

Teaching and Learning Policy

Approved by:

Full Governing Board

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1 Aims

This policy aims to:

Explain how we'll create an environment at our school where pupils learn best and love to do so

Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school

Promote high expectations and raising standards of achievement for all pupils in our school

Involve pupils, parents and the wider school community in pupils' learning and development

2 Our guiding principles

Our guiding principles is our vision statement. As St George's, we want children to be "determined and confident knowing God is with them, as they learn, care and share, through work play and prayer" and at Mossy Lea we want them to grow into mighty Oaks.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued, in a positive atmosphere in class where learning is the priority and mistakes are seen as merely signposts to a different location. Mistake are not feared.
- Feel a sense of belonging to the group
- Are engaged and motivated, excited and intrigued.
- Can see the relevance of what they are doing. Relevance to life, as well as to previous learning.
- Know what outcome is intended
- Can link what they are doing to other experiences both in learning, and life.
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials, including adult support if needed
- Learn within the classroom, and outside the classroom
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning in a variety of ways
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3 Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play, including adults at home, who have signed and returned the home school agreement. This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via newsletters, website, letters, class call in, seesaw, celebrating homework, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress in one form at least every half term, and produce an annual written report on their child's progress
- Meet the expectations set out in relevant policies – for example, curriculum policy, behaviour policy, and marking and feedback policy

Support staff

Support staff at our school will:

- Know pupils well and adapt their input to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in for example, curriculum policy, behaviour policy, and marking and feedback policy

Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build conceptual knowledge of the subject (facts) , and disciplinary knowledge (skills)
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
 - Achieve ARE
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data, inputting to the focus thread at the end of each year
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the 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, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for outstanding behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson

- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- 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
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4 Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress. These will use the school format. There is no need to hand planning in, unless there are questions about quality of teaching.

Our main approach is based on Rosenshine's Principles of Instruction, which emphasise:

- Reviewing prior learning
- Presenting material in small steps
- Modelling and guided practice
- Checking understanding
- Independent practice

We also draw on Gagné's Nine Events of Instruction, which support lesson clarity and structure, including:

- Gaining attention
- Sharing objectives
- Activating prior knowledge
- Presenting new content
- Providing practice and feedback
- Encouraging retention and transfer

While these models guide our approach, we value teacher individuality. Staff may use other research-informed strategies where appropriate.

All planning includes:

- Clear objectives and success criteria
- Key vocabulary
- Anticipated misconceptions
- Opportunities for questioning, modelling and practice
- Consideration for adaptive teaching

See our EYFS policy for more details on our school's teaching and learning in the early years.

5 Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and resource areas.

These spaces will be kept safe, clean and ready for pupils to use them, safely, independently, and without fuss, with current or consolidatory displays.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Working walls showing current learning topics that pupils can identify and use to foster independence in their own learning.
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6 Work in books, including scrapbook

Work in books should.

- Be legible and presented well, with an underlined date and objective.
- Date written on top line and underlined with a ruler (age appropriate). The date should be written in full in English books and foundation books (Tuesday, 1st September 2026). The short date can be written in maths books, Science books spelling and maths journals.
- Layout: Date (underlined), miss a line, objective (underlined),
- Be well presented, following the hand writing policy. Children are expected to be joining their writing by key stage 2. Teachers should insist on cursive joined writing unless there is a physical reason (SEND) as to why the child cannot join.

A similar standard applies to floor books, and seesaw.

Work on Seesaw must have an objective attached. Seesaw should have folders for each of the curriculum areas. Work should be put in these folders to form a secondary source of evidence to books.

Whilst there is not a policy with regard the amount of work that gets recorded in books, there is an expectation that there should be work in foundation books at least every other week. Work on seesaw, and lessons where the work is verbal can be valuable, interesting and motivational, but they do have limitations if over relied upon.

7 Adaptive teaching

What is adaptive teaching? Adaptive teaching is the practice of modifying instruction, resources, and learning activities to meet the diverse needs, abilities, and interests of all learners. It involves continuous assessment, reflection, and adjustment by the teacher to ensure that every child can access the curriculum, make progress, and achieve their full potential.

What does it look like in the classroom? Teaching and learning at Mossy Lea follows Rosenshine's Principles of Instruction which give all children the opportunity to access, thrive and achieve in lessons.

Children may access a range of universal adaptations depending on their individual needs. The adaptations outlined below are available to all pupils and are organised according to areas of need. Access to these adaptations does not indicate that a child will be placed on the Special Educational Needs (SEN) register. Instead, the school recognises that all learners are different and may require reasonable adjustments or adaptations to enable them to access learning and achieve their best.

In line with the SEND Code of Practice, pupil needs are broadly grouped into four areas. The universal adaptations outlined below are organised within these areas to support staff in identifying and responding to potential barriers to learning:

Communication and Interaction – pupils who may experience difficulties with speech, language and communication, including understanding language, expressing themselves, or interacting with others.

Cognition and Learning – pupils who may require support with acquiring knowledge and skills, processing information, or developing learning strategies.

Social, Emotional and Mental Health – pupils who may experience difficulties managing emotions, behaviour, relationships, or wellbeing which may impact their learning.

Sensory and/or Physical Needs – pupils who may have visual, hearing, physical, or sensory processing needs that require adjustments to enable full access to the learning environment.

Staff use the document “Adaptive Teaching at St George’s” to ensure appropriate strategies of universal provision are consistently used to meet children’s needs at a universal level. A copy of this can be found in the Policies folder, and on the school website.

8 Questioning in lessons

At Mossy Lea, effective questioning is central to our teaching and learning approach. We believe that high-quality questioning promotes deeper understanding, strengthens pupil engagement, and ensures all learners are active participants. Our approach is rooted in **Rosenshine’s Principles of Instruction**, which highlight the importance of checking for understanding, guiding practice, and involving all pupils in thinking. We are also influenced by **Tom Sherrington’s work**, which offers practical classroom strategies to bring Rosenshine’s principles to life. Our classroom questioning is grounded in four core strategies:

1. Think–Pair–Share

We actively develop every pupil’s confidence and ability to speak and listen thoughtfully. Teachers pose carefully planned questions, allow time for individual thinking, and then encourage pupils to discuss their ideas with a partner before sharing with the whole class. This structure:

- Increases pupil participation and thinking time
- Builds confidence before speaking aloud
- Supports oracy, vocabulary, and reasoning

Teachers model high-quality responses and ensure that every child is engaged in the process, including targeted support for children with SEND

2. Mini Whiteboards (Show-Me Boards)

All pupils are expected to respond to key questions using whiteboards. This allows the teacher to:

- Assess understanding in real time
- Address misconceptions quickly
- Ensure all pupils are actively involved
- Adapt teaching based on immediate feedback

Mini whiteboards promote a “no opt out” culture by making thinking visible and enabling low-stakes participation for all.

3. “Say It Again, Better”

We believe in the power of language. When a pupil gives a partial or imprecise response, teachers invite them to improve it. Prompts may include:

- “Can you say that again using our key vocabulary?”
- “Can you say it like a scientist/mathematician/historian?”

This technique helps pupils refine their thinking and oral explanations, while raising expectations for quality of talk across the curriculum.

4. Culture of Error

We create a safe, inclusive classroom environment where making mistakes is seen as a natural and valuable part of learning. Teachers:

- Praise effort and reasoning, not just accuracy
- Use mistakes to generate meaningful discussions
- Celebrate mistakes as learning moments

This culture encourages risk-taking, resilience, and reflection—key components of our Christian vision, supporting children to become confident learners who know that God is with them as they learn, care, and share.

9 Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available as a menu at the start of each term, and displayed on the website. Children will have the half term to select which tasks they wish to complete, and return to school for the presentation of the work.

Homework must be marked, or acknowledged by the class teacher before new homework is sent home.

10 Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Make reference to the marking and feedback policy.

11 Assessment, recording and reporting

Make reference to the marking and feedback policy.

12 Aspirational Structure to any lesson

I do, we do, you do

Use a teacher exemplar such as WAGOLL (what a good one looks like), selected text, PowerPoint, as the central component for planning the rest of the lesson.

Include an anticipated pupil response with a detailed plan for the anticipated error, misconception or different levels of answers (high/medium/low).

Use this anticipated pupil response to help pre-empt gaps, monitor work and respond to the predicted errors.

I do

The teacher should 'think aloud' the process and name the steps to success
Model the thinking, the learning, the process not just the procedure

Narrow the focus to the thinking that pupils are most likely to struggle with
Model replicable thinking steps that pupils can follow
Teacher checks for understanding before moving on
Be explicit with instructions regarding what pupils should do during this section

We do

All tasks are modelled before pupils begin
Teacher once again models using the 'think aloud'. This time the teacher probes pupils to describe the next step/share ideas
The teacher should remind, prompt and challenge pupils
The teacher checks for understanding after each step
Maintain a brisk pace but include a pause for thinking time when appropriate
Be explicit with instructions regarding what pupils should do during this section
Use skilled questioning
Use questions to assess learning, and make decisions based on responses.

You do

Tasks are independently completed, or completed as part of planned partner work.
The teacher monitors success
This section provides an opportunity for pupils to demonstrate their level of understanding
This will highlight misunderstandings and misconceptions for the teacher to respond to
It provides pupils with the opportunity to consolidate their understanding before moving on to the next step in their learning
Practice should follow a teacher input where the new material has been sufficiently explained and modelled. Initial practice should be guided and as pupils become more proficient, they should transition to independent practice.
Throughout any practice, it is important that pupils obtain a high success rate.
As always music can be used to create a positive atmosphere, time challenge eg tidy up time etc

13 1% Gains, and 1% losses

I cannot list all the possible 1% gains or losses here, but I can give a flavour for you to embrace the ethos.

In KS 1 for example model writing the date, adding the individual numbers up, revising number bonds to 10, 20 etc. Ask the time at relevant times. Repeated short videos throughout the day whilst the kids are doing other work. Make sure you focus on the simple things – daily full lessons

In KS 2 for example model writing the date in various formats. Use roman numerals. Ask the time at relevant times. Use of a calendar. Eg It's the 1st today, what date will it be next week, Repeated short videos throughout the day whilst the kids are doing other work. Make sure you focus on the simple things – daily full lessons. Play different music during the independent

times – consolidating composers, orchestras, instruments etc. Write 3 letters on the board – eg BAK, how many words can the kids make in 30 seconds.

Other topics that are best taught as 1%ers include a consolidation of British, and Christian Values.... just have a 30 second convo during a calm lesson, in upper discuss 2, ask an anecdotal question, that may lead to a 5 minutes conversation, for example “who knows what the protected characteristics are? And What does this mean”?

1% losses are the opposite – when kids are late, when they don’t do daily Maths and English, when intervention doesn’t happen. One 1% are when obscure units, and topics are not consolidated, and taught in block isolation, without consolidation or application throughout the day/week/term

14 Monitoring and evaluation

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

School leaders, subject leaders and curriculum leaders will monitor and evaluate the impact of teaching on pupils’ learning through:

This will be done through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Appraisal

18 Review

This policy will be reviewed every year by the headteacher, staff and curriculum committee. At every review, the policy will be shared with the full governing board.

15 Links with other policies

This policy links with the following policies and procedures:

Behaviour policy

Curriculum policy

Early Years Foundation Stage (EYFS) policy

SEN/SEND policy and information report

Adaptive Teaching at St George’s

Marking and feedback policy

Home-school agreement

Assessment policy

Equality information and objectives

