



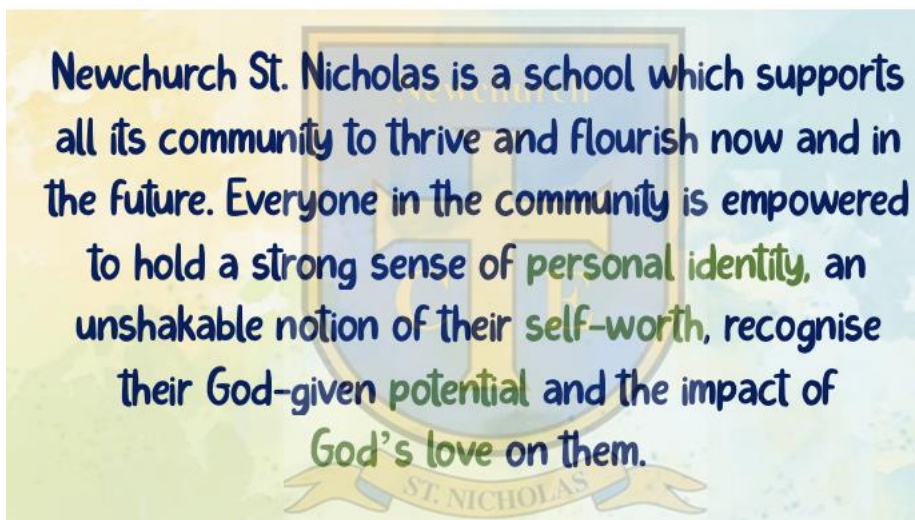
Newchurch St. Nicholas C of E Primary School.

Newchurch St. Nicholas C of E Primary School Teaching and Learning Policy 2025-2026

Vision and Values rooted in scripture:

'Teach a child the way to go and even when he is old, he will turn from it" Proverbs 22:6

School Vision.



Introduction.

This policy is designed to make clear the principles and approaches to teaching & learning and to ensure a consistency of approach whilst also supporting children by reducing cognitive load. Curriculum (what we teach) and pedagogy (how we teach) are inextricably linked and therefore both are included in this policy.

Learning is defined as: The process of acquiring the essential knowledge, skills, understanding and behaviours required for deep understanding.

Our aims are for every child to:

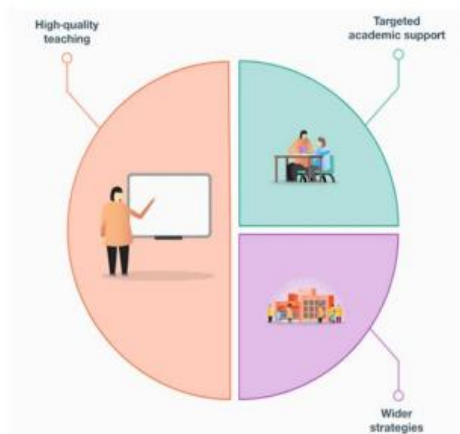
- engage with a broad curriculum that leads to success, both academically and holistically
- learn and make progress across all curriculum areas in knowledge and skills and recognise that this is achieved through effort to overcome difficulties
- develop behaviours for effective life-long learning such as motivation, curiosity, enthusiasm, collaboration and resilience.



Newchurch St. Nicholas C of E Primary School.

What are our pre-requisites for learning?

- Fundamentally, the root of all learning is dependent on the high-quality relationships between adults & children and children & children.
- A positive learning culture where children are focussed, safe, able to take risks and make mistakes.
- Where high standards of behaviour enable all children to learn.
- Classrooms are well-organised with accessible resources to help promote independence
- When children are in school every day and on time as every lesson count (we expect at least 95% attendance - see Attendance Policy).
- High expectations – learning behaviour, progress in learning, presentation etc. alongside a 'Can do' attitude.
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all.



Quality First Teaching

Quality First Teaching (QFT) as defined in this policy is a philosophy that prioritises high quality and inclusive teaching for every child in every classroom. We believe that provision in the classroom, with a skilled teacher and, in many cases, a learning support assistant (LSA) who is deployed effectively, is the key to greater progress and higher attainment. Our focus as a school is primarily on developing this area, called tier 1.

Tier 2 focuses on targeted interventions as we recognise there may be times when certain pupils need extra support with their learning.

Tier 3 focuses on wider strategies for impact such as attendance, wider curricular opportunities, social, emotional & mental health (SEMH) and teacher wellbeing.

How do we plan for successful learning?

In all plans, consideration must be given to the needs of ALL children to ensure the learning is inclusive, accessible and representative of wider society. Individual subjects have:

- A curriculum overview and skills progression from Early Years to Year 6.
- Short term plans are used to detail the learning objective and success criteria and inclusion needs.

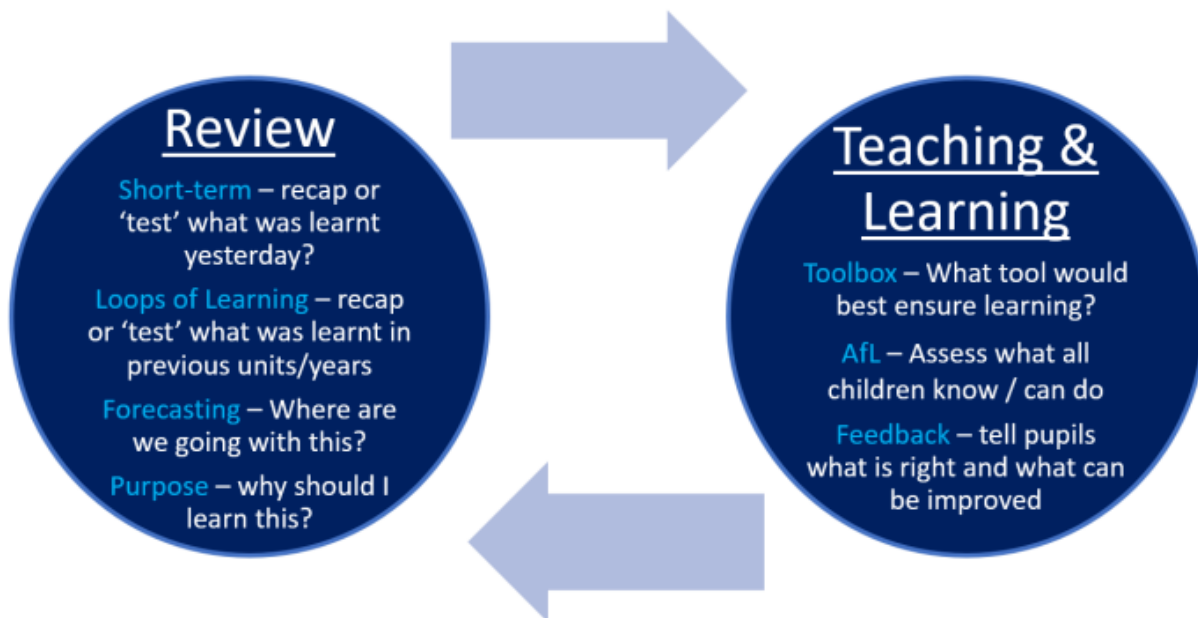


Newchurch St. Nicholas C of E Primary School.

- We carefully plan for mixed-aged classes using a rolling programme. This ensures that every child is taught everything in the National Curriculum. This can be accessed using the following link: [The national curriculum: Overview - GOV.UK](https://www.gov.uk/national-curriculum/overview). It is a curriculum designed by the team at Newchurch St. Nicholas with our pupils in mind, to meet their needs and build on their interests.

How do we teach for successful learning?

Throughout this section a number of techniques and strategies are referenced. It is down to the professionalism of the teacher to deploy the right approach, as appropriate in response to the learners in the class, as well as considering their age and stage. Teaching and learning is often represented as a cycle to reflect the dynamic response teachers should take as learning evolves:



We have recently updated our Marking and Feedback policy to ensure 'live marking' is a key priority. We have used EEF teaching and learning toolkits to inform decisions about teaching and learning.

Progress

Progress is defined as, 'knowing more and remembering more of the curriculum'. Progress is about the widening and deepening of essential knowledge, skills, understanding and behaviour. As a school, we have introduced 'Foundation Flashbacks' which enable children to access prior learning regularly. Progress is recorded using pre and post topic quizzes and assessment for learning techniques including questioning (Blooms taxonomy).

We believe that it is the mission of our teachers is to plan and deliver a curriculum which teaches the values of the Church of England, engages with the 'Big Questions' respecting and encouraging the pupils' curiosity, their journey of faith, their imagination and the love of learning.



Newchurch St. Nicholas C of E Primary School.

Homework and Family Engagement

We know that when there is sustained and shared engagement between families and school this will lead to improved academic outcomes for children. We therefore invest time in building relationships with families, offering support and guidance to enable them to support their child's learning in the right way at home. Homework is an important part of this and we recognise the role it can play in consolidating the learning that happens in school. Homework can be found on the class page of our school website.

Effective Learning- Cognitive Load Theory

What we know about learning is based on educational research and evidence. We craft our teaching and learning opportunities based on the knowledge that everything we learn is based on our prior memories and learning is connecting new experiences to existing ones. Learning is a persistent and cumulative change in what we know and can do and explicit vocabulary instruction has the power to unlock complex ideas.

Our approach to Teaching and Learning is based on understanding of 'Cognitive Load Theory'. We know that the working memory operates as a 'sketch' pad for the mind and is limited in the information it can retain. Therefore, our curriculum is designed on the basis that teachers will relieve cognitive load via high quality instruction, modelling, scaffolding and the use of knowledge organisers and working walls.

We base all of our teaching and learning on the following recommendations:

1. Make the most of prior learning- give new learning a place to settle with existing knowledge.
2. Use worked examples to teach new content or skill- a 'my turn, our turn, your turn' approach.
3. Gradually increase independence so pupils move from teacher led- guided- independent.
4. Remove unnecessary information- consider the redundancy effect to improve clarity.
5. Present and keep essential information together- we consider the 'split attention' effect.
6. Simplify complex information- sequence learning into cumulative steps.
7. Retrieve learnt concept to strengthen cognitive connections.

Adaptive Teaching

Our aim is that all children are given the opportunity to master age appropriate learning regardless of ability. Teachers continuously assess the strengths and needs of the learner and adapt the pedagogy accordingly. Instead of accelerating, we believe in developing a depth of understanding for children of all abilities, which requires teaching fewer topics but in much greater detail. This allows teachers to adapt tasks and teaching approach with greater ease and success.

Different levels of support are provided to meet the needs of all learners and the pace of instruction adapted accordingly. Children are challenged to delve deeper and solve problems if knowledge and skills are mastered. To support all learners, tasks are scaffolded in different ways and children are helped



Newchurch St. Nicholas C of E Primary School

in various ways so that they can access the learning. This enables all children to access the same curriculum, working on the same concepts and skills at the same time. At Newchurch St. Nicholas, we believe the key to success for all children and depth of understanding is to plan carefully considered tasks and lessons.

The tasks we set enable all children to access the content and to engage with it. The tasks are accessible to all children and open to a variety of problem-solving approaches. The tasks encourage children to think deeply and to make connections to different areas of their learning; they should inspire children to want to know more and to engage fully with the concepts being studied.

Effective teaching- Sequencing Learning

Effective teaching is based on our drive for high quality instruction in the classroom. This instruction is content driven through knowledge, interactive, rich in vocabulary, responsive, engaging and inspiring and memorable experiences.

We class effective teaching and lessons as having the following components:

CONNECT- EXPLAIN- EXAMPLE- ATTEMPT- APPLY- CHALLENGE.

- We **CONNECT** to prior learning to prime the memory and build secure schema.
- We **EXPLAIN** the intended knowledge often using 'worked examples' and with plenty of opportunity for rehearsal. We ensure our explanations are dynamic to ensure learning is generative and responsive.
- We provide **EXAMPLES** to model intended knowledge. We ensure these examples are concrete to ensure learning is unmissable and successful.
- We provide opportunities for children to **ATTEMPT** to enable practice and provide the opportunity to make sense of the learning.
- We provide opportunities for children to **APPLY** their learning to be able to make meaning of the content. This ensures learning is consolidated, connected and embedded and refines what the pupils can know and do.
- We **CHALLENGE** all pupils via elaborating, sophisticating and integrating to provide deeper thinking.

Inclusion and SEND

We want all children to fully access their education. We aim to create an ethos and educational environment that is person centred and has the views and needs of the child at its heart. We will ensure that all sessions will be adapted by strategy or task where appropriate to meet the needs of the children in the group and will provide appropriate levels of challenge for every child so that they can all make progress at their own rate. We encourage a strong focus on high aspirations and on



Newchurch St. Nicholas C of E Primary School.

improving outcomes for children with SEND which will enable them to succeed in their education. We aim to be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum.

Summary of Teaching and Learning Strategies

1. Teachers must demonstrate high expectations by setting challenging tasks for all children.
2. Teachers must expect and demand high standards of behaviour in all lessons using praise, recognition and rewards to shape and build children's positive attitudes towards learning.
3. Teachers must base their teaching on the school curriculum guidelines.
4. Lesson planning should have clear learning objectives to deepen children's knowledge, skills, and understanding.
5. Teaching strategies rather than objectives should be adapted to match children's abilities and provide good opportunities for them to develop the skills needed to learn for themselves.
6. Appropriate teaching strategies should be used to meet the needs of children with SEND ('5 a day' approach utilised as advocated by EEF).
7. Children making less than sufficient progress must be identified early and helped to successfully overcome their difficulties.
8. Teachers should use a wide and appropriate range of teaching and learning strategies to engage, challenge and inspire children of all ability levels.
9. Teachers are expected to teach the skills of literacy and reading and the basic skills of the core curriculum effectively.
10. All teaching should include: clear explanation; good modelling of language; use of a wide range of questions; lessons building on prior learning.
11. Opportunities should be sought in lessons to promote children's spiritual, moral, social and cultural development.
12. Teachers and teaching assistants must promote and embed self-regulated learning to help their pupils to develop into successful learners.
13. Lessons must have good pace for teaching and learning and time must be used well.
14. Resources must be well managed and classrooms should be well organised stimulating and exciting places for learning.
15. Wherever possible children should benefit from first-hand experience, opportunities for investigation, opportunities for problem solving, visits out into the environment, visitors and other activities that stimulate their learning.
16. Teachers must ensure that time, support staff and other resources, especially computing skills are used effectively to provide for each child's individual needs.
17. Teachers must assess children's work thoroughly and ensure that children are given regular constructive feedback on their progress and standards and what they need to do to improve.
18. Where appropriate, teachers should use homework effectively to reinforce and extend what is learned in school.



Newchurch St. Nicholas C of E Primary School.

19. Oracy is a whole school focus across the full curriculum. Sentence starters are used across a range of subjects and talk is prioritised and well modelled. Opportunity for talk are evident during the lesson.
20. Working walls are used effectively to reduce cognitive load. Staff use working walls to display information that will help children during the lesson and also help to reduce the cognitive load for children.

Review

This policy is reviewed at the start of each new academic year in September. Next review date: October 2026.