

Crawshawbooth Primary School

Teaching & Learning Policy

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Crawshawbooth Primary School

Teaching and Learning Policy

This policy outlines the factors which are needed in order for our school to become a great school, based on evidence gathered during walk throughs, pupil conferences, parent view, learning reviews and lesson observations. We have also sought the opinions of all stakeholders of the school and research has been gleaned and introduced through 'Exploring Effective Pedagogy in Primary Schools' and EEF Guidance documents. In addition, 'Outstanding Formative Assessment' by Shirley Clarke has been a key influence with regards to this policy.

Introduction

This policy and guidance is the most important of all school documents because it represents the core business of our school. The success of our school and our pupils is determined by the quality of learning which takes place here.

Below we have organised the key principles and expectations of our school in order for the very best learning to take place. It is vital that staff have a consistent and shared understanding and approach to promote learning. It is recognised that staff have different styles, strengths and approaches. However, the core fundamentals of teaching and learning within our school is set out in this document.

Organisation

Classroom routines efficient and smooth and resources well planned and well thought. These are prepared ahead of time, well managed during lessons and fit for purpose.

Good pace during instructional time. Expectations are high and clear. No time is lost.

We aim to: -

- Provide high quality teaching and learning resources.
- Make effective use of time: Every second counts. No time wasted.
Encouraging self-reliance. independence.
- Complete planning weekly
- Clearly link planning to the new national curriculum
- Medium/ Weekly plans include mind maps and learning journeys (See topic planning) Builds on previous learning which Clearly shows progression from lesson to lesson
- Share and have clear objectives

Teachers and pupils work towards a common and shared goal. Children are involved in the planning stage by:-

- Finding out what they already know or can do immersion in the subject matter
- Hook Days
- Presenting the main skills to be covered
- Asking for their ideas about how to learn those skills
Involving parents

From the planning stage it is important that children then understand what it is they are learning - this is then broken down into mini goals known as Success Criteria.

Learning objective

- What do I want them to learn?
- How do I articulate that?
- What would be a good way of learning that?
- What do I think a range of excellent finished products would look like?

Success Criteria

- Breakdown of the learning objective
- Enables - Know what the learning objective means
- Know the steps involved
- Identify where success has been achieved and where help might be needed
- Clearer about where improvements can be made
Reflect on progress
- Teachers check children understand main ideas of the lesson, intervene and support when understanding not clear or incomplete.
- If it is not working, we are not afraid to change the lesson or activity.

Classroom Climate

Teachers create a positive, safe and inclusive environment that is sensitive to the needs of all pupils. Children's opinions and feelings are valued, and strong, respectful relationships between teachers and pupils are clearly evident. Children feel confident, enjoy their learning and are encouraged to engage fully. High expectations are maintained, with appropriate challenge and support provided for all learners, and a strong culture of learning from mistakes is embedded throughout the school.

Wherever we can, we hope to ensure purpose is at the forefront of all objectives and success criteria. Children are given the big picture and purpose behind every task or activity. Teachers connect the learning between subjects, their lives and the world outside of school.

Dialogic Teaching

It is important that teachers encourage higher order thinking and questioning within lessons. Engineering effective discussions is a key element within approach to teaching and learning. Techniques include : Mini Whiteboards, Cold calling, hot seating, Pose, Pause, Pounce, Bounce, Bloom's Taxonomy and Think, Pair, Share. We encourage our teachers to consistently use active participation strategies to promote engagement and ensure all children are thinking and taking part.

Questioning and the type of questions is a constant theme within formative assessment. We aim to ask probing questions which require analytical responses from our children.

Live Modelling

Teachers model skills using 'I do, we do, you do' approach. Explanations are clear, teachers demonstrate effective live modelling using iPad visualiser and exercise books. Teachers scaffold and reduce cognitive Load.

Formative Assessment

Assessment for learning gives an indication to a child of how well he or she is doing and provides detailed guidance on how to improve. Opportunities are created for children to reflect upon their learning.

Formative Assessment at Crawshawbooth Primary School is varied and far ranging. As a staff we have worked hard to remodel our Marking and Feedback Policy to include Formative Assessment procedures. (See Feedback and Marking Policy).

We aim to include feedback from both peers and teachers which focuses on successes and where improvements are needed. These are acted upon during dedicated improvement and reflection time.

Marking and Feedback

Feedback is given immediately and where possible within the lesson.

Marking matches the success criteria and is kept up to date.

Time is given to allow for response to marking

Marking codes are shared with the children

Adaptive Teaching

Anticipate barriers

- Different levels of prior knowledge
- Vocabulary
- Production skill such as 'writing'
- A particular SEND
- Decoding written text
- Limited working memory
- Cultural experience
- EAL
- Common misconception

Note : Don't confuse barriers with desirable difficulty and remove all challenge

Plan to address them

- Read a text in advance
- Supply background knowledge
- Use pictures / video
- Teach vocabulary
- Teach learning behaviour
- Improve accessibility
- Plan to scaffold
- Prepare a model and use a visualiser
- Plan targeted support from a TA

Use assessment to elicit evidence of learning

- Questioning
- Tests
- Production tasks
- Talk
- Hinge questions
- Labelling diagrams
- Answers on sticky notes / whiteboards

Examples of in the moment adaptations

- Adjust the level of challenge
- Change your language
- Clarify a task
- Clarify what good looks like
- Highlight essential content
- Re-explain
- Give additional examples or non-examples
- Use peer tutoring
- Elicit via questions
- Allocate temporary groups
- Set an immediate goal
- Provide a prompt
- Structure a group attempt
- Improve accessibility e.g. Proximity to speaker, visibility of whiteboard, read text to the student.

EYFS / Reception

- Use of morning challenge to consolidate learning.
- All EYFS staff to interact with children during continuous provision to focus on gaps / weaknesses in learning + to move learning forward.
- Class Dojo used to engage, develop and promote further parent partnerships. Provide our parents with examples of skills to practice, questions to ask and encourage parents and guardians to send information from home regarding skills and interests.
- Sticky Knowledge station in Continuous Provision in order to practice and recall skills and knowledge.
- Staff use a variety of active learning strategies to engage all children.

KS1 / LKS2 / UKS2

- Daily Review and Retrieval Activities / Connections / Brain Dump / Placemats and Cops and Robbers

- Present new material using small steps: Only present small amounts of new material at any time, and then assist students as they practise this material.
- Flashback Friday – Activity to aid learning, memory and recall
- Revisit (Big Picture)– Teach (New) – Practise – Apply – Review (Big Picture)
- Allow for thinking time, Review, Self-Assessment, Peer Marking
- Journals – jottings, memories, facts, reflection
- Space for modelling, deeper understanding and explanations
- Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors
- Inclusion of all pupils
- Use of practical equipment
- Variety of ways to aid, develop and encourage peer discussion
- Use of Scaffolds to support learning for all. The teacher provides pupils with temporary supports and scaffolds to assist them when they learn difficult tasks.
- Pre-reading, use of vocabulary to aid understanding
- Culture of learning from mistakes
- Variety of questioning techniques – Show me boards, Say it again better, Pose-Pounce-Bounce. Think, Share, Pair
- Weekly and monthly review : Pupils need to be involved in extensive practice in order to develop well-connected and automatic knowledge. Spacing, Variation and Integration.

Rosenshine’s Principles of Instruction

Possible lesson template

✓	Start with a review of prior learning
✓	Present new material in small steps
✓	Practise after each small step
✓	Ask a large number of questions
✓	Check the responses of all students
✓	Provide models
✓	Guide students’ practice
✓	Check for student understanding
✓	Obtain a high success rate
✓	Scaffold for difficult tasks
✓	Monitor independent practice
✓	Daily, weekly and monthly student review

Policy written and edited on 11.01.23

Consulted with staff, parents and children on 11.01.22 and 10.1.23

Policy approved by governors on 30.1.23

This policy should be reviewed annually or as necessary.

