



Hamsey Green  
Primary School



# TEACHING AND LEARNING POLICY

**Date reviewed: September 2025**

**Reviewed by John Boffa Deputy Headteacher**

**Date to be reviewed: September 2026**

# TEACHING AND LEARNING POLICY

*(Based on Rosenshine's Principles of Instruction)*

## **Our Trust's Vision:**

*At our Schools, we cultivate a lifelong love of learning, empowering every child to reach their full potential. We foster an inclusive, vibrant learning community where all children feel valued, respected, and supported. Our teaching is informed by evidence-based practice, drawing upon Rosenshine's Principles of Instruction and our structured Learning Journey framework to meet individual children's needs.*

## **1. Purpose**

The purpose of this policy is to ensure high-quality, consistent teaching and learning across the school, grounded in evidence-based practice. By embedding Rosenshine's Principles of Instruction, we aim to provide an engaging, supportive, and challenging learning environment that enables all pupils to make excellent progress. It should also be referred to in conjunction with the core subject policies, the curriculum policy, the policy for assessment and other key policies that have a bearing on teaching and learning.

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

## **2. Vision & Values**

At our school, we believe every child can succeed and together we learn for life. We strive to develop confident, curious learners through a carefully sequenced curriculum and effective instructional strategies. Rosenshine's principles help us bridge the gap between research and classroom practice, ensuring teaching is clear, inclusive, and impactful.

1. Provide children with the essential basic skills and instils a love of learning
2. Our school values, 'Aspirational', 'Collaborative', 'Optimistic', 'Resilient' and 'Nurturing' are expected to be demonstrated by all pupils, staff and school community.
3. Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
4. High expectations for everyone enable the development of individual gifts and talents.

5. Strategies, planning and assessment ensure each child receives tailored provision and makes the best possible progress.
6. Individual and collaborative successes and effort are shared, celebrated and rewarded.
7. Enjoyable, meaningful, proactive and investigative activities are the number one choice for all ages.
8. Discussion, enquiry and debate are encouraged; personal contributions are valued.
9. Every day, hour, minute, second and subject count.
10. Enables children to take ownership of their learning with the confidence to question and be independent
11. Opportunities are provided that encourage and support harmony within our community.

### **3. Core Principles**

Teaching and learning at our school is guided by the following **Rosenshine's Principles of Instruction**, adapted for the primary context:

#### **3.1 Daily Review**

- Begin each lesson with a short review of previous learning (5–8 minutes).
- Include retrieval practice activities such as quick quizzes, 'last lesson/last week/last term' questions, or recap discussions.
- Purpose: Strengthen memory, reduce forgetting, and help pupils connect prior knowledge to new learning.

#### **3.2 Present New Material in Small Steps**

- Break down concepts into manageable chunks.
- Use clear explanations, worked examples, and visual supports (e.g. diagrams, word banks or manipulatives).
- Avoid cognitive overload by introducing one step at a time.

#### **3.3 Ask a High Number of Questions**

- Use a range of question types (recall, reasoning, application) to check understanding.
- Involve all pupils through cold calling, mini-whiteboards, and think-pair-share.
- Purpose: Ensure active engagement and continuous assessment.

#### **3.4 Provide Models**

- Demonstrate processes and thought steps explicitly ('I do, we do, you do' approach).
- Use worked examples, writing frames, and modelled reading to show what success looks like.
- Gradually remove scaffolding as pupils gain independence.

### **3.5 Guide Pupil Practice**

- Allow pupils to practise with close teacher support before working independently.
- Provide immediate feedback and correct errors early.
- Use guided group work, peer support, and structured rehearsal activities.

### **3.6 Check for Understanding**

- Regularly pause to assess learning through questioning, discussion, or short tasks.
- Clarify misconceptions before moving on.
- Adjust teaching pace based on responses.

### **3.7 Obtain a High Success Rate**

- Aim for all pupils to experience success in most tasks.
- Differentiate appropriately to ensure all can achieve the intended learning outcomes.
- Use scaffolds, sentence starters, and tiered tasks to support varying needs.

### **3.8 Provide Scaffolds for Difficult Tasks**

- Break down complex tasks into smaller, achievable steps.
- Provide supportive tools such as checklists or guided templates.
- Gradually withdraw scaffolds as pupils develop mastery.

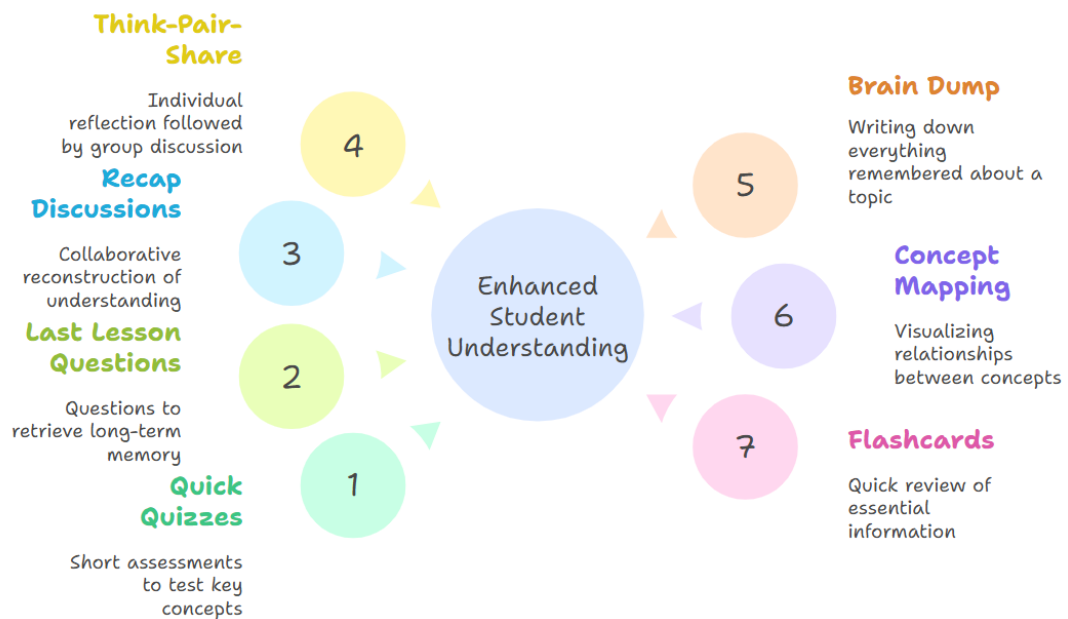
### **3.9 Require and Support Independent Practice**

- Provide regular opportunities for independent work to consolidate learning.
- Ensure tasks are well matched to prior teaching and clearly understood.
- Monitor and give feedback to maintain motivation and accuracy.

### **3.10 Engage in Weekly and Monthly Review**

- Revisit key learning at spaced intervals (e.g., through retrieval quizzes, flashcards, cumulative questions).
- Link old and new learning across subjects and year groups.
- Build long-term retention and deeper understanding.

## Strategies for Reviewing Previous Material



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### 4. Subject-Specific

- **Maths** – Daily White Rose structure: fluency, reasoning, problem-solving, with times tables practice.
- **Writing** – Talk for Writing pedagogy.
- **Phonics** – Little Wandle synthetic phonics taught daily, with home learning of phonic rules.
- **Reading** – Little Wandle Reading Pedagogy: Monday- reading decoding (using phonics skills, Tuesday – reading prosody (fluency and expression) Wednesday – reading comprehension and understanding and Thursday-celebratory reading for a week with home reading. This progresses to free readers via Bench Mark assessment.

### 5. Learning Environment

- Organised, tidy, and inspiring spaces that promote independence.
- Working walls for English (right wall), Maths, Topic, Reading, Science (left wall), plus washing lines for Talk for Writing accessible, phonics, GPS, and vocabulary displays.

- Comfortable reading areas, up-to-date displays, and well-maintained resources.
- Outdoor areas used where appropriate.

## **6. Implementation**

- Teachers plan lessons that embed the above principles into daily practice.
- Leaders provide CPD, coaching, and modelling to support effective implementation.
- Classroom environments reflect these principles, with visual prompts and learning supports.

## **7. Monitoring and Evaluation**

- Lesson observations, learning walks, and book scrutiny will focus on the application of these principles.
- Pupil voice and progress data will inform evaluation.
- The policy will be reviewed annually to ensure ongoing relevance and impact.

## **8. Links to Other Policies**

- Curriculum Policy
- Assessment Policy
- Inclusion and SEND Policy
- Behaviour for Learning Policy

## **9. Conclusion**

Rosenshine's Principles offer a clear, research-informed framework for effective teaching. By embedding these into our daily practice, we ensure that all pupils experience high-quality instruction, build secure knowledge, and develop the skills needed for lifelong learning.

**Policy Reviewed:** Sept 2025

**Next Review Date:** Sept 2026