



Grayshott CE Primary School

Learning and Teaching Policy

Statutory Policy

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Aims

This policy aims to:

- Explain how we'll create an environment at our school of high expectations where students learn best and love to do so
- Summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and a rich, engaging curriculum as our most powerful tools to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.

Our guiding principles

Our school vision is to inspire our students to be resilient, confident and open-minded through exceptional teaching in a caring school community.

We aim to be an exceptional school by following this vision.

'Acorns to Mighty Oaks'

We are acorns growing to mighty oaks.

Our roots are in Christian teachings and in a loving, supportive village and church family.

Our branches are strong moral character and a love of learning.

Our fruit will be fulfilling lives that make a positive difference in the world.

“They will be called the oaks of righteousness.” Isaiah 61: v1-3

This is underpinned by our school values: **Love, Joy, Courage and Respect.**

Our belief is that education is transformational. Our role is to support all of our students to succeed irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some students need more than, or different to, others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We strive to remove barriers to learning for all students. We believe that relationships are fundamental to the success of what we are trying to achieve.

Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#) (see Appendix 1)
- Follow the expectations as set out in this policy
- Involve parents and carers in the learning journeys of their children through regular communication and collaborative working

Support staff at our school will:

- Know students well and facilitate differentiated support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Subject Leaders will:

- Help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills
- Support staff in sequencing lessons and learning journeys in a way that allows students to make good progress
- Ensure their subjects are effectively resourced
- Be an advocate and champion for their subject, driving improvement and working with teachers to identify any challenges
- Monitor progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence
- Develop priority areas identified in their monitoring activities.
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Seek out high quality CPD opportunities to develop their own and others' practice

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 students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across 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
- Work collaboratively with staff to support them effectively

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Be ready to learn, with all necessary equipment
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their learning
- Complete home learning activities as required

Parents and carers of students at our school will:

- Value learning and 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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning and reading at home

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 Senior Leaders' work on the quality of teaching and learning strategies on students' progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn.

All staff need to be clear and precise about the knowledge/skills they want students to learn in every lesson.

Planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want students to learn first before they give consideration to what they want them to do. Task design should ensure that the intended learning outcomes are achieved.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Learning Objectives

It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson. This is called the WALT (We Are Learning To)

Teachers should make learning objectives explicit to students. All students should be able to explain what the key learning of the lesson is.

Long term planning

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future.

Short term planning.

We do not expect teachers to produce individual lesson plans but we do expect to see evidence of short-term planning, adapted to meet the needs of all pupils.

Planning to meet the needs of all students

Knowledge of the students; their prior attainment and specific needs, is a key part of planning.

Teachers are expected to know the profile of the students they teach by looking at student data, including SEND student profiles, pastoral information and other contextual data.

High Quality Inclusive Teaching is the first wave of intervention for meeting the needs of SEND students.

Differentiation should be planned over time to ensure a quality first approach which meets the needs of all students and groups and maximises the use of any additional adults in the room.

When planning, teachers should work with other staff to ensure needs are met and consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

Teaching

We are all teachers of literacy. The quality of both students' and staff language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies

Allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately

What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

Challenge

We should have high expectations of *all* students *all* of the time.

It is good for students to embrace challenge just outside of their comfort zone, having a growth mindset.

All students must be working harder than the teacher over time and should be learning for the whole lesson.

Explanation

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

Modelling (I do)

Use expert instruction and modelling

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, eg. using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible

etc. Effective class discussion and questioning can happen at this stage

Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

Assessment for Learning

Teachers should ensure that learning has stuck, by checking for understanding.

All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.

If learning is not yet secure for students the lesson should be adapted or retaught differently

For Assessment for Learning, teachers can use:

Questioning

Effective teachers ask a large number of questions skillfully, as questioning is our main tool to probe, check and extend student understanding.

Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Majority of questions should be done having given appropriate time for students to think, with targeted questioning used to support and challenge students.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures like thumbs up etc.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

When used at start of lesson, it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

Use effective feedback

Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what students do with it. Effective feedback should:

- Be frequent and timely
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step

Marking and assessment (see Feedback and Marking Policy for more details)

Marking and assessment have two purposes.

1. It allows students to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, may be selective, and be clear about what students must act upon to improve their work.

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all staff are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their students

- Be ambitious, with necessary scaffolds to support those who need it
- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”
- Focus praise on effort, value the “growth mindset”

Teachers build positive relationships with all students through positive behaviour management

- Welcome all students into your class at every transition point
- Use positive framing to remind students of expectations and learning routines
- Use meaningful praise and rewards as much as possible
- Provide students with the opportunity to change their behaviour – always address the behaviour rather than the child
- Have restorative conversations when necessary, eg. after a consequence
- Demonstrate consequences are temporary, eg. new lesson, fresh start

Teachers have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised

- Learning objectives are shared visually from very start of lesson – learning begins immediately, every minute matters

- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them when they enter your classroom.
- Freedom to adapt the environment to suit the needs of individuals or groups of children

Home Learning (see Home Learning Policy)

Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To ensure we have consistently high-quality teaching and learning across the school
- To monitor and evaluate the progress of students
- To ensure the performance of all staff meets the standards set out in this policy and that that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks
- Book scrutinies
- Review of data and pupil Progress meetings
- Gathering input from student voice and teacher questionnaires

Continuing Professional Development

“Be the best you can until you know better, and when you know better, do better and be better”. Maya Angelou

All staff at Grayshott CE Primary School should engage with high quality research-based CPD and be open minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused around the school Development Plan and what will make the biggest impact to teachers and students, and staff will be given time to work collaboratively to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at Grayshott CE Primary School is:

- Focused on High Quality Inclusive Teaching
- Underpinned by the Teaching Standards
- Developmental
- Research Informed

Lesson observations will follow a coaching model and are part of teacher’s CPD. As a result , they will not be used for monitoring and evaluation purposes.

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities