at Inkpen Primary School. It is grounded in the National Curriculum and is guided by the most recent, relevant evidence-based research. This framework provides consistency in practice while allowing for professional autonomy and innovation within a clear, research-informed structure.

1. Vision and Principles for Teaching and Learning

1.1 Our Vision for Teaching and Learning

At the heart of our vision is the belief that all pupils, regardless of background or starting point, are entitled to a high-quality education that is ambitious, engaging, and inclusive. We are committed to creating a culture of high expectations, aspiration, and continuous improvement, ensuring that teaching empowers pupils to become independent, motivated learners with the knowledge and skills needed for success in life.

1.2 Core Principles

Our teaching and learning approach is underpinned by the following principles:

- Learning should be knowledge-rich, and pupils are entitled to a broad and balanced curriculum that builds sequentially and coherently.
- Every pupil can make excellent progress when teaching is clear, responsive and adapted to meet their needs.
- Teachers set high academic expectations within a supportive and structured environment.
- Teaching is evidence-informed, drawing on the best available research and professional experience.
- Assessment is used purposefully to inform teaching, not merely to record attainment.
- A strong culture of professional development ensures consistency and continual improvement in classroom practice.

2. Curriculum Implementation

2.1 Curriculum Intent and Planning

Our curriculum is driven by our belief in equity and excellence. It is broad, balanced and coherently planned to ensure knowledge and skills are taught in a structured,

progressive manner. Each subject's curriculum is rigorously sequenced to build on prior learning and prepares pupils for the next stage of education.

Curriculum planning:

- Is aligned with the aims of the National Curriculum (2014).
- Defines clear end points and the essential knowledge that pupils must acquire.
- Includes both disciplinary (ways of thinking within a subject) and substantive (facts and concepts) knowledge.
- Takes account of the local context and the needs of our pupils and follows a 2-year cycle in KS1 and a 4-year cycle in KS2.
- Follows a range of schemes including White Rose Maths, Monster Phonics and KAPOW

Subject leaders oversee medium- and long-term planning to ensure progression and coherence. Teachers use detailed schemes of work and knowledge organisers to support short-term planning.

2.2 Teaching Strategies

Teachers use systematically selected teaching strategies based on robust educational research, including guidance from the Education Endowment Foundation (EEF). Our current teaching strategies embed the most relevant pedagogical thinking and reflect how children learn. These include:

- **Explicit instruction:** Teaching with clarity through clear explanation and explanation of learning intentions.
- **Modelling:** Demonstrating processes using worked examples to support pupil understanding. Whilst some of our material is pre-prepared, at Inkpen, we understand the value in "live modeling" and much of our content is modelled live by teachers.
- **Scaffolding:** Providing structured support that is gradually removed as pupils become more independent. Our small class sizes allow teachers to fully understand their pupils and can identify how and when to remove these scaffolds to allow for independent practice.
- **Retrieval practice:** Embedding knowledge in long-term memory through spaced, interleaved practice. This spaced practice is carefully planned to allow children to recall and activate the appropriate prior knowledge that will equip them for the new learning they will encounter. We also understand the importance of being responsive to pupil's knowledge and understanding and will adapt the content of our retrieval sessions to address current misconceptions and gaps in learning.
- **Questioning:** Using a range of questioning techniques to deepen understanding and check for misconceptions. At Inkpen Primary School, our questioning is aimed at every child to ensure that every pupil remembers all of the learning. This is done in a variety of ways such as "show me" boards and cold calling.

- **Independent practice:** Allowing pupils to apply new knowledge and skills in increasingly complex contexts.

At Inkpen, instruction is designed around cognitive load theory principles to avoid overloading pupils' working memory and maximise learning retention.

2.3 Classroom Environment

At Inkpen, we are proud of the intimate learning experiences we can offer our pupils. Our aim is to create inclusive, purposeful learning environments that reflect high expectations and enhance pupils' learning experiences. Classrooms will:

- Be orderly and structured, with consistent routines supporting behaviour and learning.
- Display subject-relevant vocabulary, scaffolds and prompts that support pupils' independence.
- Celebrate pupils' work and progress appropriately.
- Be resourced to match the needs of the curriculum and the cohort.

Teachers reinforce positive relationships and maintain a climate where all pupils feel safe, valued, and able to take risks.

3. Effective Classroom Practice

3.1 Planning for Progress

Effective teaching begins with careful, intentional planning that is focused on achieving meaningful learning outcomes. Planning should:

- Be informed by prior learning and ongoing assessment.
- Identify clear learning objectives that are shared with pupils.
- Include opportunities for practice and application of knowledge and skills.
- Consider the needs of all learners, including those with SEND and EAL.

Teachers plan lessons as part of coherent sequences, building strong links between topics and subjects, as well as making explicit links to prior and future learning.

3.2 Teaching for Memory and Understanding

Our curriculum design and classroom practice are based on our understanding of cognitive science and how pupils learn. Teaching supports memory and understanding by:

- Explicitly revisiting key knowledge to support retrieval and retention.
- Connecting new information to previous learning to build schemata.
- Using low-stakes testing and review to reinforce learning.
- Teaching metacognitive strategies so pupils can monitor and evaluate their own learning.

Teaching is deliberately sequenced to reduce the forgetting curve and support long-lasting mastery of key concepts.

3.3 Differentiation and Adaptive Teaching

Our inclusive approach is based on adaptive teaching rather than extensive differentiation. Teachers:

- Recognise and respond to pupils' needs through live assessment and feedback.

- Use flexible grouping, targeted questioning, and scaffolds to support different starting points.
- Avoid reducing expectations; instead, provide the support needed for all pupils to meet high standards.
- Implement the graduated approach outlined in the SEND Code of Practice (2015), with appropriate support plans where necessary.

4. Assessment for Learning

4.1 Formative Assessment

Formative practices (or assessment for learning) are embedded in daily classroom routines and inform teaching. These include:

- High-quality questioning to elicit understanding and address misconceptions.
- Use of entry and exit tasks to assess progress within a lesson or unit.
- Ongoing feedback provided verbally, in writing, or through peer/self-assessment.
- Opportunities for deliberate practice based on feedback.

Teachers use assessment to adjust pacing, revisit prior learning, and segue effectively into new content.

4.2 Summative Assessment

Summative assessment provides periodic checks on learning at the end of units, terms, or academic years. These assessments:

- Are aligned with curriculum goals and learning endpoints.
- Inform tracking of pupil attainment and progress over time.
- Support the identification of gaps, groups at risk of underperformance, and trends across cohorts.
- Are standardised where appropriate to ensure consistency and reliability.

These outcomes are used in pupil progress meetings and inform intervention planning and curriculum review.

4.3 Feedback and Marking

Our feedback practices prioritise impact on learning over volume. Feedback is:

- Specific, actionable, and timely.
- Delivered both orally and in writing, through whole-class, group or individual formats.
- Designed to close the gap between current performance and intended outcomes.
- Underpinned by evidence from the EEF, which highlights the importance of focused, structured feedback.

Marking is proportionate and purposeful. Our approach ensures that staff workload is manageable while safeguarding the quality of learning. Our small class sizes allow teachers to give ALL learners timely and effective feedback on which children can build.

5. Inclusion and Equal Opportunities

5.1 Meeting Individual Needs

We are committed to ensuring that every pupil, regardless of their background or individual need, can succeed. We achieve this by:

- Planning and delivering lessons that are inclusive and scaffolded for different abilities.
- Working collaboratively with the SENDCo and other support agencies such as the cognition and learning team (CALT).
- Implementing EHCPs, Individual Education Plans and targeted support provision.
- Exploring and implementing reasonable adjustments under the Equality Act 2010.
- Using formative assessment to monitor progress and provide timely interventions.

Provision for disadvantaged pupils is reviewed regularly to ensure that our Pupil Premium spending is evidence-based and effective.

5.2 Inclusive Pedagogy

Inclusive teaching is embedded within our everyday practice. All teachers are responsible for:

- Knowing their pupils and adapting their teaching to meet individual needs.
- Promoting high aspirations for all learners, including those with complex needs.
- Embedding diversity in the curriculum to ensure representation of all communities.
- Cultivating a respectful learning environment that welcomes every learner.

At Inkpen Primary School, we pride ourselves on knowing all of our children. Our small class sizes allow for teachers to make adaptations regularly, either for groups or individual children, within lessons.

6. Professional Development

6.1 Continuing Professional Development (CPD)

We believe that great teaching is the result of continual learning. Our CPD programme is:

- Regular, sequenced and evidence-informed, in line with the DfE's Standard for Teachers' Professional Development.
- Focused on school improvement goals, linking directly to our SDP, and improving pupil outcomes.
- Delivered via in-house training, research engagement, peer coaching and access to external expertise.
- Tailored to the needs of Early Career Teachers (ECTs), experienced staff, and aspiring leaders.

Professional development is valued, planned and evaluated and is driven by recent and relevant evidence-based research. All staff are supported to develop their practice incrementally.

6.2 Reflective Practice

We foster a culture of reflection and self-improvement. Teachers are expected to:

- Reflect on feedback from observations, pupil outcomes, and peer reviews.
- Use professional learning targets to drive meaningful inquiry into their own practice.
- Participate in subject team evaluations and curriculum development.
- Use our school's "Lesson Evaluation Toolkit" to reflect on their teaching.

At Inkpen, we meet regularly as a staff team to reflect on teaching strategies, share good practice and collaboratively refine curriculum delivery.

7. Leadership and Monitoring of Teaching and Learning

7.1 Roles and Responsibilities

All members of staff play an active role in securing teaching and learning excellence. Leadership responsibilities include:

- **Headteacher:** Oversees whole-school teaching and learning strategy and quality assurance.
- **Senior Teacher:** Lead curriculum development and ensure high standards.
- **Subject leaders:** Review curriculum documents and ensure high standards within their subject areas.
- **Classroom Teachers:** Deliver the curriculum and review their own practice to drive pupil progress.

Induction and ongoing support equip all staff to understand and enact the school's expectations for teaching.

7.2 Monitoring and Evaluation

We use a range of strategies to evaluate the quality of teaching and learning.

Monitoring includes:

- Lesson visits focused on specific pedagogical elements.
- Use of our school's "Lesson Evaluation Toolkit" to reflect on the teaching practices of ourselves and others
- Work scrutiny to check curriculum coverage and progression.
- Pupil voice to understand learning experiences.
- Joint planning reviews and data analysis.

Evaluation is not a judgmental process but a developmental one. Feedback is constructive and intended to support growth.

7.3 Quality Assurance and Improvement

Findings from monitoring activities inform school improvement priorities. We:

- Share evaluation findings within staff meetings and leadership reviews.
- Design action plans to support identified areas for development.
- Offer targeted coaching, mentoring and CPD to support consistency.

All quality assurance actions are aligned with the principles of evidence-informed teaching improvement.

8. Home and Community Involvement

8.1 Engaging Families in Learning

We recognise the role of families as partners in education. We foster this partnership by:

- Sharing curriculum information and learning goals regularly.
- Hosting workshops and parent events to support learning at home.
- Using online platforms and communication apps to share updates and resources.
- Actively involving parents in review meetings and school activities.

We ensure that home learning and communication materials are accessible to all families, with consideration of language and context.

8.2 Promoting Cultural Capital

Our curriculum is designed to broaden pupils' horizons and provide experiences that develop cultural capital. We:

- Include trips, visitors and cultural experiences across year groups.
- Celebrate different cultures, histories and perspectives within the curriculum.
- Promote engagement with arts, literature, science, and civic issues.
- Support pupils to develop agency, empathy and global awareness.

This is in line with the Ofsted Education Inspection Framework expectation for a curriculum that supports the personal development of all learners.

9. Evaluating Impact

9.1 Measuring Progress

The impact of our teaching and learning approach is measured through a range of indicators, including:

- Pupil progress and attainment over time.
- Workbooks that show evidence of progression in knowledge and skill.
- Pupil engagement and attitudes to learning.
- Curriculum coverage and teacher implementation fidelity.

Triangulated data is used to ensure a fair and accurate picture of pupil achievement.

9.2 School Self-Evaluation

The Senior Leadership Team and Governing Body conduct regular evaluations to ensure teaching and learning meets national and school standards. Evaluations are based on:

- Ofsted's Education Inspection Framework.
- Progress against our School Development Plan and Self-Evaluation Form (SEF).
- Views from all stakeholders, including teachers, pupils and parents.

Findings inform future planning to sustain and enhance the quality of education across the school.

This framework will be reviewed annually by the Senior Leadership Team in line with the school's strategic improvement cycle.

