



Teaching and Learning Policy February 2026

“Learn with Love, Flourish in Faith”

Our School Vision

Do everything in love (1 Corinthians 16:14)

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God’s wonderful world.

We believe the six key values which characterise our school are:

- Thankfulness
- Generosity
- Respect
- Forgiveness
- Honesty
- Perseverance

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential.

Approved by:	Date:
Last reviewed on: 9 th February 2026	
Next review due by: 9 th February 2027	

1. Introduction and Purpose

This Teaching and Learning Policy outlines the principles, practices, and expectations for teaching and learning at Church of Ascension C.E Primary School. It is underpinned by our school vision, "Learn with Love, Flourish in Faith," and our core values: Thankfulness, Generosity, Respect, Forgiveness, Honesty, and Perseverance. The policy aims to ensure high-quality teaching and learning experiences for *all* students, enabling them to reach their full potential academically, socially, and spiritually.

Our learning curriculum drivers and learning behaviours:

Resilience Bounce-back-ability. My Favourite Mistake	Aspiration Aspire for higher
Independence 5 Bs	Appreciation God’s Wonderful world!

2. Aims and Objectives

This policy aims to:

- Provide a consistent and high-quality approach to teaching and learning across the school.
- Create a stimulating and engaging learning environment that fosters a love of learning.
- Promote the intellectual, social, emotional, and spiritual development of all students.
- Ensure that all children have access to a broad and balanced curriculum that meets their individual needs.
- Develop children's skills, knowledge, and understanding in all areas of the curriculum.
- Promote independent learning, critical thinking, and problem-solving skills.
- Foster a culture of collaboration and continuous improvement among staff.
- Ensure that teaching and learning practices are informed by research and best practice.
- Address the needs of vulnerable children and close the attainment gap.
- Promote high expectations for all children, including those with SEND.

3. Roles and Responsibilities

- **Governing Body:**
 - Oversee the implementation and effectiveness of the policy.
 - Ensure that the policy is reviewed regularly.
 - Allocate resources to support the implementation of the policy.

- **Headteacher:**
 - Ensure that the policy is implemented effectively across the school.
 - Monitor the quality of teaching and learning.
 - Provide leadership and support to staff.
- **Senior Leadership Team (SLT):**
 - Support the Headteacher in implementing the policy.
 - Monitor the implementation of the policy in their areas of responsibility.
 - Provide training and support to staff.
- **Subject Leaders:**
 - Develop and implement subject-specific teaching and learning strategies.
 - Monitor the quality of teaching and learning in their subject area.
 - Provide support and guidance to teachers.
- **Teachers:**
 - Plan and deliver high-quality lessons that meet the needs of all children.
 - Assess student progress and provide feedback.
 - Create a positive and supportive learning environment.
 - Implement the school's behaviour policy.
 - Attend relevant training and professional development.
- **Teaching Assistants (TAs):**
 - Support teachers in delivering high-quality lessons.
 - Provide targeted support to students who need it.
 - Work under the direction of the teacher.
- **Students:**
 - Engage actively in their learning.
 - Follow the school's behaviour policy.
 - Respect the rights and needs of others.
 - Take responsibility for their own learning.
- **Parents/Carers:**
 - Support their child's learning at home.
 - Communicate with the school about their child's progress.

4. Teaching and learning environment

Pupils are safe, successful and known.

At Church of the Ascension Primary School, we believe that teaching well is underpinned by relationships. We seek a specific kind of relationship that is unique to the role of teaching and learning. These relationships are based on trust.

Safe

- Children are safe and feel valued.
- Careful transitions to ensure that children feel confident in moving to a new class - “what I want my teacher to know about me” activities mean that teachers and pupils are well prepared for the next step in education.
- School and classroom expectations and routines are followed consistently.
- Our school values are modelled by all.
- Children have friends at school.
- Children feel safe to make mistakes and learn from them.
- Parents feel welcome and informed.
- Staff and children embrace and celebrate cultural diversity.
- Ideas are shared and supported, as a team.
- Staff and children live our team behaviours and promote our school values.
- Relationships are rooted in high expectations and nurture.
- Actions promote psychological safety of all.
- Daily timetables are displayed in every classroom.
- Classrooms and communal areas are kept tidy and organised.

Successful

- Children and staff are on time and well prepared.
- Children and staff practise and live school/classroom routines and practices.
- Staff demand the best from every child.
- We expect excellent behaviour.
- Staff adapt teaching to meet the needs of all children.
- Staff model expectations clearly and with expert explanation.
- Staff use data to inform practice.
- We all follow the timetable, so the curriculum remains broad.
- Children follow the school’s presentation expectations.
- Lessons are effectively adapted to ensure that every child experience success, with an appropriate level of independence.
- Learning walls are used purposefully and effectively to support children to work with increased independence and confidence.

Known

- Each child is valued as an individual.
- Progress is noticed and articulated.
- Children know their next steps to continue to make progress.
- Thoughts, opinions and contributions are known and cared about.
- All children are expected to contribute to all parts of lessons, through quality questioning and a variety of methods to respond.
- Adherence to the marking and feedback policy means that children know how they are getting on with their learning. Mistakes and common misconceptions are quickly

addressed. Children requiring additional support, short or longer term, are identified and appropriate interventions are put in place.

5. Teaching and Learning Principles

We use Rosenshine’s Principles of Instruction to underpin our teaching and learning, as it provides a sound structure to embed highly effective strategies that are deep rooted in research. It is our ambition that this will result in stronger outcomes. We are supporting teachers to implement practice, in line with Rosenshine’s Principles, through continuing professional and leadership development. We use Teaching Walkthrus (Tom Sherrington and Oliver Caviglioli) materials to support with this.

In line with Tom Sherrington’s interpretation of Rosenshine’s Principles of Instruction, we have distilled the 10 principles into 4 central areas:

Reviewing material	Sequencing concepts and modelling
Effective questioning	Stages of practice

Sequencing concepts and modelling	<ul style="list-style-type: none"> • New material is presented using small steps and is made relevant to children's lives. • Questioning is used throughout to ensure children are actively thinking. • Teachers provide exemplar work and scaffolds for tricky tasks (e.g. writing frames). • Teachers use the white-board and visualisers to model work for students. • Direct Instruction: Providing clear explanations and modelling skills.
Adaptive Teaching <ul style="list-style-type: none"> • All children are valued and supported to reach their full potential, regardless of their background or ability. • Teaching is tailored to meet the individual needs of all children, so that all can experience motivation through success. • Teachers regularly check for understanding and adapt their lessons based on what children know. • Teachers skilfully plan to prevent and address misconceptions. • Assessment is used to diagnose and inform next steps. • Use of all available data and student information to plan for individual needs. • Additional interventions for disadvantaged, vulnerable, PP and SEND children. 	

Reviewing material	<ul style="list-style-type: none"> • Retrieval lessons at the start of every new topic to relate new learning to previous learning. • Agreed lesson formats for phonics, maths and English lessons will be followed with consistency. • In foundation subjects, the key inquiry question and progress towards answering it, will be reviewed at the start of each lesson. In addition, sticky knowledge from the previous lesson will be reviewed. Short plenary tasks can be used to summarise the learning in a lesson referring back to the lesson key question and how this helps us to answer the big question, with confidence. • Children correct and improve their work. • Great student work is shared and celebrated in Friday's Praise Assemblies. • An interleaved curriculum helps children to know more and remember more. • Through live marking and assessment points, high quality feedback is given throughout the lesson
Literacy and oracy	<ul style="list-style-type: none"> • Challenge low standards of presentation, literacy and oracy. Ask children to 'say it again, better'. • Use sentence stems and other literacy resources and displays to improve oracy and writing in the classroom. • See our literacy policies for a detailed break-down of our approach to improving standards of literacy.
Questioning	<ul style="list-style-type: none"> • To maximise participation, teachers avoid asking for hands up to questions and will use other methods to seek responses from the children. • Children are given opportunities to 'think, pair, share' and discuss things as groups. • Children are encouraged to 'Say it again, better'. • Children use mini whiteboards to enable teachers to check group understanding.
Relationships and expectations	<ul style="list-style-type: none"> • Consistent application of classroom rule - be ready and responsible to learn - to help maintain high expectations and support a positive learning environment. • Strong relationships formed between teachers and students through authentic praise, positive framing and support. • Children receive regular and constructive feedback on their work. The majority of this will be live, in the moment to ensure that feedback is meaningful and relevant. Common errors and misconceptions are addressed. Children will then be able to make the relevant improvements to their work. Mistakes are celebrated through, 'My Favourite Mistake' so that children are not afraid to take risks and learn valuable lessons from errors. • Children are challenged to achieve their full potential.

	<ul style="list-style-type: none"> • Author’s chair allows children regular opportunities to showcase their own writing skills. • Regular opportunities for children to be a ‘critical friend’ - trusting relationships mean that children can give each other honest and respectful feedback.
Stages of practice	<ul style="list-style-type: none"> • Children are given opportunities to practise until they are successful. • Teachers gradually withdraw scaffolding and support. • Practice can be guided or independent. • Home Study is available so that students can continue their learning at home. • Obtain a high success rate.
Subject knowledge	<ul style="list-style-type: none"> • Teachers are supported to be experts in the areas of the curriculum that they teach. • Teachers reflect on their practice and identify areas for improvement. • Teachers work collaboratively to share best practice and improve teaching and learning.

Agreed lesson structure:

Church of the Ascension Agreed Lesson Structure				
Know more, remember more , apply more				
<p>Inquiry Question for the topic – key question that all lessons will feed into. An open-ended question that is specific to the desired knowledge and skills. It will encourage critical thinking, discussion and exploration.</p>				
<p>Sub question for each lesson specifically related to the desired knowledge and/ or skills.</p>				
<p>Part1 Retrieval of existing 'Forever Facts'.</p> <p>Making Connections by remembering the skills and knowledge already learnt.</p>	<p>Part 2 – 'I do' Model – sharing knowledge and / or showing how to do something new.</p> <p>Learning Objective shared in the form of a sub-question.</p>	<p>Part 3 'We do' Practice</p> <p>Work together with teachers and peers to practise what has been taught.</p>	<p>Part 4 – 'You do' Building confidence and learning with independence. Having a go at completing a task on my own.</p> <p>Stay on task</p> <p>Use the models to help me</p> <p>Complete work in the time given</p> <p>Complete to the best of my ability</p>	<p>Part 5 – exit criteria</p> <p>A quick question or activity that will demonstrate application and confidence with new learning from this lesson</p>

6. Assessment and Feedback

- Assessment for learning is an integral part of the teaching and learning process.
- Assessment is used to inform teaching and learning and to provide students with feedback on their progress.

Formative Assessment	<p>Formative assessments are conducted during the learning process. They are informal and ongoing, providing immediate feedback to both teachers and students. It allows teachers to gauge how well students are grasping new material and where they may be struggling.</p> <p>Examples of formative assessments include:</p> <ul style="list-style-type: none">• Classroom discussions• Low stakes quizzes, polls, multiple choice questions• Observations• Interactive activities like group work or debates <p>Formative assessments allow teachers to make adjustments to their teaching methods and address areas where students may be falling behind. They are also an excellent opportunity for students to reflect on their learning and correct misunderstandings before the final evaluation.</p>
Summative assessment	<p>Unlike formative assessments, summative assessments are used to evaluate a student's performance at the end of a unit. These assessments are typically formal and are designed to measure how much a student has learned over a specific period of time.</p> <p>Examples of summative assessments include:</p> <ul style="list-style-type: none">• End of unit tests• End-of-term projects• Standardised tests <p>When used effectively, summative assessments provide a clear picture of whether students have met the required learning objectives.</p>
Marking and feedback	<p>Please see our marking and feedback policy for further detail.</p> <p>Feedback is provided to students regularly and is specific, constructive, and actionable. Students are encouraged to reflect on their learning and to identify areas for improvement.</p>

7. Inclusion

Adapting the Curriculum

At Church of the Ascension C of E Primary School, we believe that every child deserves a high-quality education tailored to their unique needs. For our pupils with Special Educational Needs and Disabilities (SEND), we adapt our curriculum to ensure they can fully access learning and reach their potential. Our approach includes:

- **Adaptive Teaching:** We modify lessons and activities to match each child's learning style and abilities. This means adjusting the pace, content, and level of difficulty to ensure all students are challenged and supported.
- **Flexible Teaching Methods:** We use a range of teaching strategies, including visual aids, hands-on activities, and group work, to engage every child. This variety helps meet the diverse needs of our SEND pupils.
- **Individualised Support:** Each SEND pupil has a Pupil Support Plan (PSP) or an Education, Health, and Care Plan (EHCP) that outlines their specific needs. We work closely with these plans to adjust our teaching methods, provide additional resources, and offer one-on-one support when necessary.
- **Ongoing Assessment and Feedback:** We continuously monitor each child's progress, adapting our strategies based on their achievements and areas that need improvement. Regular feedback helps ensure that our methods remain effective and that pupils feel supported throughout their learning journey.
- **Collaborative Approach:** We work together with parents, caregivers, and external specialists to create a supportive environment. This collaboration helps us understand each child's unique needs and ensures that our curriculum adaptations are both appropriate and effective.
- **Statutory assessment / In-school assessment:** We recognise that some pupils need additional time or breaks during assessments. We also consider flexible settings, such as a quiet room, to help reduce anxiety and distraction. Our inclusion team work closely with teachers, parents and carers, and external specialists to determine the best accommodations for each child. This collaborative approach ensures that every pupil's unique needs are met during assessments and children achieve their potential.

By adapting our curriculum for SEND, we aim to create a nurturing and inclusive learning environment where every child feels valued, capable, and inspired to learning:

- The school is committed to providing an inclusive education for all students, including those with SEND.
- The school follows the SEND Code of Practice.
- Students with SEND are identified early and their needs are assessed.
- Individual Education Plans (IEPs) are developed for students with SEND.
- Students with SEND are supported to access the curriculum.
- The school works in partnership with parents/carers and external agencies to support students with SEND.