



Teaching and Learning Policy

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.

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.
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Aims of This Policy

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

- Ensure consistency in classroom practice
 - Promote our school values through effective pedagogy
 - Raise outcomes for all children
 - Support staff to continually reflect, grow, and develop
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1. Teaching and Learning Principles

At Kingsway Primary School, effective teaching and learning:

- Is rooted in **positive relationships** and emotional safety (aligned with our relational behaviour policy)

- Is **inclusive** and responsive to individual needs
 - Is **literature-rich**, using high-quality texts to inspire, connect, and deepen understanding
 - Is **purposeful**, with clear learning intentions and success criteria
 - Develops **oracy**, critical thinking, and metacognition
 - Promotes **independence, curiosity, and creativity**
 - Celebrates **effort, progress, and achievement**
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2. The Learning Environment

Classrooms and shared areas should:

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

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

Lessons should include:

- A clear **hook** or stimulus, often based on a quality text
 - Explicit teaching of new knowledge or skills
 - Opportunities for children to discuss, reflect, and question
 - Scaffolding to support all learners (e.g. modelling, sentence stems, visuals)
 - Challenge for all, with high expectations and stretch
 - Opportunities for **partner/group work** to promote togetherness
 - A balance of teacher input, guided practice, and independent application
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5. Assessment for Learning (AfL)

We use **AfL strategies** to inform, adapt, and personalise teaching:

- Use of questioning to assess understanding
- Mini-plenaries and feedback during lessons
- Peer and self-assessment
- Responsive teaching based on observed need

Feedback is timely, purposeful, and promotes growth. It may be verbal, written, or visual.

6. Reading and Oracy

We are a **reading-inspired school**:

- 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 is developed through talk partners, debate, drama, and presentation
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7. Inclusion and Adaptation

We thrive on difference. All lessons are planned to:

- Anticipate and remove barriers to learning
- Offer differentiated tasks and success criteria
- Provide adult or peer support where needed

- Incorporate sensory, visual, and kinaesthetic strategies
 - Challenge all learners, including those with SEND and those working at greater depth
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8. Relationships and Behaviour for Learning

Our **Relational Behaviour Policy** underpins all teaching:

- Relationships are the foundation of learning
 - Emotions are recognised, understood, and supported
 - Adults model empathy, regulation, and repair
 - Mistakes are seen as learning opportunities
 - Restorative conversations are used to rebuild trust and connection
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9. Monitoring and Evaluation

Senior leaders, middle leaders, and teachers work collaboratively to ensure high standards through:

- Learning walks and drop-ins
- Book looks and pupil voice
- Planning scrutiny
- Coaching, mentoring, and peer support

Feedback is developmental, strengths-based, and focused on shared growth.

10. Professional Development

We are inspired to grow. All staff:

- Engage in continuous professional development
 - Reflect regularly on their own practice
 - Share good practice with colleagues
 - Receive tailored support through coaching and CPD programmes
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Review

This policy will be reviewed every two years, or sooner if required. The next scheduled review will take place in September 2026.