



Teaching and Learning Policy

Policy Control Information

The table below sets out the key administrative details of this policy. This policy has been written by Claire Lowe, Deputy Headteacher, and is subject to review every two years by the Full Governing Body.

Field	Detail
Policy Title	Teaching and Learning Policy
Headteacher	Kate Baskeyfield
Deputy Headteacher	Claire Lowe
Chair of Governors	Helen Johnson
Date of Ratification	29 September 2026
Review Date	Every two years — next review September 2028
Status	Non-Statutory
Published on Website	Yes
Related Policies	Behaviour Policy; Inclusion Policy; Assessment Policy
Written By	Claire Lowe, Deputy Headteacher



If you have any questions about this policy: staff should speak with their line manager or a member of the leadership team; parents and carers should contact the school office on 0161 748 1867; other interested parties should also contact the school office on 0161 748 1867.

Our School Vision

At Kingsway Primary School, we nurture a community where every child is seen, valued, and empowered to flourish.

Through a reading-inspired curriculum and a relational approach to behaviour, we create an environment where togetherness, difference, learning, and growth are celebrated every day.

Togetherness

Every child belongs and is valued within our community.

Difference

Diversity and individuality are celebrated as strengths.

Learning

Rich, meaningful experiences inspire curiosity and growth.

Growth

Every child is empowered to flourish academically and personally.

Our Core Values

We care about togetherness

We foster strong relationships between children, staff, families, and the wider community. Learning is collaborative, inclusive, and rooted in mutual respect.

We thrive on difference

We value diversity and individuality, recognising that every child brings unique strengths, experiences, and perspectives. Teaching is inclusive and adaptive.

We are passionate about learning

We create rich, meaningful learning experiences inspired by high-quality texts, curiosity, and challenge.

We are inspired to grow

We support each child's academic, emotional, and personal development through high expectations, reflective practice, and continuous improvement.

Aims of This Policy

This policy sets out a shared understanding of high-quality teaching and learning across our school. It aims to:

- 1** Ensure consistency in classroom practice
- 2** Promote our school values through effective pedagogy
- 3** Raise outcomes for all children
- 4** Support staff to continually reflect, grow, and develop

1. Teaching and Learning Principles

At Kingsway Primary School, effective teaching and learning:

- **Rooted in positive relationships and emotional safety**
Aligned with our relational behaviour policy.
- **Inclusive and responsive to individual needs**
- **Literature-rich**
Using high-quality texts to inspire, connect, and deepen understanding.
- **Purposeful**
With clear learning intentions and success criteria.
- **Develops oracy, critical thinking, and metacognition**
- **Promotes independence, curiosity, and creativity**
- **Celebrates effort, progress, and achievement**

2. The Learning Environment

Classrooms and shared areas should reflect our values and support every learner. They should:

Atmosphere & Inclusion

- Be safe, calm, welcoming, and inclusive
- Celebrate diversity through representation in displays, texts, and resources
- Reflect current learning and celebrate children's work

Resources & Support

- Include reading-rich displays, book corners, and vocabulary walls
- Use working walls to support children's independence
- Provide scaffolding and resources for children of all abilities

3. Curriculum Design and Delivery

We offer a reading-inspired curriculum where high-quality texts are used across all subjects.

High-Quality Texts Are Used To:

- Spark imagination and empathy
- Develop vocabulary and comprehension
- Provide meaningful contexts for writing
- Embed knowledge across subjects

Planning Should:

- Begin with clear learning objectives and end goals
- Sequence knowledge and skills progressively
- Offer real-life, creative, and cross-curricular experiences
- Build on prior learning and address misconceptions
- Reflect our values of inclusivity, curiosity, and growth

4. Pedagogical Expectations

Lessons should include a carefully balanced range of elements to ensure all children are engaged, supported, and challenged:

01	02	03
Hook or Stimulus	Explicit Teaching	Discussion & Reflection
A clear hook or stimulus, often based on a quality text, to engage and motivate learners.	Explicit teaching of new knowledge or skills with clear modelling and explanation.	Opportunities for children to discuss, reflect, and question their understanding.
04	05	
Scaffolding & Challenge	Collaborative & Independent Work	
Scaffolding to support all learners (e.g. modelling, sentence stems, visuals) alongside challenge and high expectations for stretch.	A balance of partner/group work to promote togetherness, guided practice, and independent application.	

5. Assessment for Learning (AfL)

We use AfL strategies to inform, adapt, and personalise teaching. Feedback is timely, purposeful, and promotes growth. It may be verbal, written, or visual.



Questioning

Use of questioning to assess understanding in the moment.



Mini-Plenaries

Mini-plenaries and feedback during lessons to check and consolidate learning.



Peer & Self-Assessment

Children reflect on and evaluate their own and each other's work.



Responsive Teaching

Teaching adapted in real time based on observed need and understanding.

6. Reading and Oracy

We are a reading-inspired school. Every subject is enriched by quality texts, and every child is read to daily.

Reading

- All subjects are enriched by quality texts
- Reading is taught daily through phonics, guided reading, and reading for pleasure
- Every classroom has a vibrant book corner
- Children are read to daily

Oracy

Oracy is developed through a range of purposeful, engaging strategies:

- Talk partners
- Debate
- Drama
- Presentation

7. Inclusion and Adaptation

We thrive on difference. All lessons are planned to ensure every child can access, engage with, and be challenged by their learning.

Remove Barriers

Anticipate and remove barriers to learning before they arise.

Differentiated Tasks

Offer differentiated tasks and success criteria to meet all learners' needs.

Adult & Peer Support

Provide adult or peer support where needed to scaffold and extend learning.

Multi-Sensory Strategies

Incorporate sensory, visual, and kinaesthetic strategies to engage all learners.

Challenge for All

Challenge all learners, including those with SEND and those working at greater depth.

8. Relationships and Behaviour for Learning

Our Relational Behaviour Policy underpins all teaching and learning at Kingsway Primary School.

Relationships are the foundation of learning

Strong, trusting relationships between adults and children create the conditions for effective learning.

Emotions are recognised, understood, and supported

We acknowledge the emotional lives of children and respond with care and understanding.

Adults model empathy, regulation, and repair

Staff demonstrate the behaviours and values we wish to cultivate in our children.

Mistakes are seen as learning opportunities

A growth mindset culture ensures that errors are embraced as part of the learning journey.

Restorative conversations rebuild trust and connection

When difficulties arise, restorative approaches are used to repair relationships and move forward together.

9. Monitoring and Evaluation

Senior leaders, middle leaders, and teachers work collaboratively to ensure high standards. Feedback is developmental, strengths-based, and focused on shared growth.



Learning Walks & Drop-Ins

Regular, supportive visits to classrooms to observe teaching and learning in action.



Book Looks & Pupil Voice

Scrutiny of children's work alongside conversations with pupils about their learning experience.



Planning Scrutiny

Review of planning to ensure alignment with curriculum expectations and school values.



Coaching, Mentoring & Peer Support

Ongoing professional dialogue to support reflection, development, and shared practice.

10. Professional Development

We are inspired to grow. Continuous professional development is a cornerstone of our school culture.

All staff at Kingsway Primary School:



Engage in Continuous Professional Development

Staff participate in ongoing CPD to strengthen their knowledge, skills, and practice.



Reflect Regularly on Their Own Practice

Reflective practice is embedded in our professional culture, encouraging honest self-evaluation and growth.



Share Good Practice with Colleagues

A culture of openness and collaboration ensures that effective approaches are shared across the school.



Receive Tailored Support

Through coaching and CPD programmes, every member of staff receives personalised support aligned to their development needs.

Review

This policy will be reviewed every two years, or sooner if required. The next scheduled review will take place in **September 2028**.

Review Cycle

Every two years, or sooner if required by changes in legislation, guidance, or school context.

Next Scheduled Review

September 2028

Responsibility

This policy is the responsibility of the Senior Leadership Team in collaboration with all teaching staff.