



Teaching and Learning Policy

'Growing in faith, hope and love. But of these three the greatest is love'.

1 Corinthians 13:13

Our school will continue to be a happy, welcoming and inclusive Christian environment, where everyone is treated equally and expectations are high.

We will provide a safe, caring and stimulating environment in which every individual is cared for spiritually, morally, intellectually, physically, socially and emotionally, guided by the values of our Christian faith.

We will combine high standards with a broad, balanced and rich curriculum which encourages creativity and inspires a commitment to lifelong learning.

We will focus our teaching and learning on the needs, abilities and enthusiasms of individuals, providing a tailored approach to supporting all pupils according to their needs.

We will work in partnership with parents, parish and stakeholders to place our school at the heart of the community it serves.

We will build on our strengths and drive our own improvement, set ambitious and challenging targets, whilst facilitating opportunities for everyone to be the best that they can be.

Love, Trust, Confidence, Hope, Friendship, Forgiveness, Co-operation

Policy Review Date: September 2026

Next Review Date: September 2027

Rationale

We are committed to delivering high-quality, evidence-informed teaching that enables all pupils to achieve well and make sustained progress. Our approach is informed by Rosenshine's Principles of Instruction and Education Endowment Foundation (EEF) guidance on effective teaching and learning. Both the 'Team Stop Signal' (see appendix 2) and 'The Silent Signals' (see appendix 3) are strategies from Read Write Inc adopted throughout school by all staff to support the implementation of this policy.

Aims

The policy aims to:

- Ensure consistently high-quality teaching across the school.
- Promote effective and inclusive learning for all pupils.
- Support long-term retention of knowledge and skills.
- Embed evidence-informed teaching strategies.
- Maintain high expectations for achievement, behaviour and engagement.
- Enable every child to flourish and reach their potential.

Principles of Effective Teaching

Teaching at St Andrew's reflects the following key principles:

- Retrieval and review of prior learning.
- Small-step teaching and clear explanations.
- Modelling and worked examples.
- Effective questioning and checking for understanding.
- Guided practice leading to independence.
- Regular review and consolidation of learning.
- Appropriate scaffolding to support success.

Teachers use the **"I do, We do, You do"** approach to gradually transfer responsibility for learning to pupils.

Inclusive Practice

Teachers provide adaptive teaching to ensure all pupils can access learning and achieve success. This includes:

- Explicit instruction.
- Cognitive and metacognitive strategies.
- Effective scaffolding.
- Flexible grouping.
- Purposeful use of technology.

High expectations are maintained for all learners, including pupils with SEND, EAL and those who are disadvantaged.

Teaching and Learning in EYFS

Teaching in the Early Years Foundation Stage reflects the EYFS Framework and recognises that children learn through play, exploration, active learning and high-quality interactions.

Evidence-informed teaching is adapted through modelling, language development, guided play, continuous provision and ongoing formative assessment.

Teaching Expectations

All learning should include:

- Clear learning intentions.
- Retrieval of prior knowledge.
- Explicit teaching and modelling.
- Opportunities for guided practice.
- Independent application of learning.
- Review and reflection.

Lessons should be purposeful, inclusive and appropriately challenging for all pupils.

Curriculum Implementation

Our curriculum is broad, balanced, ambitious and carefully sequenced to build knowledge and skills over time. Teachers ensure pupils understand key vocabulary, make connections in their learning and apply their knowledge across the curriculum.

Assessment and Feedback

Assessment is ongoing and informs future teaching. Teachers use questioning, observation and low-stakes assessment to identify misconceptions and adapt learning accordingly.

Feedback is timely and purposeful, enabling pupils to understand next steps and improve their work. Opportunities for reflection and improvement are built into learning.

See Marking and Feedback policy

Learning Environment

Classrooms should:

- Promote high expectations.
 - Celebrate learning.
 - Support independence.
 - Provide appropriate scaffolds and models.
 - Be calm, organised and inclusive.
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Behaviour for Learning

We promote a positive culture based on mutual respect, kindness and responsibility. Consistent routines and high expectations support pupils to engage fully in learning and develop resilience.

Professional Development

Staff engage in ongoing professional development to enhance teaching practice, strengthen inclusion and ensure implementation of evidence-informed approaches. Coaching, collaboration and professional dialogue support continuous improvement.

Monitoring and Evaluation

The impact of this policy will be monitored through:

- Learning walks.
- Lesson visits.
- Work scrutiny.
- Pupil voice.
- Assessment information.

Monitoring will evaluate the quality of teaching, pupil outcomes and the extent to which practice reflects the school's Christian vision.

Roles and Responsibilities

Senior Leaders

- Monitor the quality of teaching and learning.

- Provide strategic direction and professional development.
- Promote consistent implementation of this policy.

Teachers

- Deliver high-quality teaching.
- Use assessment effectively.
- Maintain high expectations for all pupils.

Teaching Assistants

- Support learning through effective scaffolding.
- Promote pupil independence.
- Deliver agreed interventions where appropriate.

Equality and Inclusion

St Andrew's is committed to equality of opportunity and ensuring that every child flourishes. All pupils will have access to high-quality teaching and support regardless of need, background or starting point.

Review

This policy will be reviewed annually by the Senior Leadership Team and Governing Body.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



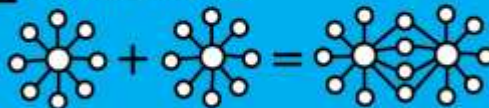
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

The Team Stop Signal: A school-wide approach

Partner talk isn't possible if we can't get children to stop talking when we need them to. With so much talk, we need three things from a signal:

1. We need our children to take responsibility in moving the lesson on quickly: it needs to be an action that all children can physically respond to – so they have to switch from talking to doing something else
2. We need an action that will save our voices. We don't want to shout over children, shush or nag.
3. We need an action that won't interrupt children's talk abruptly – we'd like them to finish their sentence – so bells, maracas, '123 and look and me' are out.

The 'team' stop signal does the job:

- when you raise your hand, the children raise theirs
- if their neighbour hasn't seen the signal, their partner taps their arm gently. The children stop talking, turn to you look at you.

To ensure Turn to Your Partner is successful, we need *everyone* to use the same method of stopping children - whoever they are - teacher, TA, supervisor, coach, headteacher. It means that, once practised and used by everyone, children get into the habit of responding automatically - whoever is teaching or working with them.

It becomes – this is what we do in our school. It becomes as normal as saying good morning.

Strong teachers support new teachers, TAs and supervisors: they don't have to go through so much pain. Children don't have to keep learning a new system with every teacher.

Tips for when you practise with your children

First explain the reason why you are introducing the signal:

- all staff and children are going to use one simple signal so no-one wastes time
 - the signal is polite and silent - it will save staff from having to shout and shush
 - it's a quick way to move the lesson on because everyone joins in with silent stop signal.
1. Ask children to turn to their partners to answer a simple question, for example: *What's your worst sort of food? Describe your bedroom. How do you get to school today? If you could have any pet, what would it be?*
 2. Stop the children by holding one hand in the air with a flat palm. Do not clap or talk. Look like you mean business: feet on floor, firm hand for signal. Stand next to a child who is a 'one to win' and make sure they raise their hand first.
 3. Scan the room to check every child:
 - raises one hand in response – firmly and positively

The Silent Signals

We need children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management will be transformed across your school. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly.

Silent signals

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

Turn to your partner (TTYP) signal

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Show children how they should turn their heads towards their partners, not their whole body or chair.

Practise this signal until children immediately turn to their partners to answer a question.

Once children do this automatically, you will no longer need to say the words 'turn to your partner'.

Perfect Partner signal

Run one hand down the outside of your opposite arm, to remind children to sit up straight beside their partner, ready to turn and talk.

My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you.

Explain to the children that this signal is yours and not theirs! They do not need to join in.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms.

Magnet eyes

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

Every lesson counts, every interaction matters		
Lesson sequence	Teacher prompts	Link to wider learning/ review
Connect Learning <i>What do pupils already know?</i>	○ Begin with brief recap or retrieval question ○ Use quick quizzes or 'last lesson/last week' prompts ○ Without this, pupils can forget more quickly and struggle to build schemas.	<i>Builds on EEF reviewing prior learning and Rosenshine's Principle 1.</i>
Explain Clearly <i>How can I make this concept clear? 'I do'</i>	○ Teach in small steps; use clear explanations ○ Model thinking aloud and avoid cognitive overload ○ Use visuals and examples ○ Consistent and well-planned use of specific vocabulary ○ Use technology to support explanation ○ This prevents cognitive overload and supports inclusion of all learners	<i>Based on Rosenshine's explicit instruction and EEF explicit instruction</i>
Check Understanding <i>Have they all understood before moving on?</i>	○ Use cold calling, or partner talk (think, pair, share), don't rely on volunteers only ○ Purposeful questioning ○ Address misconceptions immediately ○ This avoids racing ahead and leaving misconceptions unaddressed	<i>Linked to formative assessment and EEF feedback.</i>
Practice Together <i>Can pupils practise with guidance? 'We do'</i>	○ Provide guided practice before independent work ○ Scaffold tasks; gradually reduce support ○ Use worked examples ○ This strengthens confidence, ensures accuracy, and builds fluency	<i>Based on Rosenshine's 'guided practice' and EEF scaffolding</i>
Independent Practice <i>Can they apply it independently? 'You do'</i>	○ Give short, focused tasks mirroring modelled examples ○ Encourage fluency before challenge ○ Circulate to monitor understanding ○ When needed, pull learners to a flexible group to close gaps/ additional support ○ Use technology to remove barriers ○ Repetition builds automaticity and frees working memory for new learning.	<i>Incorporate EEF flexible grouping as needed</i>
Review & Reflect <i>What stuck? What next?</i>	○ End with a quick recap or exit question ○ Reinforce key vocabulary ○ Use feedback (including marking) to plan next steps ○ This makes learning "stick" and supports metacognition	<i>Links to EEF feedback and Rosenshine's review principles.</i>