

Grazeley Church of England Primary School

“Be courageous. Be strong. Do everything in love.”

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

TEACHING AND LEARNING POLICY

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REVIEWED BY :

Headteacher

APPROVED BY:

LGB

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2	September 2024	Minor edits
3	September 2025	Minor edits
4	September 2026	Changes to purchased SOW

Teaching and Learning Policy

Aims of the Policy

At Grazeley Church of England Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy has been developed in collaboration and over time. It summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

Our school curriculum aims are based on our vision and values.

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

(This is theologically rooted in the fundamental Christian value of love, where Paul, in his letter to the Corinthian church, teaches how to live and grow well as a community.)

It is underpinned by our Christian values of **Love, Hope, Peace** and **Courage**.

Our curriculum is inclusive and, above all, we are a loving community that celebrates diversity, united in a common purpose. We respect each other, enabling all members of our community to learn, grow and flourish. Equity is at the core of everything we do.

We build the courage and resilience that we believe our pupils need to be able to respond confidently to the challenges of the constantly changing world that they live in, as well as the changes or uncertainties they may face in their personal lives. Our pupils become courageous learners through the development of self-motivation and determination, as well as broadening their knowledge as part of our broad and balanced curriculum.

There is a strong focus within our community on the development of pupils' personal well-being. Our pupils are supported to reflect and respond thoughtfully to situations and ideas. We aim for them to discover the confidence that comes from knowing and accepting themselves, as they learn to live peacefully with others in the community. This helps them to build resilience, and have hope for a fulfilling future.

We believe that our pupils can make a difference to the world. Through our wider curriculum pupils explore the world around them and are encouraged to look beyond themselves and take actions that make them partners in bringing hope for the future to the community around them and in the wider world.

Our whole school approach to consistently high expectations of learning behaviours:

No learning time should be wasted. Routines for all aspects of classroom organisation should be embedded with classrooms tidy and resources readily available.

To ensure no time is wasted, we have agreed consistent signals which are used throughout the school:

Signal, pause, insist- hold hand in the air and wait. Do not talk whilst hand is raised other than to say 'team stop' or to praise. Children raise own hand and stop talking. Children check that partner has seen.

Talk to your partner (TTP) signal- close hands together like a gate. Teach children good talk partner positions- clearly turn to their partner and look at them. Clear expectations of outcome from the talk task and a clear time frame given.

My turn, your turn signal- needed for choral work where all children are expected to respond. My turn: two hands to chest; your turn: open palms to the children.

One, two, three - to move from the carpet to tables and back again. One- stand, two- move to behind chair, three- sit down without talking.

In addition, there are other clear expectations that we have agreed for all teaching to ensure participation and engagement:

Cold calling- no hands up. Teacher decides who will answer the question.

Timing- there should be a good balance between teacher and pupil talk.

Pace- where an activity should be quick, ensure that it is. Use resources appropriately.

Flexible groupings- move children around so that those who require support or challenge receive it.

Praise- praise positive learning behaviours e.g. I like the way that you used a dictionary to correct that spelling, I like how you used a jotting to check your solution to the problem.

Purpose- start every lesson by discussing the 'big picture' and where the lesson fits into the learning journey. Children should be clear about 'what is in it for me?'- these are the success criteria.

Principles of Teaching and Learning

Our clear model for effective teaching and learning is based on eight key pedagogical principles referred to as '**The Grazeley Eight**':

- Review and Retrieval Practice
- Explicit vocabulary teaching
- Questioning
- Explanation
- Modelling-guided practice-independent practice
- Scaffolding
- Challenge
- Feedback

Cognitive and Metacognitive strategies

These are taken into account throughout the teaching sequence and underpin all of the pedagogical approaches used at Grazeley.

Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

Managing cognitive load is crucial if new content is going to be transferred into long term memory.

Review and Retrieval	We start each lesson with a recap of prior learning to help embed learning into long term memory. We make clear the connected learning. This could be from the last lesson, last week, last month, last term or last year. We prioritise the recap of key vocabulary. This can take the form of low stakes quizzes, brain dumps, flash cards, TPS. Retrieval practice may take place at any point during a lesson.
Explicit vocabulary teaching	We believe that explicit vocabulary teaching promotes the understanding and rich connections that pupils need to make between words, phrases, concepts and big ideas. We select key tier 2 and 3 words that pupils must know to access a unit of work. We then explain the meaning of the word and give opportunities to explore the word. We use choral responses to embed vocabulary.
Questioning	We use questioning to gain a good sense of how well pupils are learning. We use it to identify gaps in knowledge and misconceptions. We also use questioning to challenge children further in their learning to enable progress. We always allow thinking time and encourage 'think, pair, share' before 'cold calling' to improve engagement and participation.
Explanation	We believe that teachers need to have good subject knowledge in order to be able to offer a clear explanation. We ensure a step-by-step approach to the teaching of concepts and ideas that ensures that working memory is not overloaded. We use worked examples, clear success criteria and are clear about the key knowledge being taught.
Modelling and guided practice-moving to independent practice	We use 'I do, we do, you do' as a key strategy. We believe that pupils should gain a high success rate before moving to independent practice. We model each stage step by step. We always live model for maximum impact.
Scaffolding	We use scaffolding at the 'you do' stage to ensure accessibility. We believe that all pupils will reach ambitious goals rather than expectations being lowered for them. The scaffold can be slowly removed to build confidence. Sentence stems are used for all pupils.
Challenge	We believe that all pupils should be challenged in all parts of the lesson to enable them to make progress. Teachers plan so that all pupils are actively engaged in their learning and fulfil their potential by ensuring that work is well matched to pupils' needs. We consider the needs of early finishers to

	ensure that their time is not wasted. We always ask 'how can you improve this?'.
Feedback	We believe that quality feedback is what a teacher says or does to move learning forward. This can be to an individual, a group or the whole class. The purpose of the feedback is to help them know how to deepen their knowledge and understanding or know how to improve their performance. Feedback may be given during learning not just at the end. Feedback is positive and specific and may involve actions such as redrafting or re-doing. The use of success criteria is embedded into the routines of the lesson.

Behaviour for Learning

We have agreed the learning behaviours that we expect from our pupils which clearly link to our school values. To be a loving community of courageous learners, there are three overarching behaviour principles that are fundamental:

- Be ready
- Be respectful
- Be safe

Be Ready	Be Respectful	Be Safe
• We arrive in school on time. • We wear the correct uniform with pride and have the right clothes for PE. • We make sure we have the right equipment for the day (such as reading book). • We take part fully in lessons and show resilience. • We tidy and organise our own work space and the classroom. • We follow the classroom routines so that we do not waste time.	• We always listen when an adult is talking. • We are good talk partners. • We always listen to others in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We say please and thank you. • We hold doors open for other people. • We use a calm and polite tone of voice. • We respect and value difference. • We look after school equipment and share it.	• We stop and are silent when an adult uses 'team stop'. • We follow instructions- first time- every time. • We sit on all of the legs of our chair and push chairs under the table when we get up. • We walk quietly and sensibly around our school. • We line up in register order quickly and silently. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

	• We look after our workbooks by writing neatly in them and not doodling on them. • We understand that we learn from our mistakes and we respect that others will make mistakes too.	• We have kind hands (hands off) when playing games.
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These behaviours are explicitly taught in the first two weeks of the autumn term in an age-appropriate way. They are then revisited through collective worship themes and the PSHE curriculum.

We notice and comment positively and explicitly when pupils demonstrate these behaviours and we clearly model them through our own actions. We are aware of individual pupil's SEND needs and apply these expectations with sensitivity.

Curriculum

We aim to provide a broad and balanced curriculum which is carefully sequenced to enable children to know more, do more and remember more. Lessons are planned well to ensure good short-, medium- and long-term progress. We do not expect lesson planning in any particular format.

- The curriculum is well sequenced so that pupils build on previous learning and make meaningful connections.
- Substantive and disciplinary knowledge are taught explicitly. Pupils know how to be e.g. 'a historian'.
- We prioritise key knowledge that we agree our pupils need to know and remember.
- Subjects are taught discreetly but linked where appropriate.
- We are clear about the subject specific vocabulary that is taught in each unit of work and the vocabulary that pupils should be able to retrieve from past learning. Key vocabulary is dual coded.
- All pupils will be challenged regardless of their barriers to learning in an inclusive classroom environment.
- Pupils will take part in practical and memorable experiences across the curriculum- trips and visitors will be carefully planned for and are designed to deepen understanding.
- We will actively challenge stereotypes and discrimination and reinforce tolerance and respect through our curriculum.
- Fundamental British values and respect for Protected Characteristics are at the heart of our curriculum to support pupils to develop acceptance and to celebrate difference.

- Pupils will learn about significant people and events in all subjects and understand the impact that they have had.
- High quality literature and resources support learning in all subjects.
- End of unit innovate tasks are carefully planned to put learning into context.

Planning

English-reading	FS and KS1- Read, Write Inc phonics Year 2-Year 6 Master Reader
English- writing	CLPE Power of Reading
English-spelling	Year 2- Year 6 Oak National Academy
English- handwriting	Read, Write Inc
Maths	White Rose
Science, history, geography, art and DT	Planned using the Cornerstones curriculum as a starting point. There is a PPT teaching sequence for these subjects.
PE	Primary PE Planning
PSHE (including RSE)	Coram SCARF
RE	Kapow
Music	Charanga
MFL	Language Angels
Computing	Kapow

English, maths and reading (including phonics) are taught daily.

Science, RE, PE and PSHE are taught weekly (including MFL in KS2).

All other subjects are taught in blocks with opportunities for review and retrieval to ensure retention.

Learning Environment

We believe that the right classroom environment supports good quality teaching and learning.

All classrooms and shared spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Remaining tidy at all times with resources easily accessible and labelled to support pupils' independence.

- Being clearly labelled, with comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Learning walls that support the teaching sequence which include key vocabulary and prompts
- Displays of pupils' work which represents inclusivity

Inclusion

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

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

We have ensured that we have integrated the EEF's 'Five a Day' into our key pedagogies for effective teaching and learning.

High quality daily teaching: the 'five-a-day' approach

Teaching is complex but there are certain key elements that can be integrated into daily practice to enhance its quality. The 'five-a-day' approach identifies these evidence-based 'best bets', which

research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND. The five elements of the approach are summarised below.



Marking and Feedback

Feedback is one of our Grazeley Eight Pedagogies for effective teaching and learning. We focus on giving verbal feedback in the moment to pupils. We are very aware of teacher workload and aim to minimise written marking to that which is responded to by pupils.

Assessment, Recording and Reporting

- The teacher checks progress throughout the lesson. Where there are misconceptions, the teacher intervenes and has a positive impact on learning.
- Any marking is constructive and helps pupils achieve high expectations.

- Pupils are encouraged to mark their own work and that of peers in order to receive instant feedback.
- The use of success criteria is embedded into the routine of the lesson.
- Whole Class Feedback forms are used at the end of every lesson to record formative assessment observations.
- Summative assessment occurs at three data points per year. This judgement is uploaded to Insight.
- Progress is reported to parents at two parents evening per year. One written report is shared in the summer term with an opportunity for parents to ask questions following this.

Staff Training and Development

For all staff to be able to implement this policy effectively they need to be knowledgeable about current educational research and good practice. All staff need to be given time and opportunity to attend relevant courses and give feedback to others. We use Teaching WalkThrus to structure teacher CPD and, where appropriate, support staff CPD.

A programme of CPD for teachers and support staff is developed termly to take into account school development priorities.

Monitoring and Evaluation of Teaching and Learning

Teaching and learning is monitored regularly through learning walks and relates to the priorities on the School Development Plan. The SLT visit classes and give verbal and written feedback to individuals as well as more general feedback where appropriate. The SLT also regularly look at books with pupils and take opportunities to listen to pupil voice on a range of areas. The SLT reflect on the outcomes of monitoring and use these discussions to agree priorities going forward.