Ladygrove Primary School and Nursery

Teaching and Learning Policy.

''Every Day Counts, Every Minute Matters…"

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At Ladygrove, we recognise that **high quality teaching and learning is the vehicle for enabling all children to achieve their full potential.** This policy outlines school's pedagogical approach to teaching and learning. Our Teaching and Learning policy is built upon these **five themes** to allow children to achieve positive outcomes in terms of progress/ attainment and develop a love of learning.

1. **We believe that high quality teaching and learning has a long-term positive effect on pupils' life chances.** This is particularly true for those children classed as disadvantaged (in receipt of FSM, PPG, SEND, CiC or who are below ARE).

2. **We believe all school staff should have high expectations for all children.** Setting goals that stretch and challenge pupils is essential for future success.

3. **We see good behaviour for learning as important** to underpinning children's future educational success. We use the school Learning Animals and values to encourage positive behaviour for learning and equip children with the skills to be successful learners.

4. **We recognise that providing children with high quality first teaching is essential** in enabling all pupils to reach their potential; through carefully planned and engaging lessons we aim to meet the diverse needs of all learners.

5. **We recognise that a relationship-based approach is key to enabling children to make good progress.** We know the importance a sense of belonging brings, and we understand the significance of building strong and supportive relationships with children and their parents/ carers.

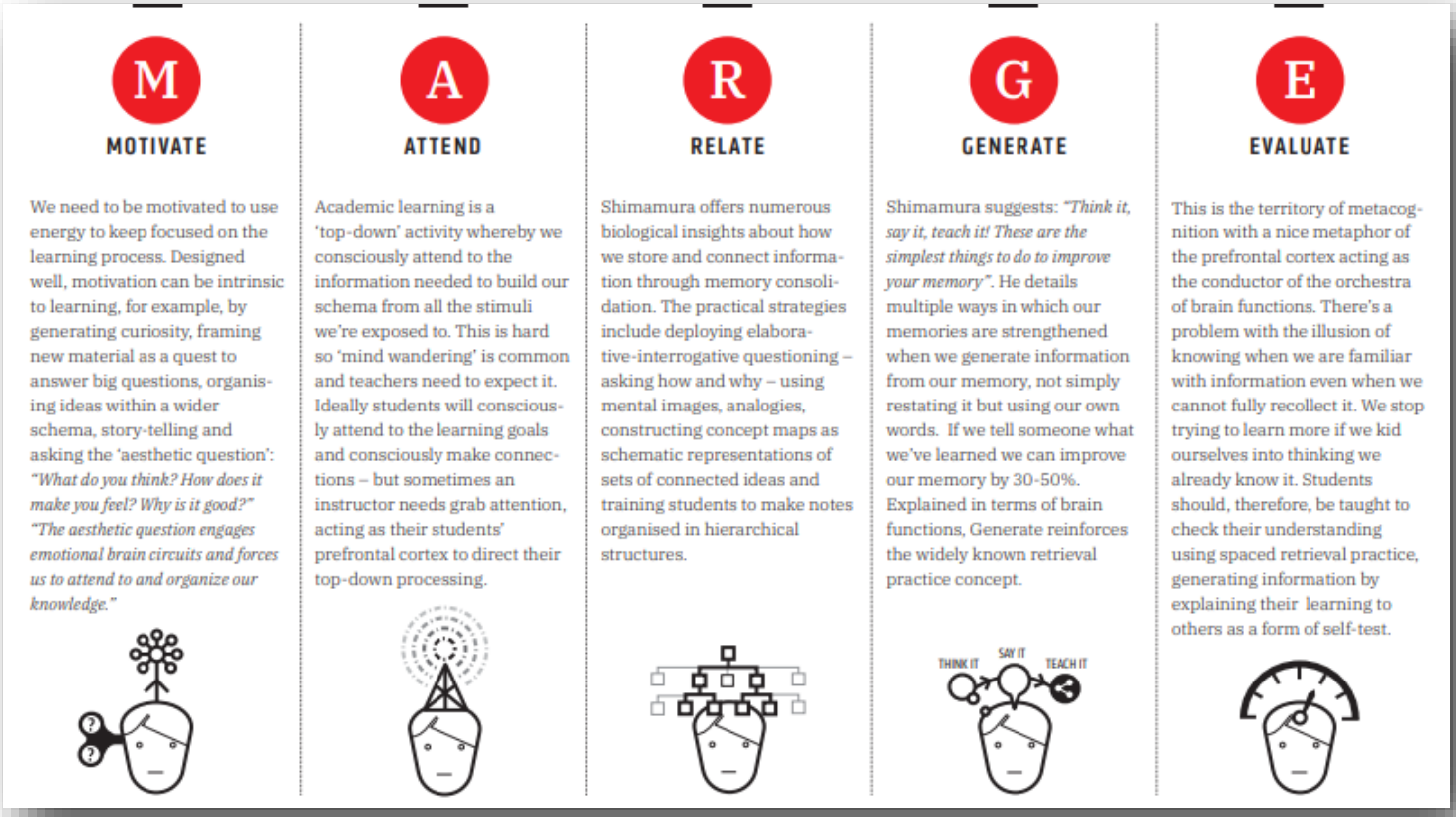
What makes effective teaching?

We believe all the below elements are key for developing effective learners who can know and remember more. Each element is inter-related and overlaps.

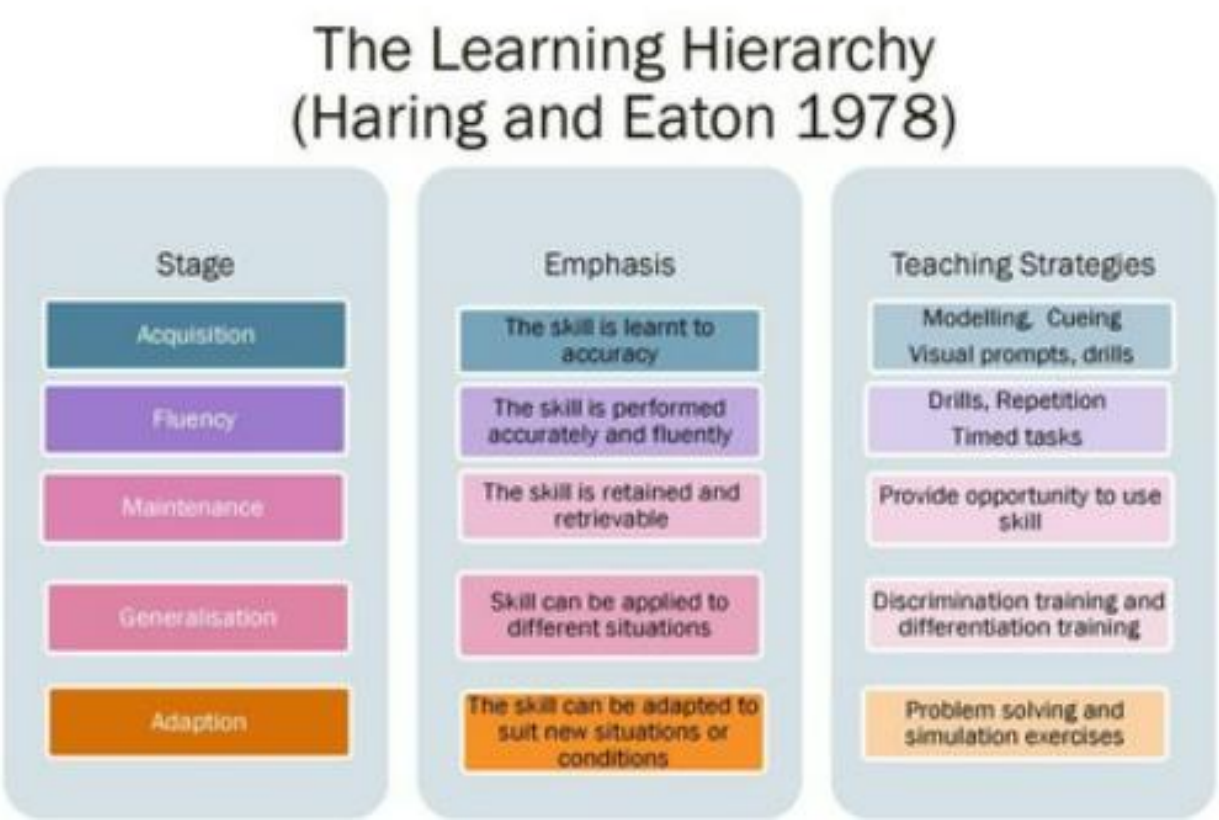
1. **A strong pedagogical approach:**

At Ladygrove, we believe that **effective teaching happens when teaching staff have good subject knowledge**. To do this, we ensure that **staff deepen their subject knowledge at every opportunity.** Continued professional development, which is delivered both in house and by external specialists, enables staff to develop their understanding of teaching and learning. Teachers' subject knowledge is supplemented by schemes to support them with planning and delivery. Strong subject knowledge enables teaching staff to address pupil misconceptions and support them with overcoming barriers to understanding. **We believe in every classroom teacher being the best teacher that they can be**. 'Every day is a school day' for children and teachers at Ladygrove as learning is at the heart of all we do.

Our approach to teaching is underpinned by the use of **MARGE** – an acronym based on a whole-brain learning approach for student and teachers by Professor Arthur Shimamura. **MARGE** filters through teaching and learning as **M**otivate **A**ttend **R**elate **G**enerate **E**valuate.



Alongside **MARGE,** we use the stages in the **Learning Hierarchy** to ensure that knowledge is embedded and that children are given regular retrieval and application practise.



The analogy of driving a car can be used to exemplify the learning of new knowledge and skills; during the **Acquisition Stage** you learn where the parts of the car are, how to find the biting point, stall a few times,

practise steering etc. with mixed success and more difficulty. The instructor would model this and offer visual prompts etc.

During the **Fluency Stage,** you would learn to turn the car on, find the biting point, turn the wheel etc. With less support and greater fluency (after a period of practice), the instructor would support this by offering repeated practice of skills etc.

The Maintenance Stage would be getting into a car even after not driving for a while and still knowing how to drive. The instructor would provide opportunity to use the skills that have already been taught.

During the **Generalisation Stage**, driving becomes second nature, you can get into other cars, adapt to the handbrake being into a different place etc.

Adaptation would be the stage where you drive in a new country on different roads or on the other side of the road, for example.

2. **Quality of Instruction: Oracy**

Oracy is at the heart of learning and imperative for strong teaching and learning. For teaching to be effective, teachers need to give **clear instruction** to pupils and pupils need to understand them. **Vocabulary is explained** to children prior to lessons and revisited. For foundation subjects, this is listed on pupil Knowledge Organisers.



We recognise that some children have a significant language disadvantage when starting school and we need to close this to allow them to be successful learners. **We are beginning to implement 'stem sentences' to develop children's** understanding and reasoning ability.

3. **Quality of Instruction: Effective modelling and scaffolding of learning**

Teachers explicitly model what is expected of children **using both verbal and nonverbal information** (words and images). This prevents children's working memory from becoming overloaded when learning new knowledge or skills.

Effective modelling is a key element of high-quality teaching involving the teacher clearly demonstrating the learning process **so that pupils can understand not only what to do but how to do it.** Through modelling, **teachers make their thinking explicit by verbalising their thought process,** demonstrating skills **step by step** and **showing examples** of high-quality outcomes.

Effective modelling helps pupils to build confidence, develop independence, and understand the expectations of the task. Teachers use strategies such as worked examples, writing frames, shared writing,

practical demonstrations, talk-partners and 'Teaching for Mastery' maths strategies to support pupils in **deepening their knowledge and understanding of new concepts and skills**.

Modelling should be clear, structured and broken down into small steps. **New learning is scaffolded to allow children to achieve;** for example, Widgits, pictures/word prompts, number lines, phonic sound charts, word lists, formulae sheets and checklists and talk as a tool for learning.

Teachers should **address common misconceptions in their modelling**. In doing this, they are enabling pupils to become more effective leaners. **Teachers should also demonstrate how to check and improve work during their modelling.** This also enables the children to develop more complex schemata.



These **scaffolds allow children to learn more effectively by reducing the demands on working memory.** Effective scaffolding teaches children to be independent and access resources to support their learning. **Resourceful Squirrel is the Learning Animal that embodies these characteristics of learning.**



Effective scaffolding also takes place by using collaboration between pupils. **Talk partners or trios** or used to support learning and share the demands of problem-solving tasks. **Team Ant is our Learning Animal who teaches children to work in reciprocal relationships.**

As pupils become more confident in their retrieval of knowledge and application of skills, the level of support should be gradually reduced to encourage independence. Effective scaffolding involves the stepping back to assess if children have gained the required knowledge.

4. **Questioning is used to deepen children's understanding** and to assess what they have understood.

Questioning is key to the learning process it **allows teaching staff to assess if the "message sent"** through their teaching has **"been received"** in the anticipated way. Questioning does not just involve asking children "if they understand" but probes and deepens understanding. **Effective teaching involves staff taking time to explain, clarify and check for understanding.** It involves asking learners to explain the thought processes used to arrive at an answer and to "narrate" their thinking. It involves teachers asking, **"Can you tell me what you have understood?"** rather than "Have you understood?".

Our approach to questioning is underpinned by Bloom's taxonomy. Bloom's Taxonomy is a well-known educational framework that organises learning into **six cognitive levels**, arranged from simplest to most complex.
Teachers use this to structure questioning, tasks, and assessment to gradually deepen thinking.

Bloom's Six Levels

Level	Cognitive skill	Example teacher question
1. Remembering	recalling facts and information	*"What are the features of…?"*
2. Understanding	explaining ideas	*"Can you summarise…?"*
3. Applying	using knowledge in new situations	*"How would you use this method to…?"*
4. Analysing	breaking concepts apart	*"What is the relationship between…?"*
5. Evaluating	making judgments	*"Which option is better and why?"*
6. Creating	generating new ideas or solutions	*"Can you design your own…?"*

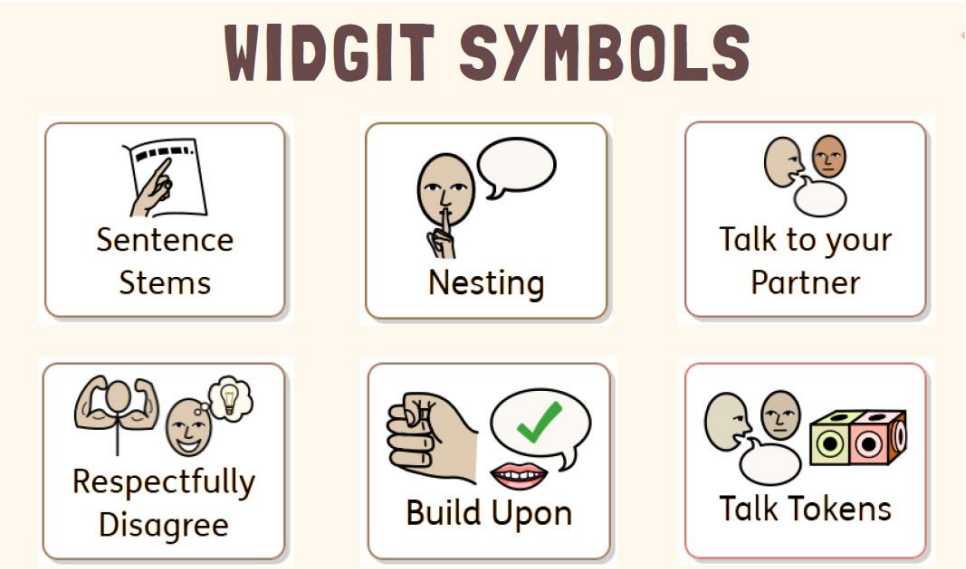
At Ladygrove, we use the following questioning approaches:

Whole class response:
Sometimes **whole classes or large groups are asked the same question and asked to respond**. In the teaching of Times Tables and phonic sounds, these can be seen and orally responded to as well as written on whiteboards/ in their books. The answers to these questions are usually in response to the lower-level questions in Blooms, building automaticity of recall and free working memory in the long term.

Cold Calling/ No opt out (Based on Lemov – Teach like a Champion)
Teachers ask set children questions based on their knowledge of the children. **"Thinking time"** is given to the children. This is imperative for all children, but particularly for those who need **more time to process language**. If the children do not know the answer, they explain what they know but then have the opportunity to **"ask for a repeat", "phone a friend" or "ask for a clue".**



Other class members are then able to support them in answering the question. Other class members can then **"build upon"** (fists on top of each other in a building motion) what their peers have said, expanding upon the answer using the Teaching for Mastery Maths symbol for build upon. Children can also **"respectfully disagree"** using the Teaching for Mastery signal (tapping their arm) to offer an opposing idea.



Drawing on the work of Tom Sherrington and Barak Rosenshine (*Rosenshine's Principles in Action*), teachers use the strategy **"Say it better"** to develop pupils' oracy, precision, and depth of understanding. When a pupil's initial response lacks clarity, detail, or accuracy, they are supported and encouraged to refine and improve their answer.
This approach provides pupils with the opportunity to extend their thinking, use more sophisticated vocabulary and articulate their ideas with greater confidence and accuracy. It promotes a culture of high expectations, where all pupils are expected to engage thoughtfully and strive for quality in their responses. In addition, pupils are encouraged to actively listen and respond to one another by building upon their peers' contributions or, where appropriate, respectfully challenging them. This may be supported through agreed classroom talk structures, such as the use of **"build upon"** or **"respectfully disagree,"** fostering collaborative dialogue and deeper understanding across the classroom.

Where pupils make mistakes, these are recognised as valuable learning opportunities. A misconception identified in one pupil is often indicative of a wider need within the class. Teachers proactively identify and address misconceptions, using immediate intervention to provide timely support and ensure that pupils can successfully progress in their learning.

5. **Teaching connects prior learning to new learning – we help children to develop robust schemas**

A **schema** is a mental framework or structure that helps the brain **organise, store, and retrieve knowledge**. At Ladygrove, we think of schemas as *mental folders* that allow children to make sense of new information by connecting it to what they already know. When teachers plan with schemas in mind, learning feels **coherent**, **connected**, and **progressive**. We recognise that prior knowledge is a contributing factor to our ability to be able to learn new information. **The more interconnected and formed children's schemata are, the better able they are to interconnect knowledge and recall prior learning**. If a schema contains **incorrect information**, or a **misconception,** teachers need to ensure that the child fully understands this prior to moving onto new learning.

We develop the use of schema, by **revisiting prior knowledge** and future learning by our Looking for Learning slide, seen below;



In addition, **mind-maps (The Big Question) are used to connect ideas/ schema** at the start of History, Geography and Science topics. These are then **revisited with 'new knowledge'** at the end of themes.

6. **Regular opportunities to recall knowledge and skills:**

We use strategies developed from '**cognitive science in the classroom' to support brain-based learning approaches.** Time is given for children to practise so that key skills are embedded securely.



Time is also given to children to review previous learning through our **'Marvellous Memory'** approach. Our learning Animal, **Wise Owl, teaches the children the importance of recalling knowledge** previously taught. **Marvellous Memory and retrieval activities** are embedded within lessons as a system for recalling prior knowledge and practising skills. Prior knowledge is listed on the Foundation Subject Knowledge Organisers.

Children are given regular opportunities to **'practise' recalling key knowledge**. This allows children to **'retrieve' information from long term memory** which frees up working memory for dealing with more complex tasks. Retrieval tasks can include activities such as flash-cards, quizzes or creating mind-maps. For some pupils who are not at age-related expectations in specific subjects, for example reading fluency interventions are given to develop this. These interventions have proven impact in improving attainment. **We distribute learning and retrieval tasks over time to allow links to be made.**

7. **Assessment drives teaching and learning**

We believe that **assessment for learning is imperative in the cycle of plan – teach- review**. Where assessment for learning identifies that pupil's knowledge is not secure, time will be given to allow this to be secured in long-term memory. **Where misconceptions have been identified, teaching staff will unpick these** to allow for them to be addressed. This will ideally be through 'instant intervention' or verbal feedback. 'Think pink' comments may be used by staff in marking as necessary (see marking policy for further guidance).

Assessment for Learning Strategies that we regularly use in school are: My Marvellous Memory, Concept Cartoons, Positive-Minus-Interesting, Say it better, Word Maps. See Appendix for examples.

8. **A school culture for learning**

For teaching to be effective, there needs to be strong reciprocal relationships in place between the teaching and pastoral team and the children with who they work. We recognise that children need **to have a strong sense of belonging.**

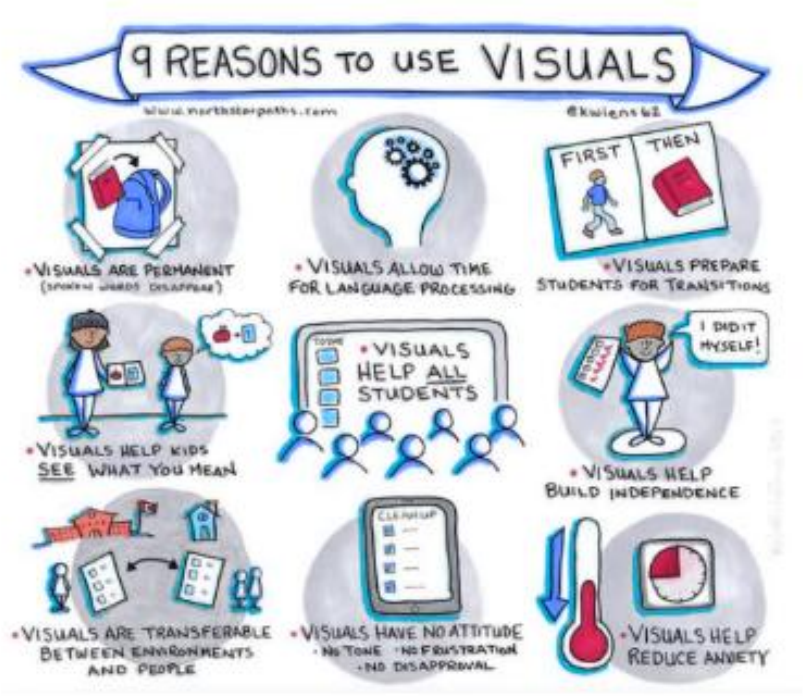
We value regular school attendance and recognise the importance this plays in improving outcomes for children. This links directly to our school motto of **"Every Day Counts, Every Minute Matters".** We recognise that on some occasions and for some individuals, regular school attendance is more challenging. When absence occurs, where possible, **children will be given the opportunity to catch up on lost learning**. These may take place in Early Morning Work or as part of a lesson. **We recognise that missing learning can disrupt the learning journey for children.** Our school culture for learning is underpinned by recognising children as individuals and attributing success in learning by valuing effort and teaching children to be resilient. This in turn promotes self-efficacy (self-belief), improves children's ability to self-regulate and embeds a positive learning climate. Children are given responsibility. They have positions on pupil voice committees such as school Council, Team Safeguarding and the Wellbeing Council. They are taught about democracy. **Our school culture of learning is embodied by our school learning animal of Tough Tortoise.**



9. **A school climate for learning:**

We have **high expectations of children's behaviour** both in class and throughout school. Good behaviour for learning is valued as it allows children to concentrate on the process of learning. It allows distractions to be minimised to 'free-up' demands on working memory.

Learning environments are organised to facilitate learning. Visuals are in place to support learners.



Visual timetables are in place to support children with daily routines. Classrooms are kept **tidy and well organised**. **Muted colours** are used on classroom display to not distract children and to support neurodiverse learners. Classrooms themselves **scaffold learning, containing working walls for core subjects**. **'Washing lines'** are used to support the writing process. Book corners are inviting. **Maths resources are readily available** so that pupils can choose equipment to support them with their learning. Corridor displays celebrate student success and model good examples of work.

Within the Early Years children can learn through, well organised, stimulating and safe environments and the time with which to explore them. At Ladygrove we believe a well set up learning environment is a powerful additional teacher. There are three aspects of the learning environment. These are the emotional environment, the indoor environment and the outdoor environment. All are to be equally valued and planned for by staff.

High expectations for all – regardless of disadvantage or barriers to learning:
Although we recognise that effort is the key to academic success, **we believe high teacher expectations achieve improved student outcomes**. As teachers we set targets for children based on their past academic successes, however we also take into account where children need to be in terms of Age Related expectations (ARE). We also recognise that some children will achieve Greater Depth and will need to be stretched and challenged to achieve this. These targets will be reviewed annually and children's progress towards achieving them will be routinely assessed. **We will encourage all of our students,** regardless of barriers to learning, **to achieve the best outcomes that they can**.

Within Early Years practitioners continually consider the children's next steps based on observations and interactions. These are then used to support future planning, observations and scaffolding.

10. Effective Planning

Curriculum

The curriculum at Ladygrove is **carefully mapped** out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time. **Substantive and disciplinary knowledge** are identified for subjects and themes. **New learning is based upon what has been taught before and prepares pupils**

for what they will learn next. There are **clear end points** which pupils work towards on their learning journey.

We organise learning as much as possible under a **termly or half-termly themes**. These themes have a driver subject, which is usually History or Geography in nature, however in EYFS this theme is much broader to cover the areas of the EYFS curriculum. These themes are listed on the school website. **Knowledge organisers** are provided for these themes across KS1 and KS2. Where possible, writing opportunities are planned across the curriculum.

We use the following schemes published schemes in school. These are used to support staff subject knowledge and support in reducing teacher workload;
Maths – White Rose Hub
Maths Fluency – Number Sense, Times Table Rockstars, Numbots
Phonics – Read, Write Inc
Spelling - Grammarsaurus
Science – Grammarsaurus (KAPOW for EYFS)
Art – KAPOW Art
D & T – KAPOW D & T to supplement additional school written lessons
Computing – Teach Computing and NatterHub
MFL – French: Primary Languages Network
RE – KAPOW RE
PSHE - Jigsaw including supplementary lessons from No Outsiders and Expect Respect schemes
PE – Get Set for PE
Music – Get Set for Music

When planning individual lessons, teachers will draw on their knowledge of the curriculum and their classes to enable them to identify common misconceptions and to demonstrate overcoming these out in their teaching. Lesson flipcharts are used for lesson planning. We do not expect teachers to produce separate planning for individual lessons.

We use a WALT (We are Learning to) which identifies key knowledge and skills that we are expecting the children to demonstrate in lessons. The school's Learning Animals are included on the WALT to ensure that children relate them to the learning process. The WALT is shared on the flipchart with all children as well as being stuck into children's books.

Date:				*Self/Peer Assessment*
WALT:				
LOOKING FOR LEARNING:				*Child*
PRIOR KNOWLEDGE ***I know***				
NEW SKILL ***I can***				
CONCEPT ***I understand***				
Level of support – please circle:	*I*	*CT*	*TA/HLTA*	*Peer*
Which learning animal/s did you use today?				

Learning Animal information:

Resourceful Squirrel



How to be a resourceful squirrel

I use the resources in the classroom to help me; dictionaries, thesauruses, displays, word cards and maths equipment etc.(Capitalising)

I can find the things I need to carry out an activity and to help me when I get stuck.(Capitalising)

I try to work things out myself and think carefully about what i need to carry out an activity.(Capitalising)

I know what I need to do to improve my work and make sure that I act on it.
(Capitalising)

Team Ant



How to be a member of Team Ant

We are reciprocal.
(Collaborate)

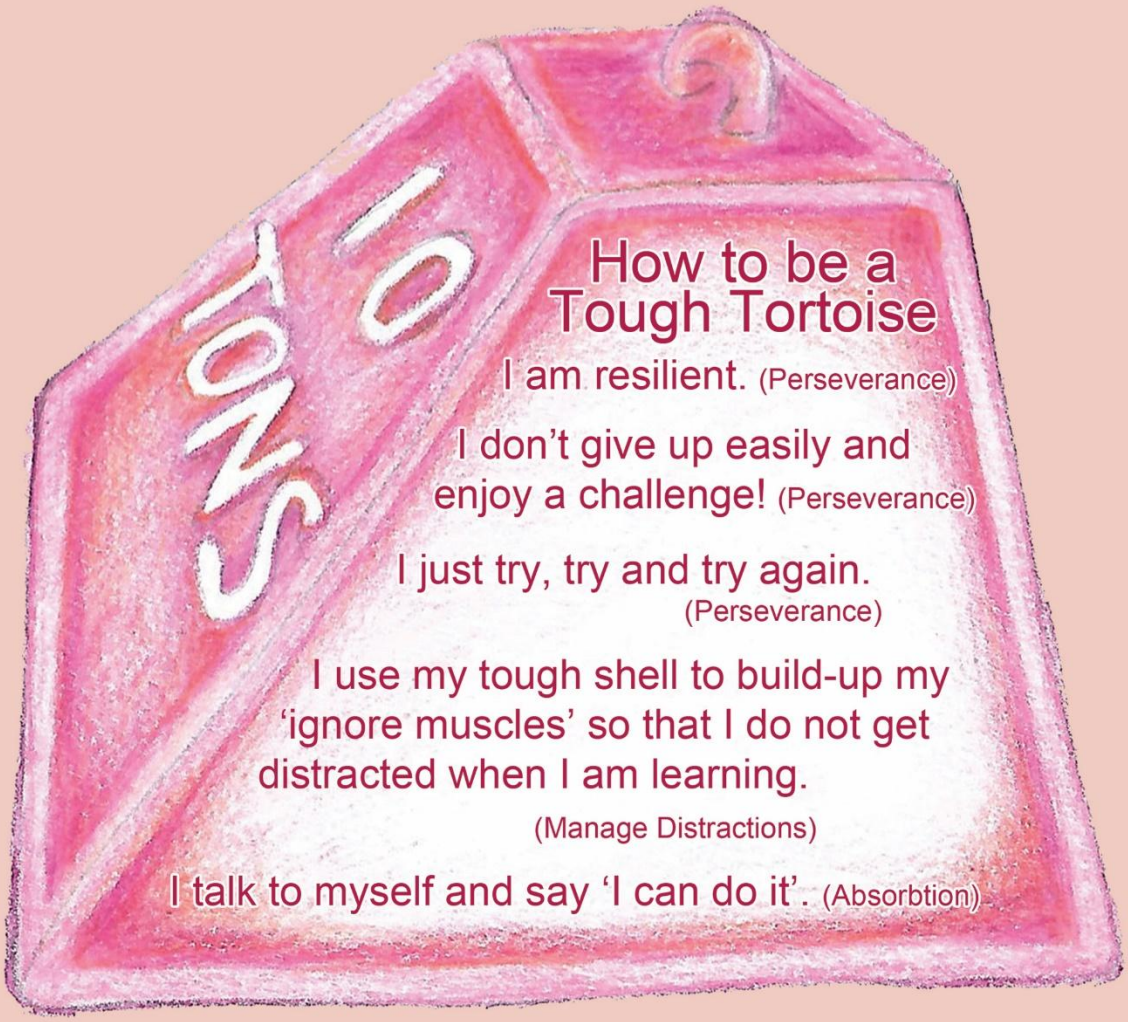
We are good listeners.
(Empathy)

We can work well as part of a team.(Collaborate)

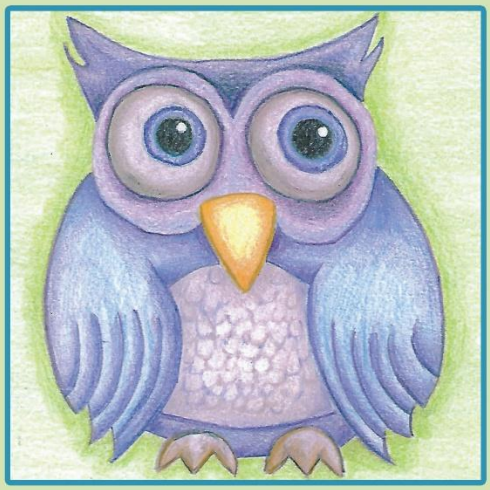
We help each other with tasks and remember to take turns.(Collaborate)

Tough Tortoise





Wise Owl



How to be a Wise Owl

I am reflective and think carefully about what I have learnt. (Distilling)

I think back to the learning I have done before.(Distilling)

I try to work out ways to stop me being stuck with my learning.(Planning)

I am good at planning my learning. (Planning)

Policy- Document Status			
Date of Policy Creation	January 2023 – reviewed every year annually	Named Responsibility	Jo Weichlbauer
Date of review completion	April 2026	Named Responsibility	Jo Weichlbauer
Inception of new Policy	November 2025	Named Responsibility	Full Governing Body
Date of Policy Adoption by Governing Body		May 2026	