



Teaching and Learning

Date: Spring 2026

Review: Spring 2029

PURPOSE OF THIS POLICY:

At Ferndale Primary School we have designed a curriculum based around our key drivers: aspiration, inspiration and inclusion, which underpin the direction and development of all areas of our school life.

The purpose of this policy is to raise standards in our school through focussing on everyday classroom practice and through support for individual teachers and support staff. The purpose of the policy is to make sure all staff are aware of the expectations of teaching and learning in the classroom, in books and through planning a journey, so that all children develop detailed knowledge and skills across the curriculum and as a result, achieve well.

AIMS:

- to provide consistency of teaching and learning
- to enable teachers to teach effectively
- to enable all pupils to develop detailed knowledge and skills and as a result, achieve well.
- to provide an inclusive, inspirational and aspirational learning experience which addresses the needs of all learners, regardless of special educational need or disability, ethnicity, gender or ability

OBJECTIVES:

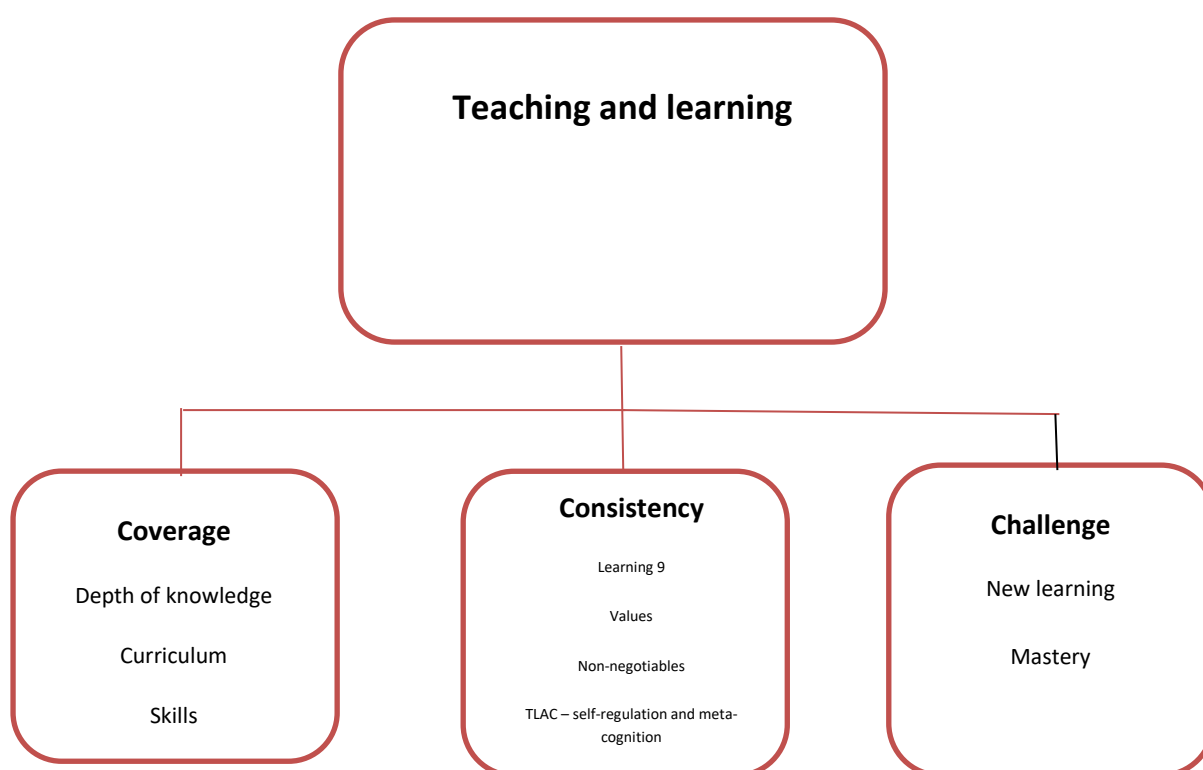
At Ferndale all learners (pupils and staff) will:

1. have good knowledge of the subjects they teach and learn.
2. feel valued, confident and successful
3. feel engaged, motivated and challenged
4. demonstrate our learning
5. be prepared for each stage in their learning journey and become confident individuals living fulfilling lives

At Ferndale staff will:

1. understand and contribute to the policy
2. apply the policy consistently
3. work towards improving their practice

DRIVING PRINCIPLES



Coverage: Staff plan learning journeys for all subjects within the National Curriculum. Subject-specific skills are revisited throughout each academic year and the progression of skills has been mapped out for subject areas.

Consistency: At Ferndale, all staff must be consistent in their delivery of provision for learning. The non-negotiables must be consistent in every lesson in every classroom. The ethos and behaviour management must be consistent. We aim for TLAC strategies to be consistent and embedded across the school. This will give a firm foundation for good teachers to be diverse in their style and creativity.

Challenge: Lessons should be exciting and challenging for all pupils. Learning should be pitched appropriately so that all children are suitably challenged.

Science of learning

The science of learning underpins our curriculum and lessons are deliberately designed to supplement this. Our enriched, broad and bespoke curriculum ensures that children revisit and review information sequentially over time. Consideration has been taken to prevent

cognitive overload and to ensure that new knowledge is reviewed so that it is moved from the working memory into the long-term memory where it is retained, therefore embedding key skills and concepts.

TLAC (Teach like a champion) strategies are implemented to enhance pupil engagement and academic outcomes with a focus on self-regulation and meta-cognition.

Self-Regulation: The ability to manage your own behaviour, reactions and emotions in a given setting... to make yourself productive and successful.

Meta-Cognition: An awareness of your own thinking patterns and an ability to plan, monitor, evaluate and make changes to them in order to respond effectively to context.

WHAT IS AN EFFECTIVE LESSON AT FERNDALE?

1. Lessons are adapted to meet the needs of all of our learners. Further adaptation (personalised learning experiences/programmes) are provided to meet the needs of pupils with SEND working below National Curriculum.
2. Review of previous learning occurs in every lesson.
3. The content and intent of the learning is shared with children and any links / connections / concepts to previous learning are made and referred to by both adults and children.
4. New learning and vocabulary is introduced and explored in every lesson.
5. High-order questioning and various assessment tools are used within every lesson to check understanding and challenge and deepen learning further.
6. TLAC strategies used to enhance self – regulation and meta – cognition in all learning.
7. Adults react to the needs of learners by actively feeding back to children throughout the lesson (helicoptering) so that progress is made by all.

TLAC (Teach Like a Champion)

To ensure effective teaching strategies and pupil learning outcomes, Ferndale follow TLAC strategies by equipping teachers with practical, research-based techniques. These strategies focus on specific classroom actions and routines that can be implemented immediately to enhance classroom culture, engagement, and academic achievement.

The key purpose of the strategies are to enhance pupil engagement and academic outcomes with a focus on self-regulation and meta-cognition.

Self-Regulation: The ability to manage your own behaviour, reactions and emotions in a given setting... to make yourself productive and successful.

Meta-Cognition: An awareness of your own thinking patterns and an ability to plan, monitor, evaluate and make changes to them in order to respond effectively to context.

By using TLAC strategies we aim to boost pupil engagement by encouraging active participation, deeper thinking and increased pupil accountability.

Our strategies aim to improve lesson delivery by structuring lessons, managing transitions and providing clear instructions.

Our TLAC techniques support our implementation of Barak Rosenshine's principles of instruction, which are recognised for their effectiveness in promoting pupil learning. TLAC supports our aim to promote a clear communication, positive reinforcement and high expectations in the classroom where our pupils feel motivated, respected and empowered to learn.

Our TLAC provides a framework for teachers to reflect on their practice through instructional coaching, refine their techniques and develop a collection of effective strategies that can be adapted to various classrooms, such as, MOP (Means of Participation) strategies including 'Call and Response', 'Cold Calling', 'Turn and Talk', 'Everybody Writes / Maths', 'Silent Solo', 'Volunteers' and 'ABC (Agree, Build, Challenge) discussions'.

LESSON NON-NEGOTIABLES

Planning

Planning should be adapted and changed to suit learners' needs (including the disadvantaged and those with SEND) as the week progresses and in negotiation with support staff. It should be accessible in the classroom and communicated clearly to support in advance of the lesson. It should be fit for purpose - a teachers' tool and accessible to anyone who might need to teach the lesson. The medium-term plan, which is planned by the year group team, should be a clear learning journey with a skills progression throughout the week and teachers should plan explicitly for meaningful cross curricular links where appropriate. Day to day planning is completed on the slides provided for each subject.

L.Os (learning objectives) must be clear and skills led as we measure progress in each lesson against these. Learning objectives must be something that once achieved can be applied to other contexts.

Meeting learning needs in a lesson

All pupils start at different levels depending on their previous learning and we expect ALL pupils to make good or better progress in the lesson. Interventions and now tasks take place during or after a lesson to plug gaps.

ALL pupils with EAL who enter school during the year undertake a baseline assessment to determine their language acquisition skills. Provision is then put in place depending on the baseline.

In Reading and Maths, all children are expected to access fluency tasks (Doing / Do it) linked to the learning objective (in reading this is interwoven into the reading journey and opportunities are provided for children to apply). All children are then expected to progress onto reasoning style activities / questions (Proving / Prove it), again linked to the learning objective. Children are then encouraged to deepen their learning by accessing the extending / connecting activities (Reading) or Deepen it / diving deeper activities (maths).

In Writing, our journey has been specifically designed to allow the children to write for a range of genres. By selecting interesting, engaging and appropriately challenging stimuli, the children will be exposed to quality, age-appropriate models consistently throughout their school life. Units of work, which are a balance of fiction and non-fiction, are created upon themes and staff are encouraged to provide the children with 'real-life' writing opportunities. Our reading journey is closely aligned with our writing journey, providing children with a range of text types from a range of authors. The writing journey builds on skills taught within the reading journey and the two, support good quality ARE written outcomes.

Modelling of learning is integral to support progress at any point throughout the lesson. Modelling of communication, speech and language, phonics, reading and writing, calculations, verbal responses, how to complete a task, art techniques and learning is vital in classrooms.

Vocabulary rich learning where new words are modelled and used in the context of learning. This is displayed in classrooms using our word aware working walls where words are chosen that link to our curriculum.

High-quality resources to be sourced and used to impact learning.

Working walls to link to the current learning. Environment should be used as a teaching tool, which highlights new learning and shows links to previous learning in context to new learning journeys.

A Total Communication approach to learning is integral to support the inclusion of our more complex SEND pupils. Visual Communication in Print timetables are displayed in classrooms and work stations, signs, Makaton, PECS, symbols, photographs, objects of

reference and electronic aids are used in a consistent manner to support pupils' communication.

Teachers will check learners' understanding and will identify misconceptions during lessons through AFL strategies and helicopter teaching. Teachers will then provide accurate and direct **feedback** to learners through **verbal feedback (VF)** or **now tasks**. Teachers **adapt** learning to support progress.

A structure to lessons has been identified and is used throughout the curriculum to support learners so that they embed and use knowledge fluently enabling them to remember in the long term the concept they have been taught. An importance has been placed on new vocabulary (word aware), a review of previous learning, and new learning that is then deepened. Tasks are designed to support this process of learning and retrieval of skills and knowledge.

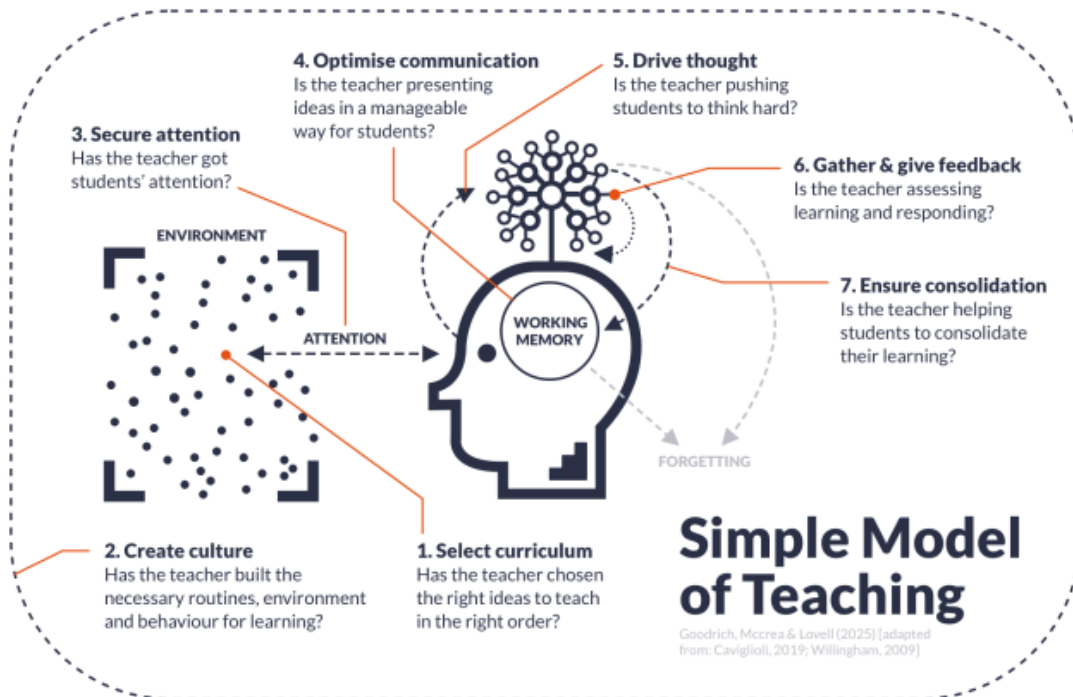
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupils with SEND, focus groups or individuals identified should access the lesson through tailored activities/support/resources. Those accessing levels much lower than this are supported through differentiated and personalised learning experiences and activities, these may take place outside the classroom within learning zones specifically adapted to meet the needs of individual pupils. Learning will meet their individual needs, and may focus on developing engagement and skill progression to meet specific targets, identified in individual learning plans linked to the special educational areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

Inclusive teaching – high – impact core instruction.

Our children will gain the most from our highly effective, explicit approaches where we provide structure, routine, strong relationships and a strong sense of belonging. We prioritise securing attention and motivation and strengthen memory and metacognition. We implement explicit instruction and manage cognitive load by activating prior knowledge, using worked examples and breaking down tasks supports all of our children. We ensure that lessons are accessible with the use of the resources, and the physical learning environment being as inherently usable and understandable as possible for all children.



AfL

AfL should be an integral part of the learning of every lesson. Teachers must know where the children are at the start of every lesson and during a lesson in order for them to progress. Strategies will be chosen to suit the age range of the children and may be adapted depending on the type of lesson taking place. This might take the form of:

- Assessment tasks
- Quizzes
- Hinge questioning / secure it
- No hands during up front teaching
- Helicoptering where children can ask for support
- Now tasks
- Self and peer assessment - green pen/post-its, collaborative improvement- children setting their own now, next steps and learning questions
- mini-plenaries
- Be Seen Looking
- Cold Calling
- Observable What to Dos
- ABC's
- Turn and Talks
- Retrieval tasks

- Stop and Jot
- Call and Response
- Volunteers
- Discussions

Learning Environment/ICT

Every classroom will be conducive to learning; organised, tidy, well-resourced.

Every classroom will have:

- **Eng and Maths working walls**- sentence starters, phonics, times tables, genres, fiction/non-fiction help (note this depends on age and need of child unless marked in bold) Quality writing – no date, can be marked or ‘best’ - Changed **every half term**
- Represent topic theme and text- topic displays and vocab
- On the front of classroom door ‘we are reading’ with picture of front cover of book/author examples and the weekly class attendance
- Reading area – inviting, front facing books
- Display work single backed
- Handwriting modelled on IWB/marking
- Marking policy
- Learning 9, values
- Word aware/word of the day – language curriculum rich- topic link
- Spelling rule being worked on
- A visual timetable (communication in print) to support SEND pupils
- Globe and maps (age appropriate)
- Early Years and Key Stage One should have a phonics working wall.
- Outside – showcase the topics/themes/careers/diversity/wellbeing/reading opportunities – year group/GDS/role models

Learning Environments and classroom organisation for pupils with SEND should:

- enable different learning styles and needs to succeed e.g workstations, sensory adaptations
- be flexible, reflecting the learning needs of pupils
- give pupils a chance to be independent and encourage independent learning
- encourage collaboration and shared learning

- take account of the individual needs of pupils
- take account of differentiation and timetable
- take account of outside agency involvement

Relationships and behaviour

Expectations are that behaviour for learning will be at least good in every lesson. Teachers will expect children to:

- Use our Learning 9, and Characteristics of Effective Learning in EYFS
- Demonstrate our values,
- Allow everyone, including themselves, to learn.
- Everyday Behaviour Charter

Teachers will follow the behaviour policy and encourage a **positive learning ethos** within the classroom where progress is celebrated, children are supported through their learning mistakes and everyone strives to succeed. Consequences are displayed in every classroom, so children have consistency with our system across the school.

Quality of support

Classroom support should be deployed effectively by the teacher to help support the progress of children in every lesson. They should work with a **range of abilities** and add value to the learning – noted that our children who have more complex needs are delegated support. It is important that children are taught the skills to become **independent** learners, whatever their ability. This is through quality adaptation and activities tailored to individual needs. Support staff must ensure that pupils are not over-scaffolded and do not become reliant on adult support. The adults must facilitate the learning rather than doing it for them. Adults also deliver interventions to support pupils' progress.

TEACHING AND LEARNING IN EARLY YEARS

In Early Years at Ferndale, we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that enthuse, engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an embedded ethos of learning through play and first-hand experiences. Through planned play and talking, young children learn about themselves and the world around them, they are given

opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence. It is an essential part of their learning process, supporting learning across all areas of development.

In Early Years, we acknowledge the potential for learning in every activity and situation that arises. Areas of provision around the setting are carefully planned with a wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities.

Our aim is to provide a secure and exciting environment both indoors and outdoors, encouraging children to be competent, resilient, capable, confident and self-assured learners. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Staff provide opportunities for learning both inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities we understand the central position of play within the EYFS framework.

Planning

In Early Years, planning responds to the needs of the cohort. Accurate observation of children's stages of development and assessments made by adults, drive the planning; activities are planned to address gaps and to move children on. Children's interests and lines of enquiry are considered when planning is completed.

All seven areas of the Early Years curriculum are planned for. These areas overlap and are underpinned by communication and language- we acknowledge the potential for learning in every activity and situation that arises. Areas of provision around the setting are carefully planned with a wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities.

During Discovery Time, children have daily opportunities to select what, where, who and how they want to play. In these child- initiated sessions, children explore, discover, apply, question and challenge knowledge, ideas and their learning further.

As well as Discovery Time, children have focussed tasks including daily phonics, literacy and maths activities.

Adult interactions

Teaching in the Early Years is a broad term that covers the many different ways in which adults help young children learn. At Ferndale the staff within the environment can be seen supporting learning by:

- communicating and modelling language,
- showing,
- explaining,
- demonstrating,
- modelling,
- exploring ideas,
- encouraging,
- questioning,
- recalling,
- providing a narrative for what they are doing,
- facilitating and setting challenges.

Purposeful play is crucial for children to develop. Adults enhance this further by

- observing closely individuals and groups, knowing when to stand back and listen and when to step in and challenge or support
- modelling, suggesting and encouraging the use of ambitious vocabulary ensuring children respond appropriately. A language- rich environment is high-priority throughout Early Years.
- using children's responses to lead the learning. Activities may not follow what was originally planned.

Relationships and Behaviour

Children and staff will demonstrate the characteristics of effective learning (playing and exploring, active learning and creating and thinking critically) Early Years builds the foundations for the school's learning to be developed further.

Assessment

The Reception Baseline Assessment (RBA) is completed within the first six weeks of a child joining Reception. Regular observations and carefully planned provision allow adults to make assessments of a child's stage of learning and development. Throughout the year, assessments are made and analysis informs future planning and provision. Staff use an online learning journal- Tapestry- to capture learning moments during the school day.

MONITORING OF IMPACT OF THIS POLICY

SLT, Governors and the Authority.

Teaching and learning will be monitored according to the school's monitoring schedule. Senior and middle leaders will take part in this monitoring by coaching staff and it will be quality assured by the Local Authority, through regular reporting. Information about teaching and learning is passed onto governors during the quality of education governor meetings.

Partnership with Parents

Teachers will report on children's progress three times a year through Parents' Evenings, annually through a detailed school report and in a mid-point review document.

Teachers will report on the learning progress of their pupils with SEND as above (SEN Support and EHCPs) sharing personalised targets with parents and through contributing to the annual reviews of pupils with EHCPs.

Teachers **must** inform parents when they are making special educational learning provision for a child (provision different from or additional to that normally available to pupils of the same age) and should ensure that children and parents are actively involved in decision making.

Staff

Staff are accountable for ensuring that the policy is in practice and that the impact is monitored through pupil progress. They must prepare information on their pupils to be discussed in these meetings termly. Staff must also be accountable for accessing, and accepting support in order to fulfil this policy's expectations. There is Professional Learning support that includes every member of staff and senior leaders encourage staff to request Professional Learning from staff, particularly in line with Teacher Appraisal and SIP priorities.

Home Learning

Homework is set each week across the school, with a focus on spellings and times tables.
See home learning policy and remote learning policy.

Linked Policies and Documents

Curriculum Policy, Marking Policy, Assessment Policy, EYFS Policy, SEND and Inclusion Policy, SEND Information Report, Accessibility Policy, Behaviour Policy, Homework Policy, Safeguarding Policy

A vibrant rainbow graphic with multiple overlapping bands of color (red, orange, yellow, green, blue, purple) that curves across the top of the page.

Learning 9

Confidence

Independence

Communication

Motivation

Resilience

Co-operation

Resourceful

Questioning

Nurturing

<p>Learning 9</p> <h1>Confidence</h1> <p>The Confidence graphic has a red background. It features the words 'Questioning', 'Asking for help', 'Helping others', and 'Sociable' in white, slanted text. At the bottom, there is a small illustration of a mouse and a buffalo from the book 'The Gruffalo'.</p>	<p>Learning 9</p> <h1>Independence</h1> <p>The Independence graphic has an orange background. It features the words 'Self motivated', 'Self challenge', 'Using resources', and 'Working outside the classroom' in white, slanted text. At the bottom, there is a small illustration of a boy cheering and a book cover for 'The Snail and the Whale'.</p>	<p>Learning 9</p> <h1>Communication</h1> <p>The Communication graphic has a green background. It features the words 'Respectful', 'Inclusive', 'Discussions', and 'Vocabulary' in white, slanted text. At the bottom, there is a small illustration of two children talking and a book cover for 'What the Ladybird Heard'.</p>
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Learning 9

Motivation



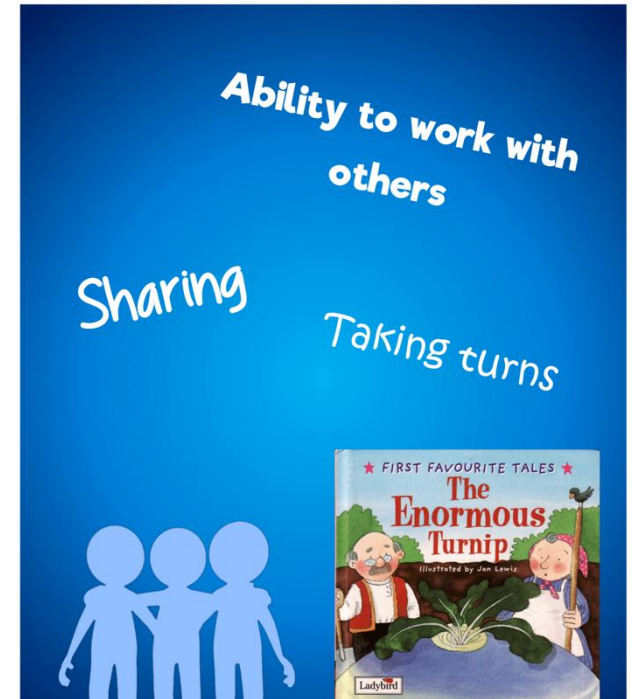
Learning 9

Resilience



Learning 9

Co-operation

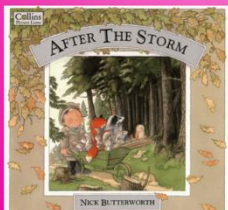


Learning 9

Resourceful

*Presentation of
prepared work*

*Creative
Working outside the
classroom*



Learning 9

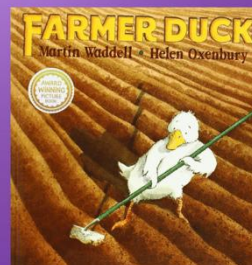
Questioning

*Accepting others'
ideas*

Interested

Inquisitive

Imaginative



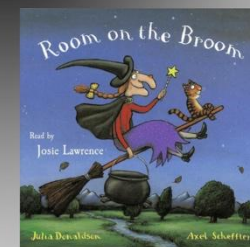
Learning 9

Nurturing

Sharing with others

*Supporting
each other*

Encouraging



Maximising your potential

At Ferndale, we BELONG. At Ferndale, we BELIEVE. At Ferndale, we **ACHIEVE**.

