

Alderbury & West Grimstead CE
Primary School



Teaching & Learning Policy

Written by	E. Woolf
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Rationale

‘Foundations for Life’

In order to support pupils to build strong foundations for learning that will serve them throughout their lives, we recognise that a clear and focused approach to teaching and learning is essential. This policy establishes a consistent and shared understanding of what high-quality teaching and learning looks like, ensuring that all pupils are supported to succeed. Central to this is a mastery approach, where high expectations are set for every pupil and learning is carefully sequenced into small steps. Pupils are expected to demonstrate secure understanding before moving on, with time and support adapted to meet individual needs so that all can achieve and deepen their learning.

At Alderbury & West Grimstead CE Primary School, we recognise the importance of a consistent and agreed approach to pedagogy. Through shared lesson structures, teaching strategies, language and routines, we reduce cognitive load and enable pupils to focus on new learning. This consistency supports smooth transitions between year groups and staff, allowing pupils to build on prior knowledge with confidence.

While we value a shared philosophy, we also recognise and celebrate the individual strengths and styles of our staff. By working collaboratively, we create a progressive, ambitious and inclusive learning environment for all pupils. Staff are accountable to themselves and to one another, maintaining high expectations and delivering effective learning sequences that build on what pupils already know and can do.

The learning environment is purposeful and supports pupils to succeed, with staff modelling high standards of behaviour and attitudes to learning. By ensuring high-quality teaching in every lesson, every day, we enable all pupils to develop the knowledge, skills and understanding they need to build strong foundations for life.

A Mastery Approach

A mastery approach to teaching and learning sets high expectations for all pupils. Learning is carefully sequenced into small steps and pupils are expected to demonstrate secure understanding before moving on. Time and support are adapted to meet pupils’ needs. Those who need more time receive additional teaching, practice or intervention to help them keep up, while those who are confident deepen their understanding. This approach aims to prevent gaps in knowledge, promote deep understanding and support all learners to succeed.

Assessment

Assessment is a vital component of our mastery approach to teaching and learning. It ensures that pupils have secured understanding before moving on and enables teaching to be responsive to their needs. We align with Pickwick Assessment protocols and complete data drops three times a year, drawing on both formal testing and teacher assessment to provide an accurate picture of attainment and progress. Alongside this, we place strong emphasis on formative assessment within lessons, using questioning, feedback and observation to identify misconceptions and adapt teaching in the moment. This ongoing assessment supports all pupils to keep up, deepens understanding and helps to ensure that no gaps in learning develop over time.

Supporting Individual Pupils

Our approach to teaching and learning is rooted in inclusion and closely aligned with a mastery model. We are committed to ensuring that all pupils can access the curriculum and achieve success through high-quality teaching that is responsive to their needs. This is supported through a graduated response, where provision is adapted and refined in line with pupils' levels of need.

At a universal level, all pupils benefit from high-quality, adaptive teaching within the classroom. Learning is carefully sequenced, scaffolded and supported through strategies such as modelling, questioning and formative assessment, ensuring that all pupils can secure understanding and keep up with their peers.

Where additional support is required, targeted approaches are used to address specific gaps or misconceptions. This may include small group work, pre-teaching or structured interventions that enable pupils to access and engage with the same curriculum as their peers.

For pupils with more complex or persistent needs, specialist approaches are implemented as part of a more personalised provision. This may involve external support, bespoke strategies or individualised programmes designed to meet specific needs.

Through this graduated approach, we ensure that support is timely, responsive and effective, enabling all pupils to achieve mastery, develop confidence and succeed within an inclusive learning environment.

Metacognition

Metacognition plays a vital role in our approach to teaching and learning, supporting pupils to become reflective, independent and resilient learners. We explicitly teach metacognitive skills through our use of Reflect Ed lessons, where pupils develop an understanding of how they learn, how to plan and approach tasks and how to evaluate their own success. Within lessons, strategies such as metacognitive talk encourage pupils to think deeply about their learning, identify misconceptions and make connections. Pupils are also expected to reflect on their understanding using a consistent colour-coding system of red, amber, green or blue, enabling them to self-assess their confidence and identify next steps. This consistent approach helps

pupils to take ownership of their learning, supports the development of deeper understanding and aligns closely with our mastery approach.

Curriculum and Learning

Our curriculum is ambitious, knowledge-rich and carefully sequenced to enable pupils to build and connect learning over time. Teachers make explicit links to prior learning and provide opportunities for retrieval, rehearsal and application so that knowledge is transferred into long-term memory.

Learning is designed to reduce unnecessary cognitive load and allow pupils to focus on the key concepts and knowledge required for success.

Safeguarding

Safeguarding is everyone's responsibility. Effective teaching and learning can only take place within a safe, inclusive and supportive environment where pupils feel secure, valued and ready to learn. All staff are expected to follow the school's safeguarding and child protection procedures at all times.

High-Quality Teaching at AWGS

At Alderbury & West Grimstead CE Primary School, high-quality teaching is characterised by:

- high expectations for all pupils;
- carefully sequenced learning in small steps;
- secure subject knowledge;
- explicit instruction, modelling and guided practice;
- regular checking for understanding;
- adaptive teaching responsive to pupils' needs;
- opportunities for retrieval and recall of prior learning;
- purposeful practice and application;
- effective use of formative assessment;
- calm, consistent routines and positive relationships.

These approaches support pupils to develop secure knowledge, confidence, independence and long-term retention of learning.

Behaviour for Learning









Consistent routines and high expectations support pupils to feel safe, focused and ready to learn. Staff model respectful relationships, establish clear classroom routines and create calm learning environments where pupils can participate successfully and develop independence.

Professional Development and Monitoring

Teaching and learning is continually developed through professional dialogue, coaching, monitoring activities and collaborative professional development. Monitoring activities may include lesson visits, book reviews, pupil voice and curriculum discussions.

APPENDIX 1

Agreed Teaching and Learning Strategies

<p>Activate Prior Knowledge</p>	<p>Rather than using 'lesson starters', every lesson begins with an 'activate prior knowledge' phase. This gives pupils the opportunity to think deeply, both independently and collaboratively, about the knowledge they will need to apply in the lesson. In some cases, teachers may then include a 'pre-teach' to support pupils' understanding and ensure they are ready to access the learning in this lesson.</p>
<p>Cold Calling</p> 	 <p>ASK THE CLASS THE QUESTION GIVE THINKING TIME SELECT SOMEONE TO RESPOND RESPOND TO THE ANSWERS SELECT ANOTHER STUDENT AND RESPOND AGAIN</p>
<p>Think Pair Share</p> 	 <p>ESTABLISH TALK PARTNERS FOR EVERY STUDENT SET THE QUESTION WITH A GOAL AND A TIMEFRAME BUILD IN THINKING TIME CIRCULATE TO LISTEN AS PAIRS ARE TALKING USE COLD CALL TO SAMPLE PAIRS' RESPONSES</p>
<p>Show Me Boards</p> 	 <p>ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND SET THE QUESTION WITH A GOAL AND A TIMEFRAME BUILD IN THINKING TIME SIGNAL: 3-2-1 AND SHOW ME SAMPLE STUDENT RESPONSES AND FOLLOW UP</p>
<p>Scaffolding</p> 	 <p>MAP OUT THE COMPONENTS OF A TASK PROVIDE SUPPORTS AT A DETAILED LEVEL PROVIDE SUPPORTS AT OVERVIEW LEVEL PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT TAKE THE SCAFFOLDING DOWN</p>

Live Modelling



**MODEL EACH STAGE
STEP BY STEP**



**MODEL HOW YOU ORGANISE
MESSY THINKING**



**REVIEW THE SUCCESS OR
QUALITY OF YOUR
OWN WORK**



**MODEL ALTERNATIVES AND
FURTHER EXAMPLES**



**SET TASKS TO EMULATE
THE MODEL**

Worked
Examples &
Backwards
Fading



**FULLY WORKED TO
INTRODUCE THE METHOD
OR IDEAS**



**FULLY WORKED FOR
REINFORCEMENT**



**PARTIALLY WORKED FOR
STUDENTS TO FINISH OFF**



**CUED START FOR STUDENT
COMPLETION**



**COMPLETED
INDEPENDENTLY**

Guided
Practice



**EXPLAIN AND MODEL
THE NEW LEARNING**



**SET SHORT TASK
USING MODELLED
KNOWLEDGE OR SKILL**



**CIRCULATE ACTIVELY
CHECKING
FOR SUCCESS**



**CHECK FOR ERROR;
AFFIRM SUCCESS**



**RE-TEACH OR EXTEND
THE PRACTICE**