



## Pirton Hill Primary School

### Teaching and Learning Policy (January 2025 onwards)

Originated by: Senior Leadership Team  
Ratified by Governors: December 2024  
Review date: Autumn 2026

*This policy should be read in conjunction with the Pirton Hill Primary School Assessment, Feedback, English, Mathematics, Curriculum and Behaviour policies.*

#### 1. Overarching Values

##### Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

##### Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

##### Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

##### Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

#### 2. Aims

- To enable teaching staff to teach as effectively as possible and for children to learn as efficiently as possible;
- Ensure that all teaching is of a consistently high standard, based on evidence-informed pedagogy;
- Enable all children to succeed and become motivated, confident and resourceful, enquiring and independent learners: *and*
- Provide a clear framework for evaluating the quality of teaching, establishing improvement targets and enhancing the professional development of staff.

#### 3. Introduction




3.1 We believe a consistent, and evidence-informed, Teaching and Learning Policy enables all children to be effective learners; to have the confidence to take responsibility for their own learning; understand what it is they are learning and how best they will achieve the objectives of the lesson.

3.2 What a “typical lesson” will look like will vary from subject to subject, and the age of the children, and individual teaching staff may deploy a range of evidence-informed strategies based on their professional judgement and knowledge. However, it is expected that the following features are evident in the majority of lessons.

3.3 In this policy, “teaching staff” refers to all staff leading learning, including teachers, HLTAs, Teaching Assistants and Instructors

#### 4. The Basis for Effective Teaching at Pirton Hill

4.1 At Pirton Hill, effective teaching is underpinned by:

 <p>Teaching Staff Understand the Content and How it is Learnt</p>	 <p>A Supportive Learning Environment</p>	 <p>Effective Classroom Management</p>
<p>Best Practice is evident at Pirton Hill by:</p> <p>i) Teaching staff have a secure understanding of the <b>age-related expectations</b> with which they are working.</p> <p>ii) Teaching staff have a deep and fluent knowledge of the <b>subject content</b>. They know how different ideas within the subject are related and can produce model answers that exhibit the skills and knowledge that the children need to learn, without errors.</p> <p>iii) Teaching staff have strong <b>pedagogical content knowledge</b>. They know, and are able to explain, the connections between different parts of the curriculum and what skills / knowledge children must already have to secure new learning.</p> <p>iv) Teaching staff have knowledge of standard explanations, models, analogies, representations, examples &amp; activities to explain and teach hard ideas.</p> <p>v) Teaching staff know, and anticipate, the <b>misconceptions</b>, typical errors and sticking points in the content that they are teaching.</p>	<p>Best Practice is evident at Pirton Hill by:</p> <p>i) Teaching staff showing <b>respect</b> and empathy towards the individual needs, emotions, culture and beliefs of the children.</p> <p>ii) Every child and adult's <b>contribution is valued</b> and respected; praise is always linked to the achievement in their task, subject or self-regulation.</p> <p>iii) Teaching staff <b>demand high standards</b> of work and behaviour from all children, being careful not to convey lower expectations to any individual or group within the class.</p> <p>iv) Within a climate of high expectations, pupils feel supported by teaching staff to take risks, make mistakes and become <b>resilient learners</b>.</p> <p>v) Teaching staff promote <b>positive pupil-pupil relationships</b> and interactions; children co-operate, respect and pay attention to each other's thoughts and feel safe to express their own thinking.</p>	<p>Best Practice is evident at Pirton Hill by:</p> <p>i) Teaching staff follow the <b>behaviour policy</b> consistently.</p> <p>ii) Teaching staff have, and teach, explicit and consistent <b>routines and procedures</b> within the classroom to make transitions smooth.</p> <p>iii) Teaching staff <b>plan activities and resources</b> carefully, and ensure an <b>appropriate pace</b> is maintained throughout the lesson, to ensure a high level of pupil engagement.</p> <p>iv) <b>Rules and expectations</b> are clearly understood and children know exactly what is expected of them.</p> <p>v) Teaching staff use <b>praise, and positive reinforcement</b>, to support expected behaviour.</p> <p>vi) When a child <b>misbehaves</b>, the incident is dealt with fairly, appropriately and as swiftly as possible, so that all children know that predictable consequences will follow and the impact on learning is minimised.</p>

## 5. Effective Teaching at Pirton Hill Primary School

5.1 At Pirton Hill Primary School the work of all teaching staff (*including teachers and Teaching and Assistants*) is based on the following pedagogy:

Area of Pedagogy	
<div data-bbox="123 427 206 510"> </div> <div data-bbox="152 770 183 1054" style="writing-mode: vertical-rl; transform: rotate(180deg);">1. Structuring Teaching</div>	<p>Best Practice is evident at Pirton Hill by:</p> <p>a) The <b>learning objective</b> for the lesson is decontextualized and shared in a way that is appropriate to the ability of the children. Teaching staff explain the aim of the lesson in such a way, and giving examples of the kinds of problems, tasks or questions that the children will be able to do as a result, that pupils understand what and why they are learning, evidenced through pupil voice.</p> <p>b) Teaching staff ensure that the children are clear on what success in the lesson looks like. The <b>success criteria</b> is aligned to the learning objective and is understood and used by the children. In addition, the teachers uses examples of work which they share, explaining how and why it meets the criteria.</p> <p>c) Teaching staff explain how and why the current learning fits into the wider structure.</p> <p>d) The precise <b>selection of learning tasks</b>:</p> <ul style="list-style-type: none"> <li>• Learning is based on the curriculum intent and pitched at the expectations for the year group. Pupils are challenged to deepen their understanding, not accelerate through the year groups</li> <li>• Appropriate level of difficulty; hard enough to move the children forward but not so hard that they cannot cope, given the existing knowledge and resources that they can draw upon</li> <li>• Tasks promote deep learning (abstraction, generalisation and connectedness) rather than surface-level thinking (e.g. reproduction of facts or procedures)</li> </ul> <p>e) Planned in opportunities to <b>review progress</b> within the lesson. Teaching staff recognise when pupils (individuals or groups) require additional support or challenge and learning is adapted swiftly (e.g. mini plenary, regrouping)</p> <p>f) Recognition that new learning / complex tasks is likely to require <b>scaffolding</b>, which needs to be removed slowly as children become more secure. Scaffolding should following the model of <span>Correcting</span> → <span>Modelling</span> → <span>Clueing</span> → <span>Prompting</span> → <span>Self-Scaffolding</span></p> <p>g) When planning learning, teaching staff are aware of the needs of all children and <b>differentiate</b>, plan adaptations and target additional support precisely. Teaching staff expect that, with the correct support and scaffolding, all children will achieve success (<i>also refer to Appendix 1</i>).</p>



## 2. Explaining

Best Practice is evident at Pirton Hill by:

a) Teaching staff **present new content** in a concise, appropriate and engaging way. Explanations are the appropriate length (not too short or too long) and the appropriate complexity (not too simple or too hard) and irrelevant or distracting input is avoided.

b) Teaching staff plan learning to ensure that complex ideas or procedures are **taught in smaller steps**, to help children assimilate concepts into existing knowledge (schema)

c) Pupils are systematically helped to **make connections** in their learning (accommodating it into existing or modified schema and making connections between them) and to apply their knowledge and skills across the curriculum.

d) Teaching staff use **examples and non-examples** to support the learning. These are necessary for new knowledge to be connected, classified and stored and for learners to understand what does and does not count as an example.

e) Teaching staff use **worked examples**, and **partially completed examples**, to support the learning.



### 3. Questioning

Best Practice is evident at Pirton Hill by:

Teaching staff use questioning for two main – and quite distinct – purposes: to promote children’s thinking and to assess pupils.




a) Teaching staff use questioning as part of dialogue to prompt children to:

- **Improve**, and elaborate, on their initial response;
- give **explanations** and justifications for their answers
- describe their **thinking process**;
- explore implications, what-if's and **connections** with other ideas and knowledge

Teaching staff may also encourage children to ask their own questions, including '**wonder**' questions which develop critical thinking.

b) Teaching staff ask meaningful and appropriate range of questions that target essential learning to **check pupils' understanding** systematically in lessons. Carefully designed questions are seen as tools to elicit insights into children's thinking, particularly when follow-up questions, and prompts, are used skilfully to clarify.

c) As a response to questioning, **teachers adapt their teaching** to what assessment tells them.

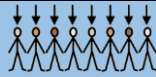
 4. Interacting	<p>Best Practice is evident at Pirton Hill by:</p> <p>a) Teaching staff <b>interpret pupils' responses</b> to questions (<i>link to 3[b]</i>), and assessment analysis, to inform next steps, modify planned teaching and learning strategies / groupings (inc. identifying the required levels of scaffolding) and adjust the pace of learning and, to address gaps in learning. Teaching staff may need to follow up with a child to distinguish between a mistake (carelessness) and an error (misconception).</p> <p>b) In line with the Pirton Hill Feedback Framework, teaching staff will:</p> <ul style="list-style-type: none"> <li>• Will design how children are to use feedback and when it is given in every lesson</li> <li>• Using a range of carefully selected strategies, deliver <b>appropriately timed feedback</b> that focusses on moving learning forward , targeting specific learning gaps (e.g. everyday toolkit, task, subject or self-regulation strategies) – both in the moment and in the subsequent lesson</li> <li>• Provide sufficient time and opportunities for <b>pupils to respond</b> to feedback. A child's response to feedback will be completed in purple pen / pencil</li> </ul>
 5. Embedding	<p>Best Practice is evident at Pirton Hill by:</p> <p>a) Teaching staff support children to explicitly link new learning to prior knowledge by using <b>recalling and recapping</b> regularly during lessons. This activates prior learning in the children's thinking which increases success with new learning and more effectively allows for them to make long-lasting links.</p> <p>b) Teaching staff provide opportunities for '<b>overlearning</b>' – where children practise procedures, and key recall facts, regularly until learning is fluent, automatic and secure. This includes revisiting learning after allowing time for children to 'forget', to strengthen recall.</p> <p>c) Teaching staff provide opportunities for children to <b>practice retrieving</b> what they have previously learned from their memory, often through low-stakes testing (questioning), so that it becomes deeply embedded and eventually takes less effort to recall.</p> <p>d) Key <b>Literacy skills and concepts</b> (e.g. everyday toolkit, new language explained, defined and explained, segmenting, blending and decoding to read and write) and <b>Maths skills and concepts</b> (e.g. key vocabulary, links to number bonds and facts, time, knowledge of shape) are revisited and reinforced</p>
 6. Activating	<p>Best Practice is evident at Pirton Hill by:</p> <p>a) To enable pupils to become independent learners, teaching staff <b>explicitly teach strategies</b> to help children plan, monitor and evaluate their own learning, as well as strategies on what they can do if they are "stuck"</p> <p>b) When structuring learning, teaching staff ensure that when new concepts / procedures are introduced in a limited and scaffolded way (<i>refer to 1[f], 2[a] and 2[b]</i>) but, once the required knowledge is embedded, automatic and encoded into long-term memory, teachers increasingly use <b>problem-solving</b> activities of increasing complexity.</p> <p>c) Teaching staff may also explain their own planning, and self-regulation strategies, when they modelling a task, "verbalising their thinking out loud"</p>

## 6. Overcoming Barriers

6.1 Many children have barriers to their learning (e.g. *SEND, EAL, high absence*). For the majority of these pupils, the effective teaching practices (outlined above) will be sufficient to overcome these and make good progress.

6.2 Through Pupil Progress Meetings, we will plan to overcome the barriers not use them as an explanation for underperformance.

6.3 However, the school also recognises that some pupils may require additional support to enable them to make the same progress as their peers. This additional support is defined under the following “waves”:

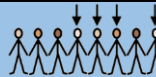
 <b>Wave 1 – Universal</b>	
Definition	Expectation
Pupils who are making expected or better progress through Effective Teaching ( <i>as outlined in 4.1 and 5.1</i> ) by effective inclusion and high quality teaching.	Pupils should be accessing work which is at least at age-related expectations and making at least expected progress.

Where pupils are not making progress from Wave 1 provision alone class teachers will:

Assess	<ul style="list-style-type: none"><li>Identify the barriers to learning (through assessment for learning)</li><li>Raise the child as a concern at Pupil Progress Meetings (clearly identifying the barrier to learning)</li><li>Complete an observation of the child</li></ul>
Plan	<ul style="list-style-type: none"><li>Adjust provision when need arises and not just at assessment points</li></ul>
Do	<ul style="list-style-type: none"><li>Implement strategies</li><li>Speak to the parents and children</li><li>Discuss needs with Inclusion Leader as appropriate</li></ul>
Review	<ul style="list-style-type: none"><li>Monitor impact of strategies</li></ul>

In response, the Inclusion Leader may:

- Offer guidance in relation to adapting QFT
- Suggest strategies and resources
- Provide resources (where appropriate)
- Ask you to complete a Pupil Information Form

 <b>Wave 2 – Targeted</b>		
Definition	Expectation	Example Strategies / Provisions
Pupils who are making slightly less than expected progress between assessment points ( <i>or through the year</i> ), or who are working below age-related expectations, who would benefit from time-limited and tailored intervention.	Pupils should be accessing work which is at least at age-related expectations and making at least expected progress.	<i>Wave 2 provision at Pirton Hill:</i> <ul style="list-style-type: none"><li>could include tailored support as part of whole class teaching</li><li>could involve the withdrawal of pupils with similar needs</li><li>may make use of published materials</li><li>some pupils may access outside agency support due to specific needs. This will be outlined on the provision map and updated termly.</li></ul>

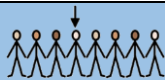
**Class teachers will be responsible for any Wave 2 provisions even if they are not delivering it. A member of staff delivering an intervention will be accountable for progress (starting point to the end of delivery).**

Where pupils are not making progress from Wave 2 provision class teachers will:

Assess	<ul style="list-style-type: none"> <li>Identify the barriers to learning and why previous adaptations to QFT did not have the expected impact</li> <li>Raise the child as a concern at Pupil Progress Meetings</li> <li>Complete a Pupil Information Sheet</li> </ul>
Plan	<ul style="list-style-type: none"> <li>Adjust provision when need arises and not just at assessment points</li> <li>Implement SMART plan targets</li> </ul>
Do	<ul style="list-style-type: none"> <li>Implement strategies / interventions</li> <li>Speak to the parents and children</li> <li>Discuss needs with Inclusion Leader as appropriate</li> <li>Provide evidence to Inclusion Leader to support referrals.</li> <li>Follow recommendations from outside agency reports. Documenting whether they are successful or not using the SMART plan.</li> </ul>
Review	<ul style="list-style-type: none"> <li>Monitor impact of strategies and set new targets / adjustments / interventions</li> <li>Meet with parents to discuss SEND register</li> <li>Review SMART plan targets termly with both parents and children</li> </ul>

In response, the Inclusion Leader may:

- Offer guidance in relation to adapting Wave 2 Provision
- Suggest further strategies and resources
- Ask the class teacher to complete a Smart Plan

 <b>Wave 3 – Specialist</b>		
Definition	Expectation	Example Strategies / Provisions
Pupils who have specific and recognised learning needs, are working significantly below age-related expectations and whose progress is at a slower rate. (e.g. Fine and gross motor skills, speech and language, cognitive development)	Pupils should be accessing work which is appropriate and challenging for them considering their baselines. All pupils should make progress against their baselines. These steps of progress may be recorded using smart plan targets. Although some pupils may have 1:1 support, class teachers are responsible for the planning & assessment of individual's curricula.	Provision for Wave 3 children is continuous and will involve support from external professionals. <i>This may include:</i> <ul style="list-style-type: none"> <li>Personalised curriculum and support timetable</li> <li>Precision teaching and support</li> <li>Specific access arrangements and risk assessments (including at break times)</li> <li>Specific interventions delivered by outside agencies or SEND staff within school. These may include: recommended Speech and language programmes or occupational health recommendations for example.</li> </ul>

Where pupils are not making progress from Wave 3 provision class teachers will:

Assess	<ul style="list-style-type: none"> <li>Regularly review the child's needs and refer to outside agency reports</li> <li>Assess regularly (not just during assessment points) to ensure child's provision is correct</li> <li>Teachers may need to use a separate tracking system (EYFS local authority SEND tracking for example) to pin point specific gaps</li> </ul>
Plan	<ul style="list-style-type: none"> <li>Adjust provision regularly for pupils and not just at assessment points</li> <li>Implement SMART plan targets</li> <li>Plan a purposeful and challenging curriculum for pupils considering their baseline</li> <li>Ensure that teacher led activities are completed as well as teaching assistant led activities at least once a week.</li> </ul>

Do	<ul style="list-style-type: none"> <li>• <i>Implement strategies / interventions</i></li> <li>• <i>Speak to the parents and children</i></li> <li>• <i>Discuss needs with Inclusion Leader and outside agency staff</i></li> <li>• <i>Provide evidence to Inclusion Leader to support referrals and assessment</i></li> <li>• <i>Follow recommendations from outside agency reports. Documenting whether they are successful or not using the SMART plan.</i></li> <li>• <i>Adapt provision accordingly</i></li> <li>• <i>Meet regularly with teaching assistants to discuss interventions</i></li> </ul>
Review	<ul style="list-style-type: none"> <li>• <i>Monitor impact of strategies and set new targets / adjustments / interventions half termly</i></li> <li>• <i>Meet with parents to discuss SEND register</i></li> <li>• <i>Review SMART plan targets termly with both parents and children</i></li> <li>• <i>Regularly meet with Inclusion Leader and SEND team to review progress</i></li> </ul>

## 7. Planning

7.1 The purpose of teaching staff planning lessons is to ensure effective delivery which enables all children to learn. *"Planning is a process not a product. It is about hard thinking, not form filling".*

7.2 When planning, all teaching staff need to be clear and precise about the knowledge, skills and vocabulary that they want children to learn in every lesson before they consider what they want the children to do.

7.3 Planning should adhere to the approaches set out in the school policies, to ensure consistency and fidelity, but be adapted to meet the needs of pupils within the class/group. This includes ensuring the feedback, and any required adaptations, from the previous lesson is precisely planned.

## 8. Roles and Expectations

8.1 At Pirton Hill Primary School all teachers will:

- Accurately assess pupils on a regular basis to ensure that learning and targets are appropriately pitched (*see Assessment Policy*).
- Meet the needs of all pupils through effective teaching and learning (*see 4.1 and 5.1*).
- Plan to meet the needs of the learners, building on prior attainment.
- Provide quality feedback (*see Feedback Framework*).
- Liaise effectively with support staff.
- Work in partnership with parents to support learning.
- Feedback to parents (*including Parents' Evenings and Mid-year / End of year Report*).

8.2 At Pirton Hill Primary School all support staff will:

- Meet the needs of all pupils through effective teaching and learning (*see 4.1 and 5.1*).
- Work with teachers to ensure pupils make progress and achieve the intended learning.
- Liaise with teachers.
- Feedback to teachers.

8.3 At Pirton Hill Primary School all subject leaders will:

- Monitor and evaluate the implementation of the Teaching and Learning policy. *This could include data analysis, work scrutiny, planning scrutiny, lesson observations, pupil interviews*
- Identify actions from monitoring and feedback to SLT



- Remain up-to-date with subject-specific pedagogy for their subject and ensure that all teaching staff are competent and confident with using specific strategies.
- Produce a strategic plan (*incorporating aims, priorities, targets and actions*), and strategic report, on a termly basis. *The priorities in this plan will be linked directly to achieving the aims set out in the School Improvement Plan.*

8.4 At Pirton Hill Primary School all senior leaders will complete all of the actions of a subject leader and:

- Challenge and support colleagues to improve teaching.
- Provide all staff with appropriate opportunities for professional development that links with School Improvement Plan priorities.
- Lead Pupil Progress Meetings.

8.5 At Pirton Hill Primary School all parents / carers will:

- Support pupils with homework and targets (*See Homework Policy*)
- Uphold the commitments that they made in the home / school agreement
- Attend parents' evenings and curriculum workshops, and make use of parental advice booklets
- Work in partnership with teaching staff to support learning

8.6 At Pirton Hill Primary School the governors will:

- Visit the school to monitor the policy in practice and to attend curriculum workshops.
- Receive reports areas of strength, and areas for development, from the school leadership on a regular basis.
- Use monitoring information, and performance data to measure the success of this policy, hold the school to account, ensure value for money and target funding effectively.

## Appendix 1: Differentiation



Best practice at Pirton Hill may include:

- The Success Criteria (SC) is explicit and allows all pupils to follow steps to success.
  - *Some SC may need to be further scaffolded for focus pupils within classrooms. E.g. Visuals used or on desk SC.*
- All pupils should be immersed in their year group's expectations.
  - *All pupils should be exposed to their year group's lessons as this is the standard we are aiming to get them to. In some cases, pupils identified at Wave 3 will be on personalised curricula, but should still be included in the teacher's main teach unless it is detrimental to their well-being or they lack the cognitive ability to follow it (for example, those children who access The Hive).*
- All pupils are given tools that enable them to be successful and achieve
  - *This may be concrete resources, models, images, word banks, stem sentences etc.*
- Some pupils are given additional time to complete activities or time with the class teacher/teaching assistant to support their learning
  - *For example: if a pupil has fine motor difficulties, they may be given additional writing time compared to their peers. This is to ensure that their barrier does not put them at a disadvantage compared to their peers.*
- All pupils are encouraged and supported to be independent learners
- Questioning within all lessons should be targeted (see 5.1) and pupil's individual needs should be considered (including their ability to verbalise an answer and the cognitive complexity of the question).
  - *Blooms questioning is a useful tool to differentiate approaches to questioning.*
- Whilst all pupils are given feedback that moves their learning forwards, the nature of feedback should be adjusted to the individual or group receiving it, based upon their needs and the scaffolding required to achieve success (linked to the learning objective).
- When staff are creating interactive slides, they should have a pastel coloured background, use a clear font that is easy to read and when possible use different colours to make reading easier. When possible, visual prompts should be used too.
  - *Sassoon primary is a good clear font to support reading. Blocking colour allows for pupils to differentiate between sections of text and stops the slides looking like jumbled up words for some readers.*
- Staff know the pupils in their classrooms well. They know their strengths and barriers. Staff always evaluate these barriers to think about how they can adapt their teaching to suit the individual learner.
  - *E.g. ASD strategies may be adopted or an ADHD friendly classroom may be created.*
- Strong partnerships are created with parents. Parents work alongside staff members at school to support their pupils.

Differentiation is not printing off a different sheet for each learner. Learning should be catered to individual targets and needs.