

Bleasby Church of England Primary School



Teaching & Learning Policy Suite

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a) Aims and Objectives

This policy reflects the importance for both staff and children, clarity and consistency in our approach to teaching and learning. It is written taking into account how children learn, well established effective practice, adopting the Rosenshine's Principles of Instruction, and staff well-being and workload. The policy sits in line with the MITRE Teaching and Learning Model. Practice will be reviewed on a regular basis in response to impact in the classroom and national developments in education.

The policy aims to:

- Lead to consistency (or progression) in approach through the school.
- Ensure high standards of teaching and effective learning across the school.
- Keep teacher workload balanced with impact on learners.
- Make induction of new and occasional staff smooth.
- Ensure that learning environments support learning and school values.
- Support teachers in designing effective lessons, using pedagogy shown to be effective in aiding learning.
- Support teachers in meeting the needs of all learners in the lesson.
- Ensure marking is purposeful and valuable.
- Make assessment an integral part of the teaching and learning process.

b) Responsibility for the Leadership of Teaching and Learning (T&L)

Teaching and Learning across the curriculum and the school is led by the Upper School Phase Leader Mariam Nawaz and supported by the head teacher, Russyn Cast.

The T&L leader is responsible for ensuring that the T&L policy is implemented, impactful and reflects current educational developments and best practice.

In addition, the T&L leader is responsible for ensuring that continuing professional development (CPD) enables all staff to deliver the policy effectively and that any new or occasional staff are able to understand and implement the practice described in it.

Teaching and Learning in individual subjects is led by the respective subject leaders. This recognises that although the practice outlined in this policy is applicable to all subjects, there will be specific pedagogy necessary in individual subjects. Please see individual subject Intent and Implementation documents.

The governing body have a link governor for different areas of the school improvement plan. They will feed back to the governors and practice and development of T&L related to that area of the SIP.

c) Abbreviations used in this policy:

- T&L – Teaching and Learning
- LO – Learning Objective (What the children will learn in the lesson)
- SC – Success Criteria (What the children will need to know/be able to do/understand in order to achieve the LO)
- AfL – Assessment for Learning (Formative assessment carried out during or after a lesson which is used to inform intervention within the lesson or planning for the next lesson.

d) Policies:

1)

Learning Environments Policy

At Bleasby we value the impact that the learning environment can have on Teaching and Learning but are also aware that it can detract from focus and add to workload. This policy is to support teachers in creating a learning environment that is manageable, aids learning and promotes the school values.

An important part of school is that every teacher is different – classrooms should also be different. We encourage staff to be creative, resourceful and innovative in the way they make their classrooms look.

Working Walls

Working walls aid learning in **three ways**:

- a) They show children that learning is a progressive journey, **reactivating the learning from the prior lesson(s)** and showing how the next lesson builds onto that learning.
- b) They aid **independent learning** by providing a model and visual resources.
- c) They **value the process of learning** rather than just the final outcome.

Each class should have a working wall for English and one for Maths, which, in addition to set visual aids (e.g. a number square), should include the previous day's model (on large paper or reusable sheets), the current focus and current vocabulary.

The working wall should be referred to during teaching in reminding children of what they learned in the previous lesson(s) and in promoting strategies for children working independently.

Anything that is out of date should be removed or covered to keep current materials easy to see and refer to.

Curriculum displays can also be working to some extent, for example including a KWL grid (already Know, Want to know, Learned), posing questions, adding vocabulary as it is introduced.

Curriculum Displays

Curriculum displays aid learning in **two ways**:

- a) They stimulate interest, promote thinking and increase knowledge in the theme being studied.
- b) They celebrate care and achievement by presenting work to an audience.

As a longer lasting display, the curriculum displays should be presented with care and when possible, with flair!

Children's work should be carefully mounted to show the value placed in the work. Children should understand that the work is for display and needs to be at 'display standard' for them, but all children should have equal opportunity to have their work on display.

Additional materials such as pictures, books and 3D resources should be included to enable children to deepen their knowledge of the theme. When possible, the display should reflect people of different groups (for example, different ethnicities)

The whole school's curriculum work on the termly theme will be celebrated through a display in the corridor.

Values Displays

As a church school, we are proud of our Christian distinctiveness, and this should be reflected in our classrooms.

Although not directly linked to learning, displays that promote Belonging and Caring are important to children's well-being and confidence and in turn their ability to Achieve.

Resources

Children and adults focus best in calm, uncluttered environments. Resources need to be readily available, but tidily stored.

Teachers need to ensure that:

- Frequently used resources are working and easily to hand. This could be through lesson packs or table tidies.
- Resources that will enable children to access or extend learning and work independently (for example dictionaries or counters) are labelled and easily accessible to the children.
- Resources that are not regularly used should be stored out of the way for when they are needed.

Furniture

Teachers should arrange the classroom in the way that works best for them and for the class. It is likely that this will vary over the year.

In planning furniture arrangements, teachers should consider the following:

- Can all children see the board and working walls (although they may need to turn their chairs at times)?
- Can the teacher and TA circulate comfortably and safely around the room?
- Can children access resources with minimal disturbance to others?
- Can children collaborate with others when appropriate?
- Are children with mobility/hearing/visual impairment or sensory sensitivity in the best position for them?

Ideally each classroom would include carpet space, a reading area and a focus group table. This is rarely possible, but teachers should consider how they ensure all children are able to focus and be seen, how reading is made comfortable and promoted and how a group of children can be pulled together for additional input.

Teachers should let the head teacher know if the furniture is unsafe or not fit for purpose.

Varying the Learning Environment

The classroom is not always the best environment for a lesson. At Bleasby, teachers are encouraged to make use of the hall, outdoor classroom, outdoor space and local environment when this is appropriate for the lesson.

In addition, as long as children are trained to do so safely, furniture can be moved between lessons – for example for circle time or drama.

2)

Lesson Design and Pedagogy Policy

Lesson Structure

At Bleasby, we recognise that giving most lessons a regular structure reduces the cognitive load on children and enables them to make the most of the learning time. We also recognise that a change of style or order can make a particular lesson more memorable. This policy sets out the structure of a regular lesson, leaving teachers free to plan the occasional different lesson as markers for other learning to be remembered around. Our approach to teaching is inspired by Rosenshine's Principles of Instruction. These simple, research-informed ideas guide how we explain, question, and support pupils so that learning really sticks.

Orientate:

Children should be told what subject they are doing and, in lessons relating to the termly theme, reminded of what they are working towards ('big question' and 'outcome').

Reactivate:

A review at the beginning of a new unit, by referring back to learning in previous terms or years.

A review at the beginning of a lesson in a sequence, by referring back to learning in the previous lesson.

This could be as simple as a reference to the working wall or looking back in their books (particularly when the teacher has marked them) or could be an activity that requires them to apply the learning again.

Learning Objective:

The learning objective should be clearly introduced, making sure that the children understand what it means.

Learning objectives should be:

- Achievable in the lesson.
- What the children are learning (rather than what they are doing).
- Written in the form 'to know' or 'to know how to'

The children should understand at the start of the lesson, how this LO follows the previous learning and the purpose in learning it. ('Yesterday we learned that...', 'Today we are going to learn that...', 'This is so that...')

In some lessons, the LO will be supported by Success Criteria – these are the smaller steps necessary to achieve the LO and can also be shared at this point.

New Learning:

New learning should be introduced in the way that most suits the class and the subject at that time. New concepts should be introduced in clear, manageable steps. Usually it would include:

- Modelling

- Guided practice / scaffolded learning
- Pair/partner work
- Opportunity for AfL
- Independent/paired/group activity

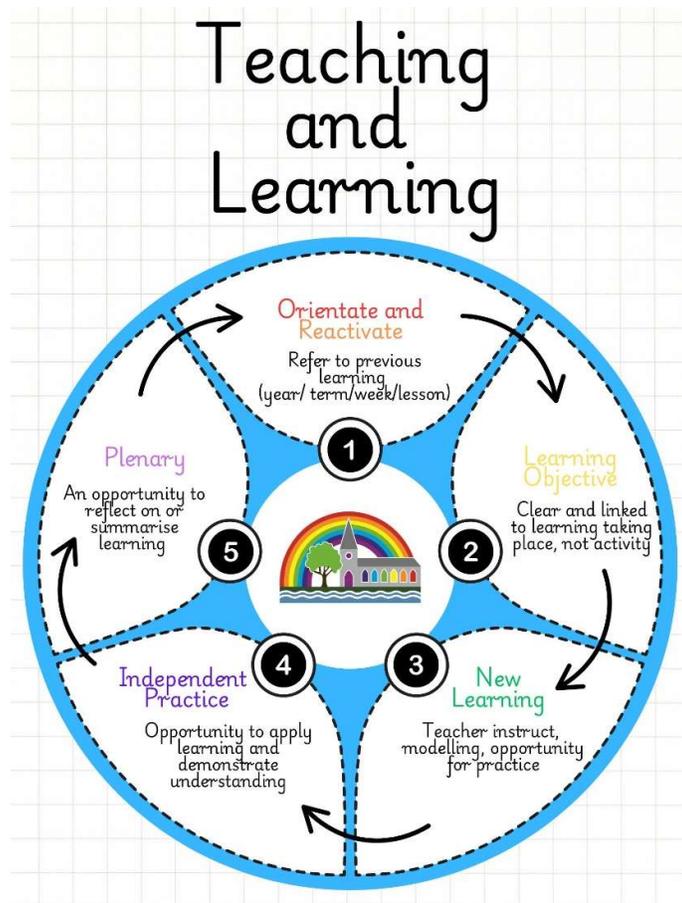
Children are likely to lose focus if one form of input or activity is continued for too long and so variety and stepped inputs are frequently used.

Plenary:

The plenary is an invaluable part of the lesson and should always take place, although it could take less than a minute. At a minimum it should include:

- A form of self-assessment or reflection for the children (for example, rag rating, ticking against SC or simply telling a partner)
- A summary of today's LO
- Specific, constructive praise for the class
- What the next step in learning will be

We have developed this into a visual reference for all teaching staff, providing a clear overview of the key elements that make up a typical lesson at Bleasby, as shown below.



Questioning and Eliciting Answers:

Questioning is a very important part of teaching, good questioning will:

- Ensure engagement with the learning

- Enable the teacher opportunity to assess.
- Build the children's confidence in contributing to the class, listening to each other and articulating clearly.
- Develop deep thinking

When not used well, questioning can slow the lesson down, detract from the learning and encourage some children to opt out of active learning.

In order to ensure questioning is effective, we use the following strategies:

- Talk Partners: Where questions are open or where children are needing to retrieve prior learning, by talking to a partner, they are better able to engage, recall, construct and rehearse. It also gives teachers time to listen in and find answers that would be useful to share.
- Table Talk: Table Talk has the same benefits as talk partners, but with a wider group to share ideas with and an edge of competition. It is particularly useful for reactivation tasks 'How many facts about measurement can your table recall?'. The teacher will ask a random spokesperson on the table to answer, to ensure all children have engaged.
- Whiteboards: By working on whiteboards, children have time to try out and practice during an input. Teachers are able to oversee and identify where further input will be needed.
- 3,2,1: When the question is closed (only one right answer or a multiple choice) asking children to say/show the answer in unison means they all have to have an answer and the teacher can make a quick assessment of understanding. Tools for this could be voice, gesture, or whiteboards, for example.
- Targeted questioning (or 'No hands up!'): 'Hands up' is rarely a positive way to elicit answers as it invites children to opt out and can result in a ping pong search for the right answer. Most often, targeted questioning is the best option. The children know that any of them could be asked the question and so need to think. The teacher is able to choose the person to ask, for example because they will give the answer they need, because they know they have the right answer and want them to shine or because they want to find out if they have the right answer. Targeted questioning works best in conjunction with white boards or talk partners as the teacher can listen in and find out who would be valuable to answer the question.
- Peer Response (or Bounce): If questioning is important in the lesson then so must the answers be – it is very important that children listen to each others' answers. Following a targeted question, teachers will often ask a second person or the class to respond 'do you agree?', 'can you explain that another way', 'could you add to that answer?'.

Modelling:

In the majority of lessons, children will need a model of the activity before they are able to tackle it independently. Good modelling:

- Is visual and verbal.
- Has the modeller thinking aloud.
- Has the modeller making and correcting common errors.
- Remains on display during the lesson and for the start of the next.
- May also be carried out by a pupil.

Modelling is also a useful tool in the middle of an activity to give a good example, move children on or address common misconceptions. Use of the visualiser is effective at this stage.

3)

Meeting the Needs of All Learners

At Bleasby we want to ensure that teaching is responsive and inclusive. We have high expectations for all of our pupils and aim for all children to achieve the Learning Objective for the lesson, which will have been informed by the National Curriculum and age related expectations. However, we know that children will arrive at school with different starting points, may experience obstacles at points in their lives, may have English as an additional language and may have different aptitudes and attitudes to different subjects. For this reason, teachers consider adaptations they will need to make to resources available and ensure personalised instruction to ensure all pupils can access, engage with and succeed in learning.

Additional resources:

There are many ways in which additional resources can enable a child who might otherwise struggle, to grasp the learning objective required. These will vary between subjects but for example:

In maths, concrete resources, such as multilink cubes or base 10 should be easily available for children who will be better able to grasp the context.

In writing tasks, key vocabulary should be on display or given to the child.

Same learning, altered task:

Access to learning in one subject should not be hindered by a child's skills in another – where this is the case, the task should be altered to remove the obstacle. For example, a child who has dyslexia should still be able to excel in a science lesson. In this case the child should not be reliant on reading to access the learning or be hampered in moving through the task by spending too long on writing.

Staggered/additional input:

Teachers will often be able to anticipate that a child will need a repeat of the input, such as additional modelling, modelling with additional resources or

simplified instructions. At other times, assessment for learning (AfL) in the lesson will show the teacher that some children need further input or some are ready to get started on applying the learning themselves.

Teachers will give additional input to a group of children that need it whilst allowing the children who have grasped the concept to get started on their activity.

Effective deployment of Additional Adults:

When there is an additional adult (for example a TA or trainee teacher), the deployment of the additional adult should be carefully thought through. It is important to ensure all children are expected to work independently, not 'helped' throughout the lesson.

Additional adults bring additional capacity for AfL, signposting to additional resources, opportunity for targeted focus groups and for additional inputs.

Greater depth challenges:

Some children will grasp the intended learning more quickly than the rest of the class. These children should be able to continue their learning once they have completed their task by applying it and/or taking the learning to a greater depth. This could include: self-assessing and then improving their own or a peer's work against the Learning Objective and Success Criteria, explaining learning to another child, completing an additional challenge prepared by the teacher encouraging them to think deeper or investigating their own question related to the learning.

4) Marking, Feedback and Review of Learning

At Bleasby we recognise that feedback is a very important part of learning and quality feedback needs to be a part of every lesson, precise and timely. Children need to know what they have learned and what they need to work on to make that next step.

However, marking can be very time consuming and is not always impactful, so our feedback policy is designed to ensure that our feedback processes are manageable and can be shown to impact positively on learners.

Live Feedback

Where possible and appropriate, feedback will take place as the children are working as part of the teacher or TA's overview of the class or as they work with a focus group. This means teachers can respond to learning in the moment and adapt teaching accordingly and children are able to take on board the feedback in the moment and are able to understand what that feedback means. The feedback may be verbal (vf) or may be live marking.

Self-Assessment

Children will learn more and engage well with feedback when given the opportunity to self-assess. At Bleasby we acknowledge that children need to learn to do this and so structured systems are in place to make self-assessment very effective and automatic by upper KS2.

- **Learning Objective & Success Criteria** – By asking children to self-assess against the LO and SC, we ensure they are clear on the purpose of the lesson. This is done through a range of different ways suitable for the key stage.
- **Editing written work** – all children who are writing independently should be expected to write to a good standard for them – this should include capital letters, full stops and displayed words. Time for editing work will be included in writing sessions and children will use purple pen for this. For presentation work, children will be given time to draft, improve and edit their work.
- **Peer marking** – marking alongside a peer can be very valuable, but children need to be taught to do this sensitively and productively. At Bleasby, we build in opportunities for peer marking, but this is structured and with guidance, using 'purple polishing pen'.
- **Marking maths** – In order to promote independence at KS2, children should be enabled to self-mark between challenges, using purple pen. Whole class marking will sometimes take place, but this must be valuable to all and take limited learning time.

Detailed Marking

Marking by teachers is used when it is needed to:

- Show children **what they have been able to do** and **what they need to work on** next – in this case, children should be given time to respond to the marking before or at the start of the next lesson and this should be visible in books.
- To inform other teachers or TAs for future planning.

Detailed comments should only be used for the above two reasons in order to leave time for effective planning based on formative assessment.

Marking should be thorough by the teacher or child when preparing work for presentation standard. Presented work should not be marked.

Please see overleaf for the marking code.

Bleasby School Marking Code

Pink Pen – used by the teacher/TA to show the children their successes.

Green Pen – used by the teacher/TA to indicate areas to address/next steps.

Purple Pen – used by children when they self-assess.

Symbol	Meaning	When it is used
✓	Yes/correct	Question type work To identify strengths Success Criteria met
.	Look at this again/incorrect	Question type work
😊	What you have done well	Occasionally. When a longer comment is needed – full mark planned
Ⓣ	Your next step	Occasionally. When a longer comment is needed – full mark planned
Aa or =	Check for capitals or 'correct case here'	In English written work at FS and KS1 All KS2 children are expected to check.
○	Check for full stops	In English written work at FS and KS1 All KS2 children are expected to check.
Ⓐ	Remember finger spaces	In English written work at FS and KS1 All KS2 children are expected to check.
Sp or m	Check spellings or 'spelling mistake here'	Used where the children know the word or take it from display – key or subject specific words. Not all misspellings will be picked out. Children will be reminded to check as they go along.
≡	Add a paragraph here	In longer pieces of writing, age appropriate
^	Insert a word here	In written work, particularly where there is a focus on improving use of vocabulary/word classes
Ⓒ	Guided work	If needed to inform teacher/TA
Ⓘ	Independent work	If needed to inform teacher/TA
Ⓥf	Verbal feedback given	When a teacher or TA has had a discussion with the child to move learning on or address a misconception – the most valuable form of marking
△	Used at KS1	Demonstrates how learning has been grasped – a full triangle represents full and independent understanding
*	Please see below	Where a detailed response or correction/insert is needed and won't fit where it is needed
🗨️	Please add an explanation	Used particularly in maths in order to develop children's ability to explain and record their reasoning. Extends.

5)

Assessment

This policy considers two distinct types of assessment, their use and their successful implementation – formative assessment and summative assessment.

Formative Assessment:

Please also see lesson design & pedagogy for reference to AfL (Assessment for Learning)

Formative assessment is used during and between lessons to quickly gauge children's understanding. It should be used to inform teaching within the lesson and planning between lessons.

Strategies for AfL:

- Questioning during the input (see page 7)
- Whole class overview – the teacher should walk around the class to identify whether additional input is needed by the class or a group. *They should not allow children to come to them or sit with their hands up.*
- Mini plenary/Check point – the teacher pulls the children together during the activity to check that they are on track.
- Plenary – opportunity for children to self-assess and feedback to the teacher.
- Marking. (see p.9 and 10)

Summative Assessment:

Summative assessment is used at the end of units of work and termly to identify what the child has retained and is able to apply.

This could be in the form of a test or a task but will vary according to the child's age and the subject.

Summative assessment is used to inform and refine the teacher and next teacher's future planning **and curriculum design** and allow them to consider any additional interventions required.
