



Teaching and Learning Policy

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Our Teaching and Learning Policy aims to ensure that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a Trust-wide approach to teaching and learning in our school, we are aiming towards:

Mastery- ensuring a culture of success for all

Our approach to teaching and learning aims to:

- provide consistency of teaching and learning across the school.
- enable teachers to teach as effectively as possible.
- enable children to learn as efficiently as possible.
- give children the knowledge and skills they require to become effective lifelong learners.
- provide an inclusive education for all children.
- Enable everyone to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

Through our planning, delivery, creative use of resources and personnel, professional development and training, we always aim to make teaching and learning at St Mark’s Church of England Primary School outstanding.



Teaching is planned with a focus on Mastery (based on Rosenshine’s principles- see Appendix)- to ensure that no one is left behind and that all learners can do their best. The development of relationships within the class is essential in order for Mastery to occur alongside high aspirations for all.

CPD (Continued Professional Development) is provided in these areas by the Deputy Headteacher (Rachel Jones) All staff are trained to give children the best learning experiences possible in order for them to progress in all areas.

However these principles do not work without a firm foundation of safe and nurturing relationships within the classroom and without high expectations for behaviour for learning for all- we also provide CPD in these areas.

Learning is taught through projects in EYFS and Key Stage 1 (through the Integrated Curriculum). In Key Stage 2 stand-alone subject areas in order for progressive skills and knowledge development to take place and for children to understand what skills and knowledge are essential to be a Historian (for example). Learning experiences are carefully sequenced and planned in order for skills and knowledge to be developed. Teachers plan lessons considering where the 'spotlight' needs to be shone (i.e. what the essential learning is). There is a focus on oracy and elaboration in lessons to enable children to fully understand the essential skills and knowledge and to be able to remember and build on their learning. This essential learning is rehearsed, retrieved, applied and recorded in books so that children can reflect back on it as part of the learning journey.

Learning behaviours

At St Mark's we believe in promoting a growth mindset in all learners, where mistakes are seen as part of the learning process. If you have a growth mindset you become more resilient and are more able to take a positive attitude to challenge and in difficulties. We teach children strategies and ideas to become more resilient and to see the benefit in finding learning challenging. Children are also encouraged to be independent and to develop a responsible attitude towards their learning.

We would also expect the following as part of **effective** teaching and learning:

- positive and safe relationships established where children feel they can contribute and with quality interactions;
- effective discussions and prior preparation and planning resulting in purposeful teaching and learning;
- clear links to previous and future learning;
- accessible starting points;
- challenge for all learners;
- assessment for learning;
- pace – no wasted learning time;
- enthusiasm from all;
- engagement of all the children;
- excellent behaviour management and
- opportunities for independent and supported learning.

As a result of effective teaching and learning pupils should:

- understand what it means to be a mathematician, geographer etc;
- know and understand essential learning in all areas of the curriculum;
- know the importance of retrieval and be able to recall spotlight learning;
- know they have succeeded;
- know how to improve their learning further;
- feel that they can do more;
- be able, and confident, to explain what they have learned;
- be able to apply their learning to other situations;
- be able to teach their learning to someone else;
- feel good about themselves and
- know how they learn best.

The Teaching and Learning Leader works alongside subject leaders and pupil councils (job junction) to regularly review the learning at St Mark's and are involved in improving and enhancing the learning experiences for all.

We share the learning experiences at St Mark's with parents through half-termly newsletters and through *Outcomes* (opportunities for parents to come in and see/experience what the children have been learning in school).

Rachel Jones
March 2026

Appendix

The 10 Rosenshine principles of Instruction are:

1. **Daily review (retrieval)**- to improve understanding and strengthen recall;
2. **Present new material using small steps** – reduce cognitive load by only presenting small amounts of material at one-a-time and ensure understanding before moving on;
3. **Ask questions** – probe, probe, and probe again! Ask lots of questions (both content and process to clarify understanding, address misconceptions and practise recall);
4. **Provide models** – tell pupils what you are doing and why, as you solve a problem; use high-quality worked examples to show specific steps;
5. **Guide student practice** – provide regular opportunities for pupils to elaborate/rephrase/summarise their understanding and guide pupils through this.
6. **Check for understanding** – probe and correct, use this to inform groupings;
7. **Obtain a high success rate** – ensure that the correct knowledge is remembered. Repeat, apply and rehearse this knowledge in order to build confidence;
8. **Provide scaffolds**– support pupils with prompts, partially completed examples, frameworks etc. Gradually withdraw as pupils master each task;
9. **Independent practice** – allow pupils to apply their consolidated knowledge to questions, problems, and tasks;
10. **Weekly and monthly review** – spaced recall consolidates knowledge into long term memory and develops retrieval and recall. Combine this with interleaving which encourages deeper thinking and improves encoding and recall still further.