



Arnold Mill Primary School

Teaching and Learning Policy

September 2025

Approved by: S&P Committee **Date:** January 2026

Last reviewed on: January 2026

Next review due by: Spring 2028

Aims

- To establish good, evidence-based practice in teaching and learning which will be followed consistently by all adults (teachers and teaching assistants) both within and beyond the classroom.
- To create effective learning environments to support and facilitate pupils learning.
- To enable all children to access the curriculum, regardless of age, gender, ethnicity, cultural background or ability.
- To enable all children to make excellent progress and to achieve their full potential.

Rationale

Quality first teaching is essential in order to implement a robust and challenging curriculum, and research indicates that this is more important than any other factor in enabling children to succeed. Quality first teaching benefits both disadvantaged children and those who are not disadvantaged. It is therefore a vital ingredient in closing gaps in achievement, which is a central aim of our curriculum.

Research also shows that specific teaching strategies are particularly effective, and we have combined this evidence with our own experience and knowledge of what works for our children, in order to construct this policy.

In order to fully understand our curriculum offer, this policy needs to be read in conjunction with our curriculum 'Golden Thread' document. The rationale behind the learning journey is to ensure the following is in place:

- Develop a Mastery Approach to teaching across the school driven by research (Rosenshine, B Principles of Instruction 2012, Ebbinghaus' Forgetting Curve, EEF 7 step cognitive model of independence).
- A clear vision of how we learn at Arnold Mill.
- Consistency in how we teach across the whole school.
- High quality teaching to ensure all pupils achieve the best possible outcomes.
- Planning sequences of work which builds on children's learning (storing information in the long-term memory and reducing cognitive load).
- A process of teaching which allows sufficient time for children to deepen their learning. Children who make connections between prior and current learning, meaning they can recall more information that is stored in the long-term memory.

A Framework for Quality First Teaching and Learning

Teachers are individuals; they have different characteristics and styles of teaching, all of which can be highly effective. We believe that children benefit from encountering a range of different teachers as an important part of their holistic development. However, we also believe that there are specific elements of classroom practice which constitute best practice; adhering to these supports consistently strong teaching and learning for all our children throughout their time in school. The policy outlines our expectations for all teachers. These expectations are based on:

- The Teachers' Standards (DfE, 2011)
- The Education Endowment Foundation's Teaching and Learning Toolkit (2018)
- Willingham's Simple Model of Memory (2009)
- The Education Endowment Foundation's 'SEN in Mainstream Schools' Guidance Report (2020)
- Rosenshine's 'Principles of Instruction' (Rosenshine, B. (2012) Principles of Instruction: Research based principles that all teachers should know. American Educator, (Spring 2012.)
- 'Teaching WALKTHRU's – five step guides to instructional coaching'. Tom Sherrington and Oliver Caviglioli (2020)

This framework provides teachers with a clear summary of our expectations – a 'set of rules' that supports them in reflecting upon and developing their practice. Provides school leaders with a basis on which to monitor and evaluate teaching, so that they can work together with teachers and teaching assistants to identify what is going well and where development is required. It provides parents, governors and other stakeholders with a clear idea of what they can expect to see and experience if they are visiting classrooms and talking with teachers, teaching assistants and children.

Area of Pedagogy	Expectations
<p>Classroom Environment</p>	<ul style="list-style-type: none"> • Classrooms are neat, tidy and well organised. Children’s desks and working areas should contain only resources needed to support their learning. • The importance of emotion coaching is evident both in the classroom environment and in the way that teachers and TAs communicate with children. Positive interactions and inclusive language are promoted by teachers and TAs. • The use of sensory charging boxes is evident in classes to support children to re-regulate with their learning. Teachers and TAs respond to the needs of the children through the following: <ul style="list-style-type: none"> • Check-In • Connect • Correct and Repair. • Seating is arranged so that all children can see and be seen, particularly when direct teaching is taking place or they need to see the board. Seating should accommodate both individual and collaborative work. • Resources for learning are well organised and readily available, including books, stationery and learning aids. They are tidied and replenished at the end of each day. • Displays are designed to promote learning, celebrate work and aid retrieval of facts learnt. They are regularly updated and maintained. The use of the working wall is vital to support prior learning and retention of knowledge into the long-term memory (Willingham, Simple model of memory, 2009). • Each classroom has a clearly defined ‘reading corner’ which is attractive, well-organised, contains a good variety of quality books, and is kept tidy. The learning environment promotes and supports reading. • Learning tools for online safety and core subjects are displayed in learning areas. • The school vision, British values and protected characteristics are displayed and referred to daily. • Behaviour expectations posters, house points charts and AMPS awards are used to encourage and nurture independent learners and quality teamwork.

Planning and Sequence

- Teaching and learning activities are planned to ensure that knowledge and skills build on what has been taught before and are logically sequenced towards achieving a clearly defined end point. This ensures that children build up their knowledge and understanding in layers, remembering content in the long term. This is outlined in our Golden Thread curriculum booklet.
- Long term, medium term and short-term planning is shared on Teams to support the planning sequence and ensures consistency in year groups phases.
- The National Curriculum statements are used to write the What, Why, How Learning Objectives which are stuck in books for each lesson.
- Knowledge organisers are used throughout school for Humanities and Science from Year 1 to Year 6. This has the key knowledge we want children to retain taken from The National Curriculum.
- English lessons are followed using the new writing framework (July 2025). As a school we ensure our lessons are planned using these main elements:
 1. Immerse
 2. Analyse/Skills
 3. Plan/Write/Review
- Reading objectives are covered in some writing sessions, extra whole class reading sessions, and via class readers and individual banded reading books.
- Phonics is taught throughout school via Read Write Inc in foundation and KS1 and No Nonsense spelling for some Y2 children and KS2.
- Maths lessons are planned using the NCETM mastery approach. Lessons follow the following structure:
 - Pre-load
 - Discover task
 - Teach
 - Practice
 - Feedback
- Teachers have access to a variety of quality schemes to use when planning. E.g. SCARF, White Rose, Sing-up, Literacy Shed, NCETM, RWI, Striver. Oak Academy, NNS, TTRS.

<p>Direct Instruction and modelling</p>	<ul style="list-style-type: none"> • Previous learning is reviewed and discussed at the start of each session before moving on. Children actively participate in these revisits, and the working walls are used as an integral part of this process. • Teachers and TAs present information clearly, methodically and systematically. • New material is presented in small amounts only, and children are not overloaded with too much information to stop cognitive overload. • Teachers and TAs use modelling as an essential element of their direct teaching to show children what to do, how to do it and as a model of the quality they are aiming for. This includes physical representations, conceptual models and exemplars (WAGOLLS). • Teachers and TAs use highly effective assessment for learning to check pupils' understanding throughout each and every lesson, identifying and correcting misconceptions through 'live marking' of our WWH (What, Why, How Learning Objectives-taken from the NC). • Teachers and TAs will often use the 'I do, we do, you do' model for teaching and learning. • Teachers and TAs may deliver an initial input and then work with a guided group or carry out individual conferencing (see next section). This allows for all learners to benefit.
<p>Learning Activities- Stages of Practice</p>	<ul style="list-style-type: none"> • Teachers and TAs will allow a significant amount of time for whole-class guided practice to systematically build fluency. This will feature high levels of teacher-pupil interaction, including detailed explanations, modelling, frequent questioning, feedback, and short tasks using scaffolds as necessary. • Guided practice will be followed by independent practice when pupils are ready. This may be individual or collaborative. • Independent practice will require children to draw on their own resources using recall from memory, thereby building fluency and reinforcing connections and retrieval pathways. • Children are not organised into set ability groupings for any of the above activities. Any paired or group work is organised in response to current assessment for learning and will therefore be organised flexibly on a day-to-day basis (EEF, 2023).
<p>Retrieval and Revisit practice</p>	<ul style="list-style-type: none"> • Review and retrieval practice are routine elements of the learning, and supports long-term memory and fluency in recall. They are essential in ensuring that new material is not forgotten. • See Appendix 1 for 'Ideas for Retrieval and Revisit Practice.'
<p>Evidence of Outcomes</p>	<ul style="list-style-type: none"> • The main source of evidence for children's learning will come directly from the children themselves. In discussion, they will be able to: <ul style="list-style-type: none"> • talk about what they have learnt, • describe the learning process,

	<ul style="list-style-type: none"> • explain what they know and how this links to other learning, • discuss where they hope to go next in their journey. • Children will be excited and enthused by their learning and eager and proud to share this with other people. • Evidence that children are establishing understanding, skills and knowledge in all areas of the curriculum will also be available in their class books and in other recorded work e.g. floor books. • Both of the above will include: <ul style="list-style-type: none"> • The strong foundations of basic literacy skills such as handwriting, presentation, spelling and grammar. • The strong foundations of basic numeracy skills such as an understanding of number and place value. • The learning of key facts and information across a broad curriculum, the layering of which has enabled children to commit to their long-term memory. • The use of key facts and information in using and applying, developing a wide range of skills that they can apply in different situations and contexts. • Evidence that children are applying and integrating their learning across the curriculum. • Teachers and TAs highlight the WWH (What, Why, How Learning Objectives) to support summative and formative assessment. For more details, please see our marking policy. • Stars assessments are used to assess Reading and Maths. • PM Benchmarking is used to gather book band levels and reading ages. • Bromcom is used to record Teacher Assessments, which are based on WWH and observed assessments.
<p>Inclusion for all children including those with SEND</p>	<ul style="list-style-type: none"> • All children, including those with SEND, will have access to the full curriculum. The curriculum will give all children the knowledge and skills that they need in order to progress in their education and to succeed in life. • The needs of all children will be established through regular and on-going assessment, including input from parents and carers. • “Good teaching for pupils with SEND is good teaching for all” (EEF Summary of Recommendations). • Teachers and TAs should employ the following strategies flexibly and in response to the needs of all pupils: <ul style="list-style-type: none"> • Flexible groupings, planned and organised to ensure that all children are enabled to succeed;

	<ul style="list-style-type: none"> • Cognitive and metacognitive strategies e.g. visual aids; • Manipulatives and physical learning tools; • Explicit instruction; • The use of technology where this is appropriate and enhances learning; • Appropriate scaffolding and adult support at the point of need.
<p>Use of Teaching Assistants</p>	<ul style="list-style-type: none"> • The use of TAs during a lesson is planned based on needs identified through Assessment For Learning. They may be used to support individual children, pairs or a small group. TAs may also work with a much larger group if the teacher is working with a small group of children. • TAs are well prepared before each lesson, to ensure they have a good awareness of what they need to do. • TAs are active throughout lesson inputs. They work with an individual or small group to enable them to access the learning, sitting with them at the same level. • TAs do not always work with the same children, as all children need regular time being taught and guided by the teacher or independently. This should be planned and reviewed regularly. • TAs are required to give feedback to the teacher at the end of each lesson, and to inform them of progress made by the children they've been working with. Teachers and TAs may establish a system for this that suits them. • TAs will also deliver small group sessions for RWI, Maths, Reading, etc, using the teacher's planning.

APPENDIX 1- Ideas for Revisit and Retrieval practice

Revisit and retrieval must:

- ...involve everyone – not just children who volunteer answers or put their hands up, and not involve only one child at a time.
- ...make checking accurate and easy – children should usually self-mark so they know what they've got right or wrong, and where their own gaps are.
- ...be low-stakes, designed to give confidence and encouragement, not to add pressure.
- ...test memory, so remove or cover any information within the environment which might prompt or help them.
- ...be time efficient, planned in as an integral part of the learning. Reduce the number of objectives if necessary, in order to make it manageable.
- ...be based on the idea that it's better to know and remember a few things, rather than a lot of things that will soon be forgotten.

Revisit	Retrieval- 'Flashback'
<ul style="list-style-type: none">• Start each lesson with a recap of what has already been learnt – in the previous block, or the previous lesson(s).• Use the working wall throughout as the focus for learning, and to develop a metacognitive approach. Encourage children to make their own contributions to the working wall.• Use the children's own books and work for them to read back, refresh their memories, share with a friend, talk to an adult etc.• Use practical activities to recap and enhance understanding about a subject already learnt.• Learn a song / rhyme / poem – and practise regularly.	<ul style="list-style-type: none">• Simple, straightforward quizzes – e.g. number 1-10 in your books, quick questions, self-marked.• Use knowledge organisers to retain new vocabulary e.g. Tier 3 subject specific words.• Use your post assessment grids throughout your topic to show new learning that has been embedded into the long-term memory.• Explain a concept or process, either in writing or verbally.• Team quiz (teams of mixed ability children).• Use technology e.g. Kahoot, Teams, Menti.• Make up your own quiz for a partner.• What's the odd one out – and why?• Concept cartoons