

Teaching and Learning Policy

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1. Statement of Intent

At Pewithall Primary School, we believe that every child has the right to receive a high-quality education that enables them to flourish academically, socially and emotionally. Teaching and learning lie at the heart of everything we do and are fundamental to achieving our mission of ensuring every pupil reaches their full potential.

We recognise that effective teaching is the single most important factor in improving outcomes for children. Through carefully planned lessons, high expectations and positive relationships, we aim to create an environment where all pupils feel valued, challenged and supported. Our approach promotes confidence, independence and resilience whilst ensuring that children develop the knowledge, skills and cultural capital needed to succeed in modern Britain.

At Pewithall, we understand that learning is a lifelong process. We therefore strive to develop pupils who are curious, reflective and motivated, equipping them with the habits and attitudes necessary for continued success beyond primary school.

Our teaching and learning philosophy is underpinned by our school values of being:

Ready

Children are prepared to engage fully in learning, take responsibility for their progress and demonstrate resilience when faced with challenge.

Safe

Children learn within an environment where they feel physically, emotionally and academically secure, enabling them to take risks in their learning and develop confidence.

Respectful

Children develop respect for themselves, others and the wider world. Positive relationships are promoted throughout the curriculum and wider school life.

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3. Principles of Teaching and Learning

At Pewithall Primary School, we believe that all children can achieve when provided with high-quality teaching, an ambitious curriculum and appropriate support. Learning should be engaging, purposeful and challenging, enabling pupils to make meaningful connections between prior and new knowledge.

We aim to foster a love of learning through a curriculum that ignites curiosity, promotes creativity and encourages critical thinking. Teachers provide learning opportunities that enable pupils to develop both subject-specific knowledge and the wider skills necessary for success in education and later life.

Our approach ensures that pupils are active participants in their learning rather than passive recipients of information. Staff create opportunities for pupils to discuss, investigate, reflect and evaluate their learning throughout the curriculum.

We aim to:

- establish high expectations for all learners;
- develop confident and independent pupils;
- foster resilience and perseverance;
- encourage curiosity and creativity;
- promote positive attitudes towards learning;
- support all pupils to achieve their potential;
- develop effective communication skills;
- prepare pupils for future education and employment.

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4. Learning Culture

Creating a positive culture for learning is essential to pupil success. At Pewithall Primary School, we believe that pupils thrive when expectations are consistently high and relationships are built upon trust, respect and encouragement.

We promote a growth mindset approach whereby mistakes are viewed as opportunities for learning and improvement. Children are encouraged to embrace challenge, persevere through difficulty and reflect upon their successes and areas for development.

Staff work hard to create classrooms where children feel safe to ask questions, share ideas and take risks in their learning. Positive behaviour and attitudes support an environment in which all pupils can flourish.

Within our learning culture, children are encouraged to:

- take ownership of their learning;
- demonstrate resilience;
- learn from mistakes;
- celebrate achievement;
- support one another;
- show pride in their work;
- reflect upon progress;
- persevere when tasks become challenging.

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5. Effective Learning

We recognise that children learn in different ways and at different rates. Effective learning occurs when pupils are actively engaged, motivated and able to build upon prior experiences. Teachers therefore employ a range of approaches to ensure that learning is accessible and meaningful for all pupils.

Learning opportunities are carefully planned to ensure pupils acquire knowledge, develop understanding and apply skills across a range of contexts. Learning should promote retrieval, retention and deeper thinking, enabling pupils to make long-term connections within and across subjects.

Opportunities are provided for pupils to work independently, collaboratively and creatively. Through discussion and reflection, children are encouraged to articulate their thinking and justify their reasoning.

Effective learning may include:

- independent learning;
- paired and group work;
- practical activities;
- enquiry-based learning;
- educational visits;
- outdoor learning;
- problem-solving opportunities;
- research projects;
- structured discussion;
- use of technology;
- cross-curricular learning.

6. Effective Teaching

High-quality teaching is characterised by high expectations, strong subject knowledge and a deep understanding of how children learn. At Pewithall Primary School, teachers are reflective practitioners who continually seek to improve their effectiveness through professional development and collaboration.

Teaching is designed to ensure pupils know more, remember more and can apply their learning successfully over time. Lessons are carefully sequenced so that new learning builds systematically upon prior knowledge.

Teachers use assessment continuously throughout lessons to inform their decisions and adapt teaching to meet the needs of learners. Misconceptions are identified quickly and addressed effectively.

Effective teaching at Pewithall includes:

- high expectations for all pupils;
- excellent subject knowledge;
- clear explanations and modelling;
- effective use of questioning;
- responsive assessment;
- adaptive teaching strategies;
- opportunities for retrieval practice;
- meaningful feedback;
- appropriate challenge and support;
- positive classroom relationships.

Absolutely, Top Gun. For a policy that reflects the standards expected by governors, Ofsted and external reviewers, every section should contain the rationale, expectations and implementation details, followed by the operational bullet points.

Below is a fully expanded version for the remainder of the policy using that style.

7. Learning Objectives and Success Criteria

At Pewithall Primary School, we believe that pupils learn most effectively when they understand what they are learning, why they are learning it and what success looks like.

Clear learning intentions provide direction and purpose, allowing pupils to focus on the key knowledge, skills and understanding that they are expected to develop.

Learning objectives form part of a carefully sequenced curriculum that builds knowledge progressively over time. Teachers ensure that learning objectives connect to prior learning and support long-term curriculum goals. Pupils are encouraged to discuss and reflect upon learning objectives so that they understand the purpose of their learning and can take ownership of their progress.

Success criteria provide pupils with a clear understanding of what achievement looks like. They break learning into manageable steps and support pupils in evaluating their own work. Through effective use of success criteria, pupils are able to identify strengths, recognise areas for improvement and develop confidence in their learning.

Learning objectives and success criteria should:

- be clearly linked to curriculum expectations;
- build upon prior learning;
- be communicated effectively to pupils;
- support assessment for learning;
- promote pupil ownership of learning;
- provide clarity and consistency;
- support self and peer assessment;
- encourage reflection and improvement.

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8. Adaptive Teaching and Inclusion

We are committed to ensuring that every pupil, regardless of background, starting point or need, can access a broad, balanced and ambitious curriculum. Inclusion is not viewed as an additional provision but as a fundamental aspect of effective teaching and learning.

Teachers recognise that pupils learn at different rates and may require different approaches, levels of support or opportunities for challenge. Through adaptive teaching, staff respond to individual needs whilst maintaining consistently high expectations for all learners.

Our approach focuses on removing barriers to learning rather than lowering expectations. Staff carefully consider how learning can be adapted through teaching methods, scaffolding, modelling, resources and assessment opportunities to ensure success for all.

Teachers will:

- maintain high expectations for every pupil;
- provide appropriate challenge;
- adapt instruction in response to need;
- use assessment information to inform planning;
- support pupils with SEND effectively;
- make reasonable adjustments where necessary;
- work collaboratively with support staff;
- ensure equitable access to the curriculum;
- promote independence and resilience.

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9. Questioning

Questioning is one of the most powerful tools available to teachers. Effective questioning enables staff to assess understanding, identify misconceptions and deepen pupils' thinking. It also develops reasoning, communication skills and confidence in articulating ideas.

At Pewithall Primary School, we use questioning strategically to engage learners, challenge thinking and encourage meaningful discussion. Pupils are given time to think carefully before answering and are encouraged to explain, justify and elaborate upon their responses.

Teachers use questioning to create an inclusive environment where all pupils can contribute and develop their understanding.

Questioning should be used to:

- assess prior knowledge;
- check understanding;
- identify misconceptions;
- encourage deeper thinking;
- promote discussion;
- develop reasoning;
- challenge assumptions;
- extend learning;
- encourage reflection.

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10. Feedback and Assessment

Assessment is an integral part of effective teaching and learning. It enables teachers to identify pupils' strengths, address misconceptions and plan future learning that builds upon what children already know and can do.

At Pewithall, assessment is viewed as an ongoing process rather than a single event. Teachers gather information continually through observation, discussion, questioning and review of pupils' work. This information informs planning and helps ensure that teaching remains responsive to pupils' needs.

Feedback is most effective when it is timely, specific and focused on improving learning. We aim to provide feedback that supports progress and develops pupils' ability to evaluate and improve their own work.

Effective assessment and feedback should:

- inform future teaching;
- identify misconceptions;
- celebrate achievement;
- move learning forward;
- support pupil confidence;
- promote reflection;
- encourage self-improvement;
- develop independent learners;
- provide meaningful next steps.

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11. Metacognition and Self-Regulation

We believe that successful learners understand how they learn. Developing metacognitive skills enables pupils to think about their learning processes, evaluate strategies and make informed decisions about how to improve.

Children are encouraged to reflect on their learning regularly. Through discussion, self-assessment and teacher guidance, pupils learn to monitor their understanding, evaluate progress and adapt their approaches when necessary.

By developing these skills, pupils become more independent learners who are better able to tackle challenges and transfer learning across different situations.

Pupils will be encouraged to:

- plan their learning;
- monitor progress;
- evaluate effectiveness;
- reflect upon outcomes;

- identify strengths;
- recognise areas for improvement;
- select appropriate learning strategies;
- take responsibility for their development.

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12. Use of Technology and Artificial Intelligence

Technology plays an increasingly significant role in education and wider society. We believe that pupils should develop the digital literacy skills necessary to engage safely, responsibly and effectively with technology.

Technology is used purposefully to enhance learning opportunities, support curriculum delivery and prepare children for life in a digitally connected world. Staff ensure that digital tools support learning rather than replace high-quality teaching.

As technology continues to evolve, pupils are introduced to the opportunities and risks associated with emerging technologies, including artificial intelligence. They are taught how to critically evaluate digital content, question the reliability of information and act responsibly online.

Technology should be used to:

- enhance learning experiences;
- improve access to information;
- support collaboration;
- promote creativity;
- develop digital literacy;
- prepare pupils for future learning;
- support inclusion;
- strengthen communication skills.

Pupils will learn about:

- online safety;
- digital citizenship;
- data privacy;
- misinformation and disinformation;
- responsible use of AI technologies;
- digital wellbeing.

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13. Learning Environment

The physical and emotional environment plays a significant role in successful learning. Classrooms should be welcoming, stimulating and organised spaces that encourage curiosity, independence and engagement.

Learning environments should reflect the high expectations that staff have for pupils. Displays, resources and classroom organisation should support learning and independence rather than create unnecessary distraction.

A high-quality learning environment promotes pride, motivation and a sense of belonging for all members of the school community.

Learning environments should:

- be inclusive;
- be well organised;
- support independence;
- celebrate achievement;
- promote vocabulary development;
- reflect current learning;
- showcase pupil work;
- reinforce curriculum knowledge.

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14. Teaching Assistants

Teaching Assistants make a valuable contribution to teaching and learning across the school. Through effective collaboration with teachers, Teaching Assistants help ensure that all pupils can access learning and make progress.

Support staff complement teacher-led instruction through high-quality interactions, targeted support and intervention delivery. They play an important role in promoting independence whilst avoiding unnecessary dependence.

Teaching Assistants should:

- support high-quality teaching;
- encourage pupil independence;
- contribute to assessment;
- deliver targeted interventions;
- reinforce learning;
- support pupil wellbeing;
- provide effective feedback to teachers;

- contribute to positive learning environments.

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15. Curriculum Leadership

Curriculum Leaders play a crucial role in ensuring that standards remain high across all subjects. Through monitoring, evaluation and professional support, leaders help maintain curriculum quality and consistency.

Subject leaders are responsible for ensuring that their curriculum areas remain ambitious, relevant and responsive to pupils' needs. They support colleagues, monitor implementation and contribute to whole-school improvement priorities.

Curriculum leaders will:

- monitor standards;
- evaluate curriculum impact;
- lead improvements;
- support staff development;
- review pupil outcomes;
- monitor implementation;
- manage subject resources;
- contribute to school improvement planning.

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16. The Role of Parents and Carers

Strong partnerships between home and school are essential to children's success. Parents and carers play a vital role in supporting learning and helping children develop positive attitudes towards education.

We aim to establish positive relationships with families built on trust, communication and shared aspirations. By working together, we can provide the best possible support for every child.

The school will:

- communicate regularly with parents;
- provide information about learning;
- celebrate achievement;
- support learning at home;
- offer opportunities for engagement;
- provide curriculum information;

- share progress information;
- seek parental feedback.

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17. The Role of Governors

Governors provide strategic oversight and ensure accountability for standards of teaching and learning throughout the school.

The Governing Board supports leaders whilst providing appropriate challenge regarding outcomes, curriculum quality and school improvement priorities. Governors monitor implementation of this policy through reports, visits and discussions with leaders.

Governors will:

- monitor teaching and learning;
- review pupil outcomes;
- support school improvement;
- ensure accountability;
- monitor safeguarding arrangements;
- evaluate resource allocation;
- challenge leaders appropriately;
- ensure statutory responsibilities are met.

18. English Curriculum Implementation

Reading and writing form the foundation of learning across the curriculum. We believe that developing strong literacy skills enables children to access learning more effectively, communicate confidently and participate fully in society.

Our English curriculum is carefully designed to develop fluent readers, enthusiastic writers and articulate speakers. High-quality texts sit at the centre of learning and provide rich vocabulary, knowledge and inspiration for writing.

Writing is taught through a carefully structured approach that prioritises oral rehearsal, explicit modelling and authentic outcomes. Children are supported to develop stamina, creativity and technical accuracy whilst understanding the purpose and audience of their writing.

Our approach includes:

- Pathways to Write;
- high-quality class texts;
- explicit vocabulary instruction;

- talk before writing;
- teacher modelling;
- shared writing opportunities;
- guided writing sessions;
- independent application;
- authentic writing outcomes;
- purposeful audiences;
- regular opportunities for extended writing;
- celebration and publication of pupil work.

This approach reflects our belief that children become successful writers when they are immersed in language-rich environments and understand that writing has a genuine purpose beyond the classroom.

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19. Safeguarding

Safeguarding underpins all aspects of teaching and learning. We recognise that children can only learn effectively when they feel safe, supported and protected from harm.

All staff share responsibility for safeguarding and must remain vigilant to signs that a child may require support or protection. Safeguarding considerations are embedded throughout the curriculum and wider school life, helping pupils understand how to remain safe both online and offline.

Teaching and learning practices must always place the welfare of the child at the centre of decision-making.

Staff will:

- follow safeguarding procedures;
- maintain appropriate professional boundaries;
- report concerns promptly;
- support pupil wellbeing;
- promote online safety;
- contribute to a safeguarding culture;
- maintain accurate records;
- work in partnership with families and external agencies.

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20. Monitoring and Review

Monitoring and evaluation are essential in ensuring that teaching and learning remain effective and continue to improve over time. School leaders regularly review practice to identify strengths, celebrate success and determine priorities for development.

Monitoring activities support professional growth and ensure consistency across the school. Evidence gathered through monitoring informs whole-school improvement planning and contributes to ongoing self-evaluation.

This policy will be monitored through:

- lesson observations;
- learning walks;
- book scrutinies;
- planning reviews;
- pupil voice activities;
- staff feedback;
- attainment analysis;
- progress meetings;
- governor visits;
- curriculum reviews.

The policy will be reviewed annually by senior leaders and governors, or sooner if significant changes to legislation, guidance or school practice require amendment.

Reviewed: April 2026

Minuted & Adopted: 2nd November 2026

Date for review: 2nd November 2027

Signed: Mr N Burgess (Chair of the board of Governors



Signed: Mr D Baugh (Head Teacher)

D. P Baugh