

John Blandy Primary School



Teaching and Learning Policy 2026

Belong. Believe. Brilliant.

John Blandy Teaching and Learning Policy

Our school vision **Belong. Believe. Brilliant. Together We Thrive** is at the very essence of our teaching and learning. We want every child to feel that they belong and that they are believed in as we know this is key for anyone to succeed and achieve brilliance and thrive in their learning environment.

Providing high quality teaching and learning is the core purpose of our school. Effective and impactful teaching is key to our school's overall effectiveness; it promotes powerful learning enabling children to make links and build on knowledge, enabling pupils to achieve and succeed from their own individual starting points. Effective teaching also promotes pupils' spiritual, moral, social and cultural development; our whole school values (Honesty, Empathy, Respect, Responsibility, Humility, Unity, Resilience, Patience) are threaded through our curriculum and staff take every opportunity to make links and exploit these in order to make them meaningful for the children.

Teaching and Learning Principles

At John Blandy Primary, we identify that high-quality education can only be achieved through effective teaching and learning, enabling our pupils to thrive. We know that children learn best through **high quality teaching** and we endeavour to make this our core aim in all our work.

We have created teaching and learning principles which are based upon research including: the work of Allinson and Tharby; Rosenshine's Principles; EEF's 5-a-day; and adaptive teaching methodologies. These principles and methodologies are at the very core of our everyday teaching and learning, informing how we plan, teach and assess, ensuring that every child is supported and challenged from their own unique starting point, so that at every step in their education, each individual thrives within our education system. These principles drive forward the standards and quality of education that we provide our pupils at every stage of their education and development.

The 6 core principles:

These 6 teaching and learning principles provide staff across in our school with a shared vision to ensure that we all strive towards excellence when teaching. In visiting our school, the following elements of teaching and learning will be clearly evident.

1. That positive **relationships**, both with children and with parents and carers, are at the heart of effective teaching and learning. Every learner is unique and valuing individuals is the most effective way to help pupils learn. This is part of creating a learning environment in which students feel safe.
2. Developing **positive attitudes**, being self-aware and using strategies associated with meta- cognition ensures learners feel in control.
3. Effective teaching is based on continuous **assessment** so that it can respond and adapt to learners' needs. Feedback (including in-the-moment feedback) is an essential tool in acting on this assessment. It helps learners celebrate their successes and build on them.
4. Teaching should include knowledgeable **explanations and modelling**

along with **skilled questioning** so that children learn new content and see how to use it.

5. Teaching should be interesting and meet different pupils' needs through **scaffolding and challenge**. Expectations of every pupil should be high, and a can-do attitude promoted at every turn.
6. Learning is sequential. Learners need to be able to recall and **remember** their learning in order to make progress and be able to apply it.

Adaptive Teaching

At John Blandy our teaching and learning is inclusive; we aspire for children to remain in lessons. Adaptive teaching methods allow all children to be exposed to the same curriculum in an inclusive environment. The use of explicit instruction, scaffolding, use of IT, metacognition and flexible groupings (EEF 5-A-Day), ensures that our children have access to the same curriculum whilst also ensuring each pupil is challenged.

Effective Teaching and Learning

To ensure effective teaching and successful learning for all of our pupils, incorporating the 6 Core Principles and adaptive teaching, teachers ensure the following when planning and teaching:

- ✚ **Purpose**
- ✚ **Expectations and Challenge**
- ✚ **Retention of Knowledge**
- ✚ **Pace**

Purpose

- Lessons have a clear learning focus so pupils know what they are learning and why.
- Learning fits within a context and is meaningful.
- Lessons link to previous learning and children can identify this in their learning
- Lessons are well-sequenced and build on prior knowledge (in both short and long term)
- Specific success criteria or steps to success are provided to enable pupils to refer to help them to learn, become independent learners and also for them to evaluate against.
- There is a clear outcome and learning sequence.

Expectation & Challenge

- High expectations of pupils' learning and behaviour are firmly embedded. These are reflected in both teachers' planning and practice.
- Pupils' respond positively to high expectations; they are fully focused on their learning, productive and make gains in their learning.
- We expect children to take care and show great pride in their work.
- No lids are put on the expectations of any child's learning; we assume that they will be able to achieve the objectives, regardless of history or habit.

- Excellence is a target for all children.
- Challenging activities are available for all pupils; tasks are not limited or restricted enabling all pupils to achieve their full potential.
- Challenge is the norm, not the exception.
- Pupils' interest is sustained and they make progress in acquiring knowledge, deepening their understanding and applying skills.
- Tasks and learning are adapted; learning is assessed 'live', to allow for maximum achievement from every child during a lesson.

Retention of knowledge

- Teachers have a strong knowledge of the subjects they teach; pupils are inspired and motivated by the teachers' knowledge and how this knowledge is transferred to them through active learning.
- Learning is consistently revisited, revised, assessed and repeated to ensure that key knowledge is retained and embedded in all children.
- This prior knowledge can be applied and included in all areas of the curriculum.
- Lessons are planned and taught sequentially to allow for maximum knowledge retention.
- Any Home Learning should support knowledge retention.

Pace

- Learning and the lesson proceed at a good pace and learning time is maximised.
- Modelling of work should be well-paced, with a gradual release, using I do, we do, you do approach, encouraging independence as an end goal, through initial scaffolds.
- Pupils show high levels of concentration, they are highly productive and make good gains in their learning.
- Pupils are kept stimulated throughout the lesson, through different learning opportunities and activities to keep their interest.
- Learning is active and not passive, with limited teacher talk to enable this to happen.

Other elements of effective teaching and learning that we use are:

Assessment

For every learner to thrive, monitoring of learning must be effective. Monitoring ensures that:

- strengths are evidenced and built upon;
- gaps are identified and actioned;
- patterns and trends are analysed and responded to;
- consistent accurate judgements are made.

Assessment is continuous. It occurs both during and post teaching.

- Effective feedback, including marking, allows pupils know how well they are doing and what they need to do to improve.
- During teaching, pupils receive continuous verbal feedback through 'live in-the-moment marking' which leads to rapid gains for our pupils. We encourage children to act on in-the-moment feedback instantly. We also encourage pupils to gain skills in assessing and reviewing their own and each other's learning.

Through assessment, every pupil's learning opportunities are maximised and optimum

progress is made.

Promoting Independence

- All our classrooms have a designated 'Working Wall' which supports the pupils' current learning. This wall includes current objectives key vocabulary, photographs, pupils' quotes and work samples showing high expectations.
 - The teaching and the curriculum successfully promote independent learning. In lessons, teachers model metacognitive strategies so that children become independent, resilient, motivated learners. Teachers encourage this independent thought.
 - Resources are available for pupils to access throughout the lesson including manipulatives.
 - Adult support to help scaffold initially, followed by slow release, removing support to develop independence.
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We pride ourselves in ensuring that:

- ✚ Pupils' learning is active, rather than passive, ensuring that children are actively engaged and not sat listening to the teacher for long periods of time.
- ✚ Expectations are high, as without this expectation, it will lead to inadequate learning, poor presentation and poor behaviour.
- ✚ Questioning is open, not closed to ensure that new areas of thought and challenge are opened up.
- ✚ Children will plan and organise their own work.
- ✚ Worksheets will be limited as they fail to challenge and inspire pupils.
- ✚ Teaching is adapted to ensure that every child achieves success and receives challenge. Teachers have a good subject knowledge and methodology in order to prevent hindering pupils' learning.
- ✚ TAs contribute fully to pupils' learning because they are well deployed by the class teacher. Lessons are well structured and organised ensuring learning time is not lost.
- ✚ All lessons have purpose and there is every opportunity to develop for independent learning.
- ✚ Behaviour issues do not obstruct learning opportunities.
- ✚ Children receive in-the-moment feedback (including presentation, handwriting, punctuation and key vocabulary spellings feedback) and act on this.

