



Teaching and Learning Policy

September 2025

Lesson Design

All planning follows the School's Long Term plan and the Medium Term plans which specify the sticky knowledge to be taught. Templates are saved on Teams.

All lessons are built around the sticky knowledge and/or skills that all children are expected to know or be able to do.

The lesson design model is based on research by Rosenshine. Children are encouraged to know more and remember more; this is developed through the lesson design. Ongoing assessment and spaced retrieval (through reactivate and Leitner cards) are used.

Lessons begin with a reactivate task which allows the children to bring prior knowledge into their working memory to be built upon with the new learning. This is an independent task without prompts (not using knowledge organisers, working walls etc). The purpose is to draw from the long-term memory.

A range of supported practice is used across the lesson (or sequence of lessons): modelling, working together and working independently.

All lessons finish with some reflection on what the children now know / can do.

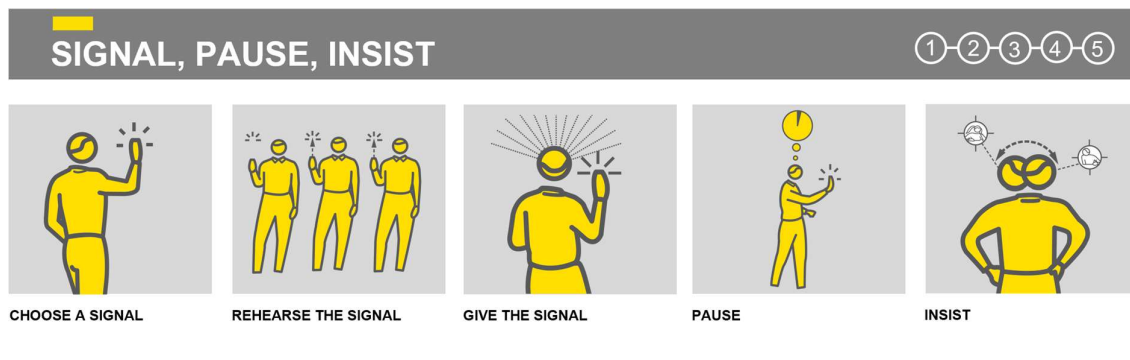
Flip charts are used to demonstrate key learning which is then transferred to the working wall for reference throughout the lesson. Working wall expectations are explained in the display expectations. For Writing and Maths, flipcharts are expected to be created and used daily.

Presentations are designed with consideration of cognitive load and dual coding: enough information (presented as a mixture of key words and images) is presented to teach key learning without it being overwhelming for the children. The presentations include the lesson design symbols.

The front slide will display the **Learning Objective** (LO) phrased as a 'To know...' or 'To be able to...' statement.

Signal, Pause, Insist

In all classes and lessons, we use a consistent signal to reduce cognitive overload. This is from the 'Teaching Walk Thrus':



Staff use a chime (a tambourine in Nursery) once. Children stop what they are doing, and raise both hands (one in KS2) to show they are listening. The expectation is that this is adhered to straight away.

Assessment for Learning

Strategies to assess children's learning are used throughout every lesson to ensure the key learning / skills are understood by all. These strategies include questioning and use of mini whiteboards or jotters.


Questioning and feedback

Teaching staff use a range of questioning techniques in lessons to ensure all children are included in the lesson. **All** children are expected to know the answers to questions and be **actively** involved in the lesson. We have a 'no hands up' policy and use a range of strategies to remind children they are all expected to participate and contribute.

We use a range of strategies from 'Teaching WalkThrus' (Tom Sherrington & Oliver Caviglioli) from the 'Questioning and Feedback' section including (but not limited to): cold calling, think, pair, share, show-me boards and say it again better:

COLD CALLING

1 2 3 4 5




ASK THE CLASS THE QUESTION GIVE THINKING TIME SELECT SOMEONE TO RESPOND RESPOND TO THE ANSWERS SELECT ANOTHER STUDENT AND RESPOND AGAIN

The diagram for Cold Calling shows a teacher at the front of a class. Step 1: The teacher asks the class a question. Step 2: Students are given thinking time. Step 3: The teacher selects someone to respond. Step 4: The teacher responds to the answers. Step 5: The teacher selects another student and responds again.

THINK, PAIR, SHARE

1 2 3 4 5



ESTABLISH TALK PARTNERS FOR EVERY STUDENT SET THE QUESTION WITH A GOAL AND A TIMEFRAME BUILD IN THINKING TIME CIRCULATE TO LISTEN AS PAIRS ARE TALKING USE COLD CALL TO SAMPLE PAIRS' RESPONSES

The diagram for Think, Pair, Share shows a teacher establishing talk partners. Step 1: Establish talk partners for every student. Step 2: Set the question with a goal and a timeframe. Step 3: Build in thinking time. Step 4: Circulate to listen as pairs are talking. Step 5: Use cold call to sample pairs' responses.

SHOW-ME BOARDS

1 2 3 4 5



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND SET THE QUESTION WITH A GOAL AND A TIMEFRAME BUILD IN THINKING TIME SIGNAL: 3-2-1 AND SHOW ME SAMPLE STUDENT RESPONSES AND FOLLOW UP

The diagram for Show-Me Boards shows a teacher ensuring every student has a board and pen. Step 1: Ensure every student has a board and pen to hand. Step 2: Set the question with a goal and a timeframe. Step 3: Build in thinking time. Step 4: Signal: 3-2-1 and show me. Step 5: Sample student responses and follow up.

SAY IT AGAIN BETTER

1 2 3 4 5



Images taken from WalkThrus (Tom Sherrington & Oliver Caviglioli)

Throughout the lesson, questions should give children the opportunity to show they have understood the new learning. A range of children should be asked to articulate their thinking and add to / amend what another child has said.

Use of mini whiteboards

All children have mini whiteboards to show their working and thinking during group / paired tasks and discussion. This allows the adults who are working the room to easily see who has a good understanding of the task / concept and which children require them to intervene.

Explaining and modelling

During the 'Teach, facilitate, model' section of the lesson, teaching staff use a variety of techniques to enable children to develop their knowledge and understanding of a subject. Explaining and modelling are vital elements of teaching and link closely to Cognitive Load Theory: we need to reduce the cognitive load on children to enable them to apply new learning successfully.

A range of strategies includes (but again, not limited to):

worked examples and backwards fading; abstract models with concrete examples; scaffolding; dual coding and live modelling:



Image taken from WalkThrus (Tom Sherrington & Oliver Caviglioli)

Enabling all children to succeed

We have designed a mastery curriculum and have high expectations that all children will be able to achieve it. Children will benefit from high quality teaching with well-resourced lessons which provide highly effective scaffolds and adaptations as required for individual learners.

To support children who have SEND needs, we follow the guidance set out in the Trust policy 'Supporting children with SEND through Quality First Teaching' (see separate document).

Scaffolds, which are additional to the resources for all children, are put in place which allow children with SEND to succeed in the same learning as their peers. (For example, words mats created, additional concrete manipulatives in Maths, etc...)

For some children with more specific needs, activities which are different from those set for their peers may be required.

Planning Expectations

We have a whole school Long Term Plan which maps out all of the curriculum to be taught in each year group. The detail of exactly what will be taught is specified on the individual subject maps which maps out all of the relevant KCPDs and the content choices we have made.

From the LTP and Subject Maps, teachers produce a Medium Term plan for the Driver subjects (Geography, History, Art and DT) and another Medium Term plan for Science.

When planning for individual lessons, teachers use the MTPs to create their PowerPoints / Notebooks / Input using the lesson design structure.

Professional judgement and AfL will inform all planning and adaptations needed to a planned sequence.

Working Walls

All working walls should be clearly titled and presented neatly in line with the school's Presentation Expectations.

See the Display blueprint and information in the school teaching handbook for further information and examples.

Presentation in books

All lesson to have the date and a LO written and underlined (or stuck in straight).

Handwriting follows 'Letter Join'. See Handwriting Policy for further information.

Marking and Feedback

Learning in all areas of the curriculum to be assessed following the Marking and Feedback policy. (See Marking and Feedback policy for further details.)

Formal assessments take place termly in the form of NTS tests (Y1-5) and past SATs papers (Y2 and Y6).