

Charles Kingsley's CE Primary School

Teaching and Learning Policy



This policy was reviewed by the Governing Body on:

Summer Term 2026

Next Review Date: Summer Term 2028

Introduction

This policy has been developed through collaborative discussions to reflect our shared understanding of high-quality, inclusive teaching and learning. It outlines the principles and practices that ensure consistently strong teaching and, as a result, effective learning for all children.

Rationale

At Charles Kingsley CofE Primary School, teaching and learning are underpinned by our Christian vision:

We believe in providing quality education for all, supported by our core Christian values of love, courage, and hope. Our aim is to give each child a firm foundation so that they grow to positively impact our world and live life in all its fullness.

This vision reflects our commitment to enabling every child to become the very best version of themselves, academically, spiritually, emotionally and socially, so they can contribute positively to the world around them.

Our values of Love, Courage and Hope underpin all aspects of school life:

- Love encourages kindness, respect and compassion
- Courage enables resilience, perseverance and wise decision-making
- Hope inspires confidence, aspiration and belief in positive change

We expect all members of our school community to be ready, respectful and safe. These shared expectations create a culture in which all children feel secure and are able to thrive.

Aims

At Charles Kingsley's, we are committed to providing an education that:

- Builds secure knowledge, skills and understanding
- Enables children to become independent and reflective learners
- Is inclusive, ambitious and engaging for all
- Promotes a strong sense of belonging and achievement
- Prepares children for their next stage of learning and life

Inclusion

At Charles Kingsley CofE Primary School, we provide an inclusive education in which every child is supported to achieve highly, regardless of their starting point, background or additional needs. We maintain consistently high expectations for all children and are determined that no child is left behind.

We recognise that children learn in different ways and may face varying barriers to learning. By understanding each child's individual needs, including their age, stage of development, and academic, social, personal and emotional wellbeing, we ensure that teaching is responsive

and adaptive. This enables all children, including those with SEND and those who are disadvantaged, to access a broad, balanced and ambitious curriculum.

Through high-quality teaching, effective assessment, and targeted support, we remove barriers to learning and promote equality of opportunity. We foster a nurturing and respectful environment where every child feels valued, appropriately challenged, and able to thrive.

The CKS Teaching and Learning Blueprint

Teaching and learning at Charles Kingsley CofE Primary School are structured through five key pillars, ensuring a consistent and high-quality approach across the school (see Appendix I).

Pillar 1 – Inclusive Learning Environments

We create environments where all children feel safe, valued and ready to learn:

- Classrooms are calm, organised and purposeful
- Expectations are clear, explicit and consistent
- Relationships are strong, positive and based on mutual respect
- Children and staff feel a strong sense of belonging
- Resources and environments support access for all learners

Pillar 2 – Effective Learning Journeys

Learning is carefully planned, sequenced, and purposeful:

- Builds on prior knowledge and experience
- Is structured into small, manageable steps
- Is driven by a concept-led curriculum
- Provides opportunities for retrieval, practice and application
- Is regularly reviewed and adapted to meet children's needs

Pillar 3 – High-Quality Teaching Principles

Teaching is inclusive, explicit and responsive:

- Teachers use a range of strategies to meet diverse needs
- Learning includes modelling, guided practice and independent application
- Instruction is clear, structured and well-paced
- Misconceptions are identified and addressed
- Teaching is adapted responsively during lessons
- High expectations are maintained for every child

Pillar 4 – Scaffolding, Support, and Intervention

All children are supported to achieve success and develop independence:

- Scaffolding is temporary, targeted and responsive
- Children are encouraged to think and attempt learning independently
- Adults are deployed strategically to maximise impact
- Support develops thinking, rather than creating dependence
- Interventions are purposeful and aligned with classroom learning

Pillar 5 – Assessment and Feedback

Assessment and feedback are integral to effective teaching:

- Assessment is used to build on prior learning and inform next steps
- Ongoing assessment for learning is embedded in lessons
- Feedback is timely, purposeful and focused on improvement
- Children are supported to respond to feedback and improve
- Assessment informs planning, teaching, and targeted support

Learning Attitudes

At Charles Kingsley CofE Primary School, we believe that high-quality learning is underpinned by positive behaviour and strong relationships. Classrooms are places of active learning where children consistently demonstrate our expectations of being ready, respectful and safe. Behaviour is supported through a consistent, relational approach where clear expectations create a sense of predictability and security. Positive behaviour is promoted through recognition, praise and strong relationships, enabling children to regulate, reflect and restore when needed.

The Curriculum

At Charles Kingsley CofE Primary School, teaching is underpinned by an ambitious and well-sequenced curriculum designed to enable all children to acquire the knowledge, skills, and understanding they need to succeed. Rooted in the National Curriculum and shaped by our concept-led approach, learning is carefully sequenced to build on prior knowledge and ensure clear progression.

Children are supported to make meaningful connections across subjects, helping them apply their learning in a range of contexts. Our curriculum is designed to promote long-term retention and deepen understanding, ensuring that children know more, remember more and can do more over time.

More Able Children

We recognise that some children demonstrate the capacity to achieve at greater depth and require appropriate challenge to fulfil their potential. Through high expectations and carefully planned adaptive teaching, children are provided with opportunities to deepen understanding, think critically, and apply their learning across a range of contexts.

Monitoring and Evaluation

Teaching and learning are monitored to ensure:

- Consistency in practice across the school
- High expectations for all children
- Positive outcomes for all learners

Monitoring includes:

- Learning walks
- Book looks
- Pupil voice
- Review of assessment data

Findings from monitoring activities are used to inform school improvement priorities, professional development and strategic decision-making.

Linked Policies

This policy should be read in conjunction with:

- Curriculum Policy
- SEND Policy
- Relationships, Behaviour and Response Policy
- SMSC Policy
- Monitoring and Evaluation Policy
- Most Able Challenge Policy

Appendix I:

Pillar I – Inclusive Learning Environments			
Know the children in your class by promoting positive relationships and active engagement for all pupils	Accessibility of the classroom for all children to learn	Adopt a positive and proactive approach to behaviour for learning	Displays, Working Walls and visual aids
Build strong, positive relationships, based on mutual respect, with the children in your class. Use positive praise to celebrate achievements. Use school provided scripts and conversations that promote independence, accountability and encourage children to take risks. Throughout lessons, check for understanding to ensure that everyone understands as you move through the learning. Use adaptive teaching in lessons to meet the needs of every pupil. Maintain consistency by following our behaviour, relationships and response policy to create a stable and predictable learning environment. Cultivate strong, positive relationships with parents by being available for discussions and regularly updating them on their child's progress.	Create a tidy, calm and clear classroom atmosphere that is adapted to suit the needs of all learners. First, consider the needs of learners with SEND by designing learning environment that is mindful of different ways of processing information, reducing sensory overload, and supporting varied learning styles. Utilise the CKS checklist for learning environments to ensure an appropriate learning environment. Utilise flexible seating arrangements. Ensure that appropriate resources are accessible and that all resources in the classroom are clearly labelled and easily accessible.	Follow the school 'Relationships, behaviour and response' policy consistently. Teach, uphold and remind the children of the school rules: be ready, be respectful, and be safe. Ensure these rules are consistently applied to maintain a positive learning environment. Promote positive behaviour by catching good. Set high expectations of learning behaviours by helping children to understand what is expected of them and encouraging them to rise to the challenge. Build confidence in all pupils by offering support, encouragement, and opportunities for success. Link the curriculum and learning experiences to the CKS core values of love, courage, and hope. Design well planned lessons that inspire and motivate children to encourage positive behaviour and a love of learning.	Use neutral colours in displays to create a calm environment. Promote handwriting development by using the school's standard font, Letterjoin, across all written materials. Incorporate symbols (e.g. Widgits) in your displays to enhance communication and support understanding, Clearly displayed visual timetables. Display examples of children's work to foster pride in their achievements and create a sense of belonging within the classroom. Keep working walls up to date with current learning, ensuring that they reflect the objectives, key vocabulary, and concepts being taught. In lessons, provide launch pads with relevant, accessible resources linked directly to the learning. Carefully consider the selection of resources and tools to ensure they are purposeful and support understanding.

Pillar 2 – Effective Learning Journeys

Design effective learning journeys that are both purposeful and engaging .	Carefully sequence learning journeys to build on prior knowledge systematically to reinforce understanding and retention.	Create opportunities to assess whether children know and can do more throughout learning journeys.	Consider the needs of all learners .
Utilising our concept-led approach, ensure that children not only acquire knowledge but also develop critical thinking skills. Integrate real-life experiences to create realistic, hands-on opportunities for children to explore concepts in meaningful ways. Create a curriculum that is broad and balanced by incorporating cross-curricular themes that encourage deeper thinking and promote enquiry-based learning. Personalise learning experiences by tailoring them to the interests of the children, fostering a sense of ownership over their learning. Alongside the teaching of the National Curriculum, make tangible links to the school values of Love, Courage and Hope and the fundamental British Values. Regularly evaluate learning journeys so that planning is adapted based on these evaluations to enhance future learning experiences.	Design learning journeys by reverse engineering from the desired end points. Use the long-term plans and skills and knowledge progressions as foundational tools for lesson planning. Ensure that there is a clear thread of learning throughout the subjects taught Divide key learning into manageable chunks that are appropriate for all children. Sequence the teaching of these chunks so that learning is cumulative. Facilitate opportunities for children to make connections between learning through retrieval practice. Ensure that learning journeys are planned to build on key learning from previous year groups.	Regularly check for understanding during lessons to ensure that all children are grasping the concepts being taught. Monitor children's retention of knowledge throughout the learning journey. Use this information to inform future planning and ensure that teaching strategies are responsive to children's needs. Conduct assessments at the conclusion of each unit and at the end of individual lessons. Design assessment opportunities such as quizzes and exit tickets. Utilise marking and feedback that directly informs assessment practises. Ensure that feedback is specific, actionable, and aligned with learning objectives. Subject leaders should review formal assessment and utilise this to track groups of learners and the design of the curriculum.	Choose and use high-quality resources that are appropriate for the diverse needs of all learners. Consider appropriate adaptations to these resources to ensure accessibility and engagement for all children, particularly those with special educational needs. Integrate visual learning strategies and active learning opportunities into lessons. Use visual aids, concrete resources, and hands-on activities to engage children and support their understanding of complex concepts. Create a learning environment that caters to different learning styles. Design learning experiences that are achievable for all children. Set clear expectations and provide appropriate support to help every child succeed. Following assessment, use flexible groupings with careful consideration to the deployment of adults

Pillar 3 – High Quality Teaching Principles

Plan and teach inclusive learning experiences that respond to the needs of all learners	Use assessment and feedback to build a holistic understanding of learners and inform responsive teaching	Develop an inclusive classroom environment to ensure all learners make at least expected progress
Teachers use a repertoire of strategies flexibly to meet individual needs. Flexible grouping is used to support collaboration and targeted learning. Cognitive and metacognitive strategies are explicitly taught and modelled. Explicit instruction is used, including modelling, guided practice, and clear steps. Tasks are scaffolded and adapted to meet diverse needs. Teachers anticipate misconceptions and plan to address them. High expectations are maintained for all learners. A variety of learning styles and task designs are used to engage all learners. Lessons are well-organised, paced, and chunked into manageable steps.	The graduated approach ('assess, plan, do, review') is used to understand and respond to learning needs. Assessment includes input from pupils, parents, and professionals. Assessment identifies specific barriers to learning, not just broad categories. Interventions are targeted, structured, and aligned with classroom learning. Interventions are monitored for impact and adjusted as needed. Teachers are empowered to make decisions based on their understanding of pupils. Constructive, individualised feedback is used to support progress. Retrieval practice is used to reinforce memory and link prior learning. Effective questioning is used to assess and deepen understanding.	A positive and supportive environment is created for all pupils, without exception. Learners with SEND are included in high-quality whole-class teaching, not separated from it. Learning Support Assistants are deployed effectively to support a range of learners. Scaffolding is used to support independence and gradually removed as pupils gain confidence. Technology is used appropriately to support access and communication. Pupils are supported to develop independence, confidence, and self-esteem. Praise and positivity are used to promote motivation and wellbeing. Relationships are built to foster engagement, belonging, and trust. Behaviour policies are followed consistently to ensure fairness and clarity.

Pillar 4 – Scaffolding, Support and Intervention

Complement high quality teaching with carefully selected small-group and one-to-one interventions	Effective deployment of supporting adults in the classroom	Effective scaffolding is employed to support high levels of success for all children	Resources are used that support self-regulation and enable children's working memory
Interventions supplement, not replace, high-quality classroom teaching. Interventions are carefully targeted, aligned with classroom learning, and regularly reviewed to ensure impact. Use robust assessment to identify specific barriers to learning, drawing on diagnostic tools, data, and professional dialogue. Define a clear purpose for each intervention, informed by evidence-based approaches. Ensure interventions are closely linked to classroom learning, including pre-teaching and revisiting key concepts. Maintain strong communication between teachers and support staff to ensure clarity, consistency, and impact. Provide training and ongoing support for teaching assistants delivering interventions. Carefully consider time out of class, ensuring the benefits outweigh missed classroom learning.	Supporting adults are deployed strategically to support high-quality teaching, scaffold learning and promote independence. Supporting adults enable access to whole-class teaching through modelling, scribing key ideas, and creating scaffolds during input. Adults circulate and prompt across the whole class, allowing teachers to work flexibly with targeted children. Use a range of scaffolding strategies, including questioning, modelling, and visual supports, tailored to children's needs. Ensure learners are given opportunities to attempt learning independently first, with support provided when needed. Supporting adults promote metacognitive thinking, encouraging children to reflect on strategies, knowledge and approaches to learning.	Scaffolding provides temporary, responsive support that enables pupils to complete tasks they cannot yet do independently, with support gradually removed over time. Ensure scaffolding is rooted in high expectations, enabling all pupils to access the same learning rather than completing reduced or separate tasks. Use a range of scaffolding strategies flexibly within lessons, including: Visual scaffolds (e.g. task planners, diagrams, models, number lines) Verbal scaffolds (e.g. targeted questioning, prompts, addressing misconceptions in the moment) Written scaffolds (e.g. sentence stems, writing frames, vocabulary lists) Use continuous assessment for learning (AfL) to identify when and how scaffolding is required.	Resources are carefully selected and deployed to reduce cognitive load and clarify learning. Ensure resources are introduced, modelled and used consistently so learners can apply them effectively. Use concrete, pictorial and abstract (CPA) approaches to develop secure conceptual understanding, particularly in mathematics. Provide a range of adaptive resources to support pupils with additional needs and enable full participation, including: Visual supports (e.g. Widgit symbols, visual cues, now-and-next boards) Structured communication tools (e.g. social stories) Assistive technology (e.g. Clicker, talk-to-text tools, and other supportive software) Use resources to support sensory and emotional regulation, enabling pupils to engage successfully in learning (e.g.

Examples of interventions at CKS: Little Wandle Rapid Catch-Up · TTRS · Circle of Friends · Maths Diagnostics · Language Link · TALA · Forest Nurture	Adults support co-regulation, helping children manage emotions, sustain focus and engage positively in learning. Address misconceptions through guided groups, same-day intervention and responsive questioning, enabling learners to keep up and catch up. Build positive relationships to foster confidence, trust, and engagement, while maintaining high expectations for all learners.	Plan for both pre-planned scaffolds and responsive scaffolds to address emerging needs during teaching. Select scaffolding strategies carefully to meet individual needs, including those of pupils with SEND.	bounce bands, wobble stools, alternative seating, fidgets, weighted objects, ear defenders). Use ICT appropriately to support access, communication, and engagement across the curriculum.
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Pillar 5 – Assessment and Feedback

Design assessment to build on prior learning	Use assessment for learning (AfL) to check understanding during teaching	Provide timely, purposeful feedback that moves learning forward	Use feedback to inform next steps
Use retrieval practice at the start of lessons to confirm children can recall the knowledge that new learning will build upon. Ensure learners are secure in prior learning at the start of lessons before new content is introduced. Use assessment to inform planning, next steps and targeted support, including guided groups and interventions. Adapt teaching and resources in response to assessment so learning remains responsive and purposeful.	Use effective AfL during input to check understanding before moving from 'I do' to 'We do' to 'You do'. Ensure pupils have secured key knowledge before progressing within a lesson. Use effective questioning, observation and book looks to assess understanding in the moment. Continuously assess throughout lessons and reshape teaching to meet emerging needs.	Ensure feedback is prompt, regular and focused on the learning objective and steps to success. Use a range of feedback approaches, including: - Live marking and verbal feedback during lessons - Written feedback for key pieces of work - Whole-class and guided feedback to address common misconceptions - Use live marking to identify errors, address misconceptions immediately, and adapt teaching. - Ensure feedback gives clear, actionable next steps that help pupils improve. - Use feedback approaches that are manageable and sustainable, focusing on impact rather than volume.	Provide regular opportunities for pupils to respond to feedback and improve their work. Ensure pupils demonstrate understanding of feedback, including responding in purple pen where appropriate. Use end-of-lesson and plenaries to summarise learning, address misconceptions and reinforce key concepts. Support pupils to self-assess and peer assess against success criteria to promote reflection and independence. Use assessment outcomes to inform future teaching, planning, and support, ensuring all pupils make progress.