



Teaching and Learning Policy 26 27

Date Agreed: September 2024 Reviewed: September 2026	Chair of Governors: Rachel Cookson	Headteacher: Cathy Bonds
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Introduction

At Pencoys we believe the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Teaching is a cyclical process where the teachers' knowledge of individual pupils, how they learn and the progress they make is vital. Knowledge of pupils is used to inform planning, the success of which is then monitored, assessed and reviewed throughout the lesson, thus informing the focus for subsequent learning.

As a staff, we constantly strive to improve standards of teaching and learning through continuing personal and professional development (CPPD). We reflect on what is working well at Pencoys and identify areas for improvement which is then incorporated into staff training and followed by deliberate practice (see CPPD Handbooks for more information).

Role of the Headteacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Role of the Parents/Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.
- sending an end of year report to parents in which we explain the progress made by each child and indicate how the child can be supported to improve further.
- explaining to parents how they can support their children with homework.
- providing information about our curriculum and learning on our website.
- using Class Dojo and our newsletter to celebrate learning and communicate.
- providing updates on learning or advice in our weekly newsletter.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in the home/school agreement.

Adaptive Teaching

At Pencoys School, adaptive teaching is an integral component of high-quality teaching and is underpinned by Rosenshine's Principles of Instruction. We believe that all pupils should access an ambitious curriculum and that teaching should be adapted responsively to enable every learner to achieve success whilst maintaining consistently high expectations.

Our approach is informed by research from the Education Endowment Foundation (EEF) and the Department for Education, which emphasise that high-quality teaching and responsive adaptation have the greatest impact on improving outcomes, particularly for disadvantaged pupils and those with SEND. Effective adaptive teaching is characterised by explicit instruction, scaffolding, formative assessment, feedback and high expectations for all learners.

Adaptive teaching is the process of making informed adjustments to teaching in response to pupils' strengths, needs, prior knowledge and misconceptions. Adaptation focuses on how learning is taught rather than reducing challenge or creating separate learning objectives for different groups of pupils. Research suggests that responsive adaptation, supported by effective assessment and high-quality instruction, is more effective than routine differentiation through multiple tasks or lowered expectations.

At Pencoys School, it is understood that Rosenshine's 10 Principles of Instruction:

work well as a guide for personal reflection but not as a checklist or template for any single lesson:

- Begin lessons with review activities that identify gaps in prior knowledge.
- Check for understanding frequently and use assessment information to modify explanations and activities.

- Ask a high proportion of questions and involve all pupils in thinking and responding.
- Provide guided practice before independent application.
- Adapt explanations, examples and questioning in response to pupils' needs.
- Use scaffolding strategically whilst maintaining cognitive challenge.
- Provide opportunities for success through carefully structured learning experiences.
- Support pupils to become increasingly independent learners through the gradual release of responsibility.

Teachers will adapt teaching by:

- Presenting new material in small, manageable steps.
- Providing clear models and worked examples.
- Using questioning strategically to assess understanding and address misconceptions.
- Revisiting prior learning to strengthen retention and support long-term memory.
- Providing scaffolds, prompts and visual supports where appropriate.
- Carefully adjusting the level of support and challenge during lessons.
- Using flexible grouping and targeted support when required.
- Gradually removing scaffolds to promote independence.
- Making effective use of teaching assistants to support access to learning.
- Ensuring that pupils with SEND are supported through adaptations rather than reduced expectations.

Through adaptive teaching, we aim to ensure that every pupil can access, participate in and succeed within a rich and ambitious curriculum, embodying our vision that all children should "Be your best; grow together."

Building Blocks

Our Building Blocks documents have been developed by senior leaders across the MAT in order to support teachers, senior leaders and headteachers reflect on their own practice and feed into personal and professional development, providing the best standards of teaching and learning for all pupils.

Assessment for learning (AfL)

We use AfL strategies to ensure our teaching adapts and responds to the learning needs of our pupils in order to achieve the best outcomes for all pupils.

The five key strategies (as identified by Dylan Wiliam et al.):

1. Clarifying and understanding learning intentions and criteria for success.
2. Engineering effective classroom discussions, questions and tasks that elicit evidence of learning.
3. Providing feedback that moves learners forward.
4. Activating students as instructional resources for each other (peer assessment).
5. Activating students as owners of their own learning (self-assessment).

For more information on AfL strategies, see WalkThrus and resources in CPPD folder on the system.

When planning and preparing a lesson...

- Small steps are used to build coherent and sequential blocks of learning.
- Planning starts with the knowledge of children's prior learning.
- High quality resources are selected or prepared.
- Each lesson has a clear learning objective which is presented as a WALT (we are learning to...).
- Assessment for Learning strategies are used to direct lessons and inform next steps for learning.
- Lessons are planned for with a range of written, practical, independent and collaborative activities.
- The use of IT is considered to support, motivate or extend learning (e.g. word-processing, pupil response platforms, editing, research).
- Engaging and motivating learning tasks are set which match the desired learning outcome and maintain high expectations of achievement for all.
- SEND and lower attaining pupils' needs are considered when planning learning tasks through providing: scaffolds (often provided to all pupils); access to specific learning resources; support from an adult/peer; or an adapted task.
- Extension tasks are planned or considered for any pupils that securely achieve the main objective to explore the learning in greater depth. This may be set for a specific lesson or available on a working wall over a period of time to be accessed by the child.
- STAR Plans are updated termly for all pupils on the Record of Need. Teachers and TAs reflect on these regularly to ensure all pupils are supported and make progress. (See SEN Policy for more detail)
- Resources are organised and appropriate for the age and needs of the cohort.
- The outdoor environment is used to support, build-on or extend learning.
- Planning is flexible and reactive to the needs of each class.

During the lesson...

- Teachers/TAs ensure pupils understand the learning objective which is presented as a WALT (we are learning to...).
- Teachers/TAs have high expectations of every child and encourage positive learning behaviour.
- AfL strategies are used to elicit pupils' understanding and adapt the direction of a lesson/sequence of learning.
- Clear models and explanations are used to show the pupils what 'good' looks like (modelling, worked examples etc).
- Learning is made interesting, engaging and exciting (when appropriate).
- The use of IT is available to support or extend learning.
- Teachers/TAs generate a success-criteria with the class which make desired outcome and steps to success very clear to the pupils.
- TAs support individuals/small groups during the lesson or work with the whole class while the class teacher supports individuals/small groups.
- Pupils are given feedback throughout the lesson either from the teacher/TA (whole class, small group or individually), peers or self (using success criteria or model to support).
- Teachers make room for pupils to take risks, explore new thinking and test their understanding.

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| <ul style="list-style-type: none">➤ Pupils are given sufficient time to complete tasks set independently or collaboratively with peers as appropriate. |
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After the lesson...

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| <ul style="list-style-type: none">➤ Teachers reflect on the successes and areas for improvement of each lesson, modifying plans or seeking support where necessary.➤ Teachers/TAs look through any work that was not reviewed during the lesson (when appropriate) to gauge pupils' confidence and achievement. (See Feedback and Marking Policy)➤ Teachers review pupils' progress/achievement through looking at books or other work, discussion with other adults and/or reflection.➤ Teacher/TAs provide pupils with feedback that moves learning forward (see Feedback and Marking policy).➤ Teachers amend any planning as necessary in the light of information gathered.➤ Teachers facilitate time for pupils to respond to marking or feedback.➤ Interventions are planned for pupils who require extra support to achieve and make sufficient progress. |
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Learning Environment

The environment that pupils (and staff) work in is important both culturally and physically. We recognise the importance of pupils feeling safe, happy and supported, enabling them to take risks in their learning. The culture within our classrooms is inclusive, purposeful and deliberately minimalist to ensure a reduction in cognitive overload, promote thinking and reinforce good learning habits. Research demonstrates the importance of children feeling that their classroom is 'theirs', and with this in mind, although we have minimum requirements for each room we also expect each to be personalised to the needs and demands of each class (see Appendix for Learning Environment checklist). This personalisation will be achieved through the display of specific texts and books that support the learning. Teachers will ensure that all children have the opportunity to see their work celebrated over time, through corridor displays.

Monitoring and evaluation

The Teaching and Learning Policy and Building Blocks documents have been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and as a leader across the school. Staff development needs are continually reviewed as part of the CPPD process.

In order to provide a clear picture of the quality and consistency of practice across school, teaching and learning is monitored through:

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| <ul style="list-style-type: none">➤ Classroom observation;➤ Sampling pupils' work;➤ Internal moderation of pupils' work;➤ External moderation of pupils' work;➤ Data scrutiny;➤ Crofty visits;➤ Discussion with pupils. |
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Teaching and Learning Practice Guidelines

Foundation Stage

- Areas devoted to each of the 7 areas of learning clearly defined in the learning environment including interactive learning displays and interest tables (Literacy, Maths, Expressive Arts & Design, Physical Development, PSED, Understanding of the World, Communication and Language).
- Role play areas clearly defined linked to the theme, book or interests of the children.
- Continuous provision across all areas of learning, child and adult initiated
- Daily time for shared writing, phonics, maths, guided reading, physical activity, circle time, celebration of learning and story time.
- Daily whole class maths input and small group maths meetings.
- Daily phonics input: whole class for three weeks then breaking into smaller groups
- Independent child-initiated learning at identified times is used to ensure that all pupils safely access developmentally appropriate activities.
- Adult intervention extends and develops learning, encouraging purposeful play and understanding.
- Adult directed tasks include individual reading, guided reading where appropriate, shared writing, phonics, maths and investigation activities linked to the prime areas.
- Links across and within the whole school curriculum and Y1 are exploited where possible
- All practitioners support the tracking and monitoring of individual pupil's engagement with tasks across all 7 areas to ensure equality of provision and measure attainment.
- Learning Journals are used to evidence achievements and mark progress.
- Pupils are given meaningful activities which provide rigorous and challenging opportunities to develop at an appropriate stage of development in line with the Early Learning Goals.
- Best use of the outdoor learning environment is planned for to support the prime areas of learning.
- Outdoor environment is used to develop all areas of learning.

Key stage 1 and Key stage 2

- Daily phonics lesson (RWI) in KS1 and for targeted pupils in other year groups – small groups 5 x weekly. AR guided reading sessions for those exceeding phonics level in Y2.
- KS2: Spelling session 20 minutes, 3 x weekly (at least) using Spelling with Grammarsaurus.
- Daily reading lesson in KS2: written responses to questions are recorded in reading journals at least 3 x weekly.
- Daily writing lesson using small steps for each genre.
- Handwriting lesson daily using Letter Join scheme.
- Daily maths lesson using White Rose Small Steps as a basis, recorded in blue books with short date and title.
- The online platforms Maths Whizz, Numbots and Times Tables Rockstars are used in school and/or as homework.

- In KS1 Number Sense Number Facts is used as a whole class sessions and is used as an intervention in maths in KS2. In KS2 Number Sense Times Tables is used as a whole class session.
- Daily Fluent in 5/Flashback Four (Y3-6) for morning work.
- Daily Mastering Number for Reception to Year 4; Tough Ten for Year 5 and 6.
- Weekly science lesson (approximately 2 hours) recorded in pink science books with long date and WALT.
- Sketch books are used to record the learning and developmental processes in art.
- PE and music work is generally not recorded in books but may include photo or video evidence saved on the system.
- Books include recordings of the learning tasks (written or photos) in all subjects: history, geography, RE, PSHE (floor book), French (KS2), DT, computing (though computing is often saved on the system/Google Classroom and not necessarily printed)
- At least one outdoor learning opportunity os timetables for each class every half term. In addition, the orienteering resources are used to support outdoor learning.

For more information see individual subject web pages/policies

Appendix I

Learning Environment Checklist

All classrooms should contain the following features:

Classroom Organisation	
The classroom is free from obvious safety issues, for example, tripping hazards and people can move easily around the room.	
Plants appropriately placed	
Surfaces are clutter free	
Books are stored neatly and accessible to the children (inc exercise, reading, dictionaries etc)	
There is easy access for pupils to resources to support independent learning eg numbers, shapes, word mats	
Everything is labelled eg drawers of resources, pupils work, areas of learning (KS1 / F2) with a mixture of printed and handwritten (adult) text	
Age-appropriate globe, world map and UK map at back of classroom	
RWI speed sounds chart in Eys and KS1	
Reading is promoted through interesting, front facing, display of books organised by topic, science and authors	
Annotated maths working wall with current steps, 'Draw it', 'Write it', 'Say it' and 'Make it' sections.	

Corridor Display	
There is a balance of pupil work and learning prompts.	
Backing paper and border in corridor is in good condition and firmly attached to the wall at all times	
Pupil's work on display is no more than ½ term	
All displays include a description of the learning and process that has taken place, as well as a question.	

Behaviour Management/ culture	
Evidence of cultural diversity within the curriculum/ corridor displays/ texts in the library and classrooms.	
Age-appropriate celebration of British values (in hall).	
Learning habits – Reflective, Responsive, Resilient, Resourceful (in hall)	
Whole school rules – Diamond Rules for Life. Not displayed. Be kind to yourself, others and things	
E-safety and online safety display (centrally in Library)	
Personal Development: an overview of trips, visits and visitors, events, Pupil Leadership (school council, eco council (centrally in library) ;	
Cultural Capital : Curiosity Corner display to develop vocabulary and pupil curiosity and conversation.	
Physical Education Board: promoting wide range of sports, opportunities, achievements (centrally in library)	

Library is well- organised (AR / Library books) and clearly labelled and has a wide range of genres and authors for all readers.	
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