

“A cord of three strands is not easily broken”

Ecclesiastes 4:12



Weeting Primary School Teaching and Learning Policy



**Agreed: September 2026
Reviewed: September 2027**



Classroom Culture and Expectations

At Weeting Primary School, we believe that for children to achieve excellent work and progress, each classroom must have a culture that consistently sets the highest expectations.

Classroom seating is designed to allow all children to face the teacher and the interactive whiteboard making it easier for them to track the teacher and focus on the content being delivered.

Teachers use a narrated count-down (3-2-1 STAR) to prepare children for transitions within lessons or when establishing quiet after a paired or group task. Active listening is encouraged and teachers explain to children how to demonstrate this through the STAR acronym (Sit up straight, Track, Appreciate, Rephrase). Children understand what excellent behaviour for learning looks like and teachers and support staff role model these high expectations for children. Positive reinforcement is used through the Dojo system. All adults working in the classroom are expected to apply the behaviour policy when children's behaviour is seen to be falling short of behavioural expectations in place at Weeting Primary School.

Inclusive Practice

At Weeting Primary School, we recognise that high expectations and inclusive practice go hand in hand. The teaching and learning techniques outlined within this document are used flexibly and responsively, with consideration given to the individual needs of all children, including those with SEND. Teachers and support staff make appropriate adaptations to teaching, resources, questioning, communication and levels of scaffolding to ensure that all children are able to access learning, participate meaningfully and experience success.

Our aim is not for every child to experience teaching in exactly the same way, but for every child to have the support and opportunities they need to achieve. Adaptations should maintain ambition and promote increasing independence, ensuring that barriers to learning are reduced without unnecessarily limiting challenge. Staff use their knowledge of individual children, alongside relevant Student Support Plans (SSPs) and guidance from our SENDCO, to ensure that the principles within this policy are implemented in an inclusive, supportive and responsive way.

Lesson Structure

To create an effective classroom culture, and to ensure that high quality and consistent teaching learning takes place, we have an agreed lesson structure, based on Rosenshine's Principles of Instructions.

Prior review (A strong start to lessons)

- Children start with a prior learning activity that links to links to relevant prior learning or activates learning for the current learning objective.

Instructional core (split into 3 elements)

I do - demonstration (explanation and modelling) of new material in small steps

We do - guided practice with prompts and scaffolds

You do - independent practice with monitoring and feedback from teacher.

- Opportunities for independent practice are planned into every lesson. By increasing the proportion of the cognitive work children do (for example the writing, thinking, discussing and analysing) we ensure that they have opportunities to put their learning into practice and as a result, learn more and retain more.
- Independent work can be planned in a range of formats and should be seen in different phases of the lesson. Where possible, children should be given regular opportunities to complete extended independent responses.

Active involvement and engagement

During the 3 elements of instructional core teaching, there is an emphasis on the use of oracy (vocabulary, responses and questions) by both children and adults.

- All teachers have the expectation that all children will contribute verbally to every lesson so that their ideas are heard. Children are encouraged to respond formally and in full, developed sentences.
- Subject specific vocabulary and the definition is taught and used in lessons. Examples are dual coded, using Widgeit, to reduce cognitive load. Children are encouraged to use the new vocabulary in oral responses and then in their independent work.
- Teachers ask a range of open-ended questions in order to support and challenge children's thinking. All opportunities for questioning within a lesson are planned carefully by teachers and targeted questioning is used to ensure all children are given an equal chance to contribute to learning during a lesson.
- Children are given opportunities for 'wait time' to give them time to process, internalise and formulate responses to questions. There is an expectation that all children will participate in learning discussions, both through the use of learning partners and whole class discussions.
- Children are expected to read and demonstrate reading behaviours in every lesson. They will read a variety of fiction and subject specific non-fiction in lessons and there is acknowledged opt in from all learners, regardless of reading ability. Teachers listen to children read aloud and fluency and intonation are modelled by both teachers and support staff.

Review and feedback

Children's understanding is checked regularly throughout the lesson so that misconceptions can be addressed and progress towards the learning objective can be monitored and to ensure that teaching is responsive and well-paced. Cold calling is used to embed an opt-in culture when it comes to children sharing responses in lessons.

Verbal feedback is given by teachers and support staff in every lesson through questioning and other strategies, such as the use of mini whiteboards. Live marking is undertaken by both teachers and support staff as they circulate the class during the independent practice session.

Teaching and Learning Techniques

At Weeting Primary School, our teaching and learning techniques have been selected from the work of Doug Lemov in 'Teach Like a Champion'. When used to complement Rosenshine's Principles of Instruction, these techniques build robust systems that maximise learning time in the classroom.

Each technique is explicitly taught, scripted and rehearsed as a staff team.

Classroom Culture

- 1.Strong Start – design and establish an efficient routine for children to enter the classroom and begin class.
- 2.Habits of attention – maximising children's ability to pay attention and teaching children expected behaviours for learning.
- 3.Circulate/be seen looking – circulate the room and ensure that children understand that the adult sees and cares whether they follow a direction. Catch off task behaviour early by developing your ability to see if when it happens.

Classroom Practice

- 4.Show Me – children actively show evidence of their understanding.
5. Name the Steps – break down complete tasks into steps that form a path for student mastery.
6. Turn and talk – active learning and increased participation by encouraging short, structured paired discussions.

Checking for Understanding

- 7.Targeted Questioning – ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and execute in a short time period.
8. Tracking, Not Watching – decide specifically what you're looking for and remain disciplined about it in the face of distractions.
- 9.Cold Call – expect answers from all children, regardless of whether they've raised their hand.

Raising Expectations

10.No Opt Out – ensure that children who won't try, practice getting the answer right.

Strong Start

Why is it important?

We use strong start as a deliberate approach to maximise engagement, set expectations and build positive classroom culture during all elements of the lesson.

Preparation

- Ensure you are able to move around the room freely.
- Ensure all resources for the lesson are prepared and a routine for the start of each lesson has been established.
- Ensure students know where to collect any learning resources they may need during the course of independent tasks.
- Ensure the 'Do Now' or 'Prior Learning' tasks are in the same place every day so the children learn the routine for each lesson.

Script

"Quiet voices please. Your task is on the board, make sure you..."

"Whiteboards and whiteboard pens ready, let's get started."

"Thanks for getting right to work."

"Lovely focus..."

Strong start in progress

- Circulate so you can monitor the classroom.
- Give clear directions and set the tone of expectation in the classroom.
- Narrate positive behaviour seen by those who have started tasks as expected.
- Reset expectation in a warm, friendly manner for those that may struggle.
- Create routines and apply them consistently so the children know what to expect.

Habits of Attention / STAR

We promote habits of attention through the technique STAR. At Weeting Primary School, STAR stands for:

Sit up
Track
Appreciate
Rephrase

We use this acronym whenever we want the attention of our children. It is a strategy we use to minimise wasted seconds in learning, as well as explicitly teaching important prosocial behaviours associated with paying attention and respecting those who are speaking.

Why is it important?

Sit up – this indicates we are paying attention, rather than being slouched and uninterested.

Track the speaker – this indicates that we are showing respect and says “I am listening to what you are saying.”

Appreciate – this indicates that children are interested in what is being said and they care about the contributions of others.

Rephrase – this allows children to show they have listened and that they have understood what has been said.

Preparation

- Ensure you have full access around the classroom so that you can circulate and engage with pupils verbally.
- Ensure that you stand in a position where you can see all pupils.
- Ensure STAR poster is displayed for easy reference during a lesson.

Script

Use any of the following in a lesson:

“3, 2, 1, STAR...”

“Show STAR in 3, 2, 1...”

“Back in STAR.”

“...is sitting beautifully.”

"I'm just waiting for 2 more people."

"Tracking me (in 3, 2, 1...)"

"Tracking.../...is tracking."

"I see...is appreciating."

"... please rephrase what...said."

"...build on what...said."

Habits of attention in progress

- Adult uses a strong voice to deliver a clear and firm countdown.
- Adult walks room and tracks to show that they are looking at all children.
- Adult waits for 100% response before moving to the next section of STAR. Repeat STAR until a 100% response is received.
- Positive and precise praise is used to deliberately show others success.

Circulate/Be Seen Looking

Why is it important?

We use circulate/be seen looking to ensure that children know the adult sees and cares whether they follow a direction. This, in turn, helps ensure that the children are more likely to follow a direction that has been given. It also enables teachers to catch off-task behaviour early by developing their ability to see such behaviour when it happens and subtly remind children that you are looking and can see what they are doing.

Preparation

- Ensure the learning environment is ready and you have full access to the room.
- Have your live marking sheet available, pre-populated with any information.
- Decide where you and your Teaching Assistant are going to stand/sit.
- Scan to check that the class are ready for you to circulate (e.g. check everyone has their books out).

Script

Acknowledge those who are not following your directions using phrases such as 'I will just wait while everyone follows my direction' or 'I think I just saw something that shouldn't be happening. Let's make sure we adjust that now.'

Acknowledge those who are following your directions and use positive praise to reinforce desired behaviour 'I have just seen...following directions perfectly. Thank you.'

When working with children 1:1, particularly if crouched down at their desk, make sure to periodically lift your head (or stand if more appropriate) and scan the room purposefully so children are aware you are still watching and ensuring they are following your directions.

Be explicit – "I am walking around and I am looking/checking for..."

Circulation/be seen looking in progress

This should involve the teacher and Teaching Assistant. Agree who will start where and which part of the room/groups of or individual children you will each focus on.

Be forward facing – face as many children as possible as you circulate.

Observe what pupils are doing/gather information constantly.

Move systematically but not predictably – cover all areas and vary your pattern.

Possible techniques

- Clear, concise directions should be given.
- Ensure that you stand in a position where you can clearly see whether the children follow your directions.

- Watch to see whether the children follow your direction – **scan** the room and **turn** left to right.
- Exaggerate the scan slightly so that children are more aware of it and you can be seen looking.
- Simple walk by – walk past to indicate you are monitoring learning.
- Provide a whisper solution – hand them what they need/stand by to help.
- Non-verbal intervention – brief, unspoken. Adjust paper, thumbs up, gesture for keep going, smile.
- Basic read/review – stop and read learning. You might comment by the most powerful point is reading the work.
- Pick-up read – stop and pick up learning to read.
- Live mark to provide in-the-moment feedback.

Show Me

Why is it important?

This technique allows children to show their teacher objective data on their work in unison, so the teacher can quickly assess it and adjust their teaching accordingly. It is an effective way to gauge understanding and target any misconceptions.

Preparation

- Ensure that you stand in a position where you can see all children.
- Identify hand signals or cues in advance and use these consistently, so children know what to expect.
- Plan and embed the routines for 'show me' so that they become a regular part of your classroom practice.

Script

"Show me/chin/hold up."

"In 3...2...1...show me."

Choose a follow up response, such as turn and talk or cold calling to spot check answers/deepen understanding.

"Check..."

"I've noticed that lots of people have..."

"Boards/hands down."

"...explain why you chose that answer."

"...explain how we know that is correct/incorrect."

Show me in progress

Children present their objective data – their answers.

All answers are shown at the same time.

Children present their data in a way that can be assessed at a glance.

Possible techniques

- Have a clear countdown and cue to ensure all children show their answers at the same time. This helps maximise pace and flow.

- Decide when planning whether you want boards help in the air/in front of chests/how answers will be shown on boards.
- If appropriate, boards could be reviewed row by row, giving children individual feedback/putting down boards of those who have had their work reviewed.

Name the Steps

Why is it important?

We use name the steps to break complex tasks and processes into clear, manageable steps that children can understand, remember and apply independently. By making the steps within a process explicit, we reduce cognitive load and allow children to focus their attention on the learning rather than trying to remember what they need to do next.

Naming the steps also provides children with a shared language for discussing their learning. As children become increasingly familiar with a process, prompts and scaffolds can be gradually reduced so that they are able to apply the steps independently.

Preparation

- Identify tasks or processes where children will benefit from having a clear sequence of steps.
- Break the process down into the smallest number of meaningful and memorable steps.
- Decide whether each step can be given a short name or phrase that children can easily recall.
- Consider how the steps will be displayed or dual coded to support children's understanding.
- Plan opportunities for the teacher to model the complete process before children apply it themselves.
- Consider which scaffolds can gradually be removed as children become more confident and independent.

Script

"First, I need to..."

"What is our first step?"

"Before we move on, what do we need to do next?"

"Which step are we working on now?"

"Talk me through the steps you followed."

"Which step helped you to solve this?"

"Check the steps. Is there anything you have missed?"

"You know the steps now. Use them independently."

Name the steps in progress

Identify – the teacher identifies the key stages within a task or process.

Name – each stage is given a clear and memorable name or phrase.

Model – the teacher explicitly models how the steps are followed, using a worked example where appropriate.

Practise – children rehearse and apply the steps with teacher guidance.

Apply – children use the steps increasingly independently.

Review – children are encouraged to explain the process and identify the steps they have used.

Possible techniques

- Display the steps on the board or working wall so children can refer to them during independent practice.
- Use dual coding, symbols or images alongside each step where appropriate.
- Ask children to repeat or rephrase the steps before beginning a task.
- Refer explicitly to the named steps when giving feedback.
- Ask children to identify which step they are currently using or where an error may have occurred.
- Gradually remove visual prompts as appropriate.
- Use the same language consistently between teachers and teaching assistants so that children hear the process described in the same way.

Turn and Talk

Why is it important?

We use turn and talk as it promotes active learning and increased participation in the classroom by encouraging short, structured, paired discussions between children.

Preparation

- Ensure that you have full access to circulate and engage with pupils verbally.
- Ensure that you stand in a position where you can see all pupils.
- Plan and rehearse the routines for children to complete the turn and talk effectively and efficiently.
- Plan partnerships to maximise engagement between partners.
- Ensure pupils have effective discussion prompts, sentence starters and scaffolds.
- Plan the amount of time you will give to discussion to ensure pace and flow are maintained but also that children have enough time to fully generate ideas.

Script

Frame your questions – for example “How does the text explore the theme of belonging?”

Name – “Talk with your partner/Tell your neighbour/With your partner...”

Time – “You have...seconds/minutes.”

Remember to use a timer, set clear expectations, identify who is talking first and prompt what happens after the turn and talk. Refer to your learning partner expectations on display.

Turn and talk in progress

Teacher provided prompt – the teacher poses a question or prompt for children to discuss.

Paired discussion – students discuss the prompt for a brief set of time.

Structured conversation – students share their thoughts and listen actively to their partner’s perspective, using sentence starters and scaffolding.

After the talk – facilitate a brief whole-class share, where a few pairs can summarise their discussions.

Targeted Questioning

Why is it important?

We use targeted questioning to gather accurate information about children's understanding and to ensure our teaching is responsive to their needs. Rather than relying on volunteers or questioning children randomly, teachers deliberately select questions and children so that responses provide useful information about learning across the class. Targeted questioning allows teachers to identify misconceptions, assess the depth of children's understanding and decide whether learning is secure enough to move on. Questions should be carefully chosen and delivered efficiently so that teachers can gather information from a strategic sample of children without interrupting the pace and flow of the lesson.

Preparation

- Identify the key knowledge, understanding or misconception you want to check.
- Plan a small number of questions that will provide useful information about understanding.
- Consider which children you will target and why.
- Include children with different levels of confidence and attainment to build an accurate picture of learning across the class.
- Plan open-ended questions that require children to explain their thinking.
- Consider likely responses/misconceptions so appropriate follow-up questions can be used.

Script

"How do you know?"

"Explain how you reached that answer."

"What made you choose that method?"

"Can you explain your thinking?"

"Do you agree with that response? Why?"

"Can you build on what...said?"

"What is the same/different about...?"

Targeted questioning in progress

Identify – be clear about exactly what you are trying to find out.

Ask – pose a carefully chosen question to the class.

Pause – provide appropriate wait time so that all children formulate a response.

Target – select children strategically to gather evidence from across the class.

Probe – use follow-up questions to explore the child's understanding and reasoning.

Respond – use the information gathered to decide whether to move on, clarify, re-model or provide further practice.

Possible techniques

- Use targeted questioning following turn and talk so children have had an opportunity to rehearse their thinking.
- Ask the same question to several children to compare understanding across the class.
- Use follow-up questions to reveal depth of understanding.
- Target children who may hold a common misconception to check whether it has been addressed.
- Combine targeted questioning with cold call so all children understand that they may be asked to contribute.
- Avoid always questioning the most confident children first, as this may give an inaccurate picture of whole-class understanding.
- Use children's responses to make immediate teaching decisions: move on, re-teach, provide another example or increase the level of challenge.

Tracking, Not Watching

Why is it important?

We use tracking, not watching to ensure that when teachers and teaching assistants monitor children's learning, they do so with a clear purpose. Rather than simply circulating and observing children working, adults decide specifically what evidence of learning they are looking for and actively seek this out. Tracking allows adults to identify patterns, misconceptions and children who may require additional support or challenge. The information gathered should then inform immediate teaching decisions, feedback and future planning. The purpose is not simply to see that children are working, but to understand **what and how well they are learning**.

Preparation

- Decide specifically what you are looking for before children begin the task.
- Link what you are tracking directly to the learning objective or key teaching point.
- Identify likely misconceptions or errors that you want to monitor.
- Consider which children, groups or areas of the classroom you need to check particularly carefully.
- Agree with the teaching assistant what each adult will track so that information is gathered efficiently across the class.
- Have live marking sheets available for all adults to use.

Script

"As I come around, I am looking for..."

"I'm checking that everyone has..."

"I'm looking to see whether you have used..."

"Show me where you have..."

"Talk me through how you got to this point."

"I've noticed several people have..."

"I can see that we need to revisit..."

Tracking, not watching in progress

Identify – decide precisely what evidence of learning you are looking for.

Track – circulate purposefully and seek that evidence in children's work, responses and discussions.

Notice – identify patterns, successes, misconceptions and gaps in understanding.

Record – where appropriate, make brief notes or use live marking systems to capture useful

information.

Respond – provide immediate feedback, support or challenge where appropriate.

Adapt – use the information gathered to decide whether to pause, re-teach, model again, provide further practice or move learning forward.

Possible techniques

- Track one specific feature at a time rather than attempting to assess everything.
- Use a live marking sheet to record those who have secure understanding or need support.
- Sample work from different areas of the classroom rather than relying on the same children.
- Look for patterns. If the same misconception appears several times, pause the class and address it rather than correcting children individually.
- Use teaching assistants strategically by agreeing different children, groups or features of learning for each adult to track.
- Ask brief questions while circulating to check understanding.
- Adjust teaching in the moment. Tracking should result in action rather than simply observation.

Cold Call

Why is it important?

We use cold call to establish an inclusive classroom culture where all children understand that their thinking and contributions are valued and that everyone is expected to participate in learning. Cold calling relies on a culture where children feel safe, staff should know their children and ensure they are never put in a position where they feel anxious. Cold call should be predictable, positive and supportive. It is not designed to catch children out.

Rather than relying on children to volunteer answers by raising their hands, the teacher selects children to respond. This increases participation, allows the teacher to check understanding across the whole class and ensures that questioning is not dominated by the most confident children.

When embedded consistently, children understand that they may be asked to contribute at any point and therefore remain actively engaged in the thinking.

Preparation

- Establish cold call as a normal and positive classroom routine.
- Plan key questions in advance and consider where cold call will provide useful information about children's understanding.
- Ensure questions are accessible and appropriate for the child being asked.
- Build in appropriate wait time so that all children have time to think before a child is selected.
- Consider when children may benefit from rehearsing their ideas through Turn and Talk before being asked to respond.
- Plan appropriate scaffolds or prompts for children who may need additional support to formulate an answer.

Script

"Have your answer ready because I could ask anyone."

"Think first. I'll choose someone to share."

"...what do you think?"

"...what did you and your partner discuss?"

"...can you build on that answer?"

"...do you agree? Why?"

"Let's hear from someone we haven't heard from yet."

Cold Call in progress

Ask – pose the question to the whole class before naming a child so that everyone is expected to think.

Pause – provide appropriate wait time for all children to formulate a response.

Select – choose a child to respond rather than relying only on volunteers.

Listen – give the child time and attention to provide their answer.

Probe – where appropriate, use follow-up questions to deepen or clarify the response.

Continue – move to another child to build upon, compare or challenge the response.

Possible techniques

- Ask the question before naming the child so that all children engage with the thinking.
- Use cold call regularly so that it becomes an established classroom routine.
- Maintain a warm and positive tone when selecting children to answer.
- Use turn and talk before cold call to allow children to rehearse more complex responses.
- Use follow-up questions to encourage children to build upon the responses of others.
- Combine cold call with appropriate wait time so children have sufficient processing time.
- Ensure questioning is distributed across the class.

No Opt Out

Why is it important?

We use no opt out to establish the expectation that every child can and will participate successfully in learning. When a child does not know an answer, gives an incorrect response or is reluctant to attempt an answer, the interaction should not simply end or move immediately to another child.

Instead, the teacher provides the support necessary for the child to reach or practise the correct response. This may involve providing a prompt, breaking the question down, hearing the correct answer from another child or modelling the response. The original child is then given the opportunity to return to the question and successfully give the correct answer. It should always be delivered positively and supportively, never as a means of embarrassing or putting pressure on a child.

Preparation

- Establish a classroom culture where mistakes and uncertainty are treated as a normal part of learning.
- Anticipate questions or concepts where children may need additional prompts or scaffolding.
- Consider how questions could be broken into smaller steps if a child is unsure.
- Plan prompts, cues or sentence starters that can support children without immediately giving them the answer.
- Ensure children understand that “I don’t know” means they will receive support to help them reach the answer, rather than being allowed to disengage from the learning.
- Consider individual needs and provide appropriate thinking and processing time.

Script

“Have a think. I’m going to come back to you.”

“Let’s break that down.”

“What do we already know that might help?”

“I’ll give you a clue...”

“...can you help us?”

“Thank you. Now, ..., can you tell me the answer?”

No opt out in progress

Ask – pose a question and provide appropriate thinking time.

Identify – recognise when a child cannot answer, gives an incorrect response or is reluctant

to engage.

Support – provide a prompt, scaffold or smaller step to help the child reach the answer.

Seek help – if necessary, ask another child to provide or explain the correct response.

Return – come back to the original child and ask them to repeat or apply the correct answer.

Acknowledge – positively recognise the successful response before continuing with the learning.

Possible techniques

- Provide a verbal prompt or clue before seeking an answer from another child.
- Break a complex question into smaller, more manageable questions.
- Ask another child to provide the correct answer/explain their thinking before returning to the original child to repeat.
- Use sentence stems or vocabulary prompts to support children who know the answer but struggle to formulate their response.
- Give additional thinking time and make it clear that you will return to the child.
- Recognise the child's eventual success positively and move on.
- Distinguish between a child who **cannot yet answer** and one who is **choosing not to engage**, adapting the level of support accordingly.
- Maintain high expectations while providing the scaffolding necessary for every child to experience success.