



Teaching and Learning Policy 2026-2027

Approved by: Full Governing Body

Date: April 2026

Review: April 2027

Signed:

Chair: Mr. C. Harris

TEACHING AND LEARNING POLICY

AIMS OF THE POLICY

This policy, has been created and agreed upon by the teaching staff and the Governing Body.

At Reddal Hill Primary School, we are committed to high quality teaching and learning that raises achievement for all pupils. It summarises expectations, promotes consistency and reflects the school's vision and aims.

This policy should be read in conjunction with our curriculum and subject specific policies.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment between pupils, staff, families, governors and the wider community. We aim to instil:

- High levels of skill and understanding across all subjects
- A rich, engaging curriculum that develops resilient learners
- Pride in achievement and a culture of perseverance and growth mindset
- Creativity and imagination
- Independence, flexibility and cooperation
- Respectful, empathetic citizenship in a multicultural society
- Strong home-school-community partnerships
- Equality of opportunity
- Broad development: spiritual, moral, social, cultural, physical, mental and emotional
- Enquiring minds, good thinking skills, self-respect and positive attitudes

As a school, we are committed to our mission statement – **'Developing Together for Tomorrow's World'**

INCLUSION AND ADAPTIVE TEACHING

We meet the needs of all pupils through high-quality, adaptive teaching. Staff provide appropriate support and challenge to ensure access and strong progress for every learner. We ensure:

- Approaches are adapted for pupils with SEND, EAL and additional needs
- Scaffolds support success; challenge extends rapid graspers
- Barriers are identified promptly and addressed
- Assessment informs next steps

SEND Reform (2026): We align with national SEND reforms, ensuring earlier intervention, strong local provision and clear accountability.

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) & PSHE

The school meets strengthened statutory requirements for RSHE and PSHE. This includes:

- Clear sequencing across KS1 and KS2
- A documented curriculum map showing progression
- Safeguarding alignment and appropriate handling of sensitive content

- Evidence of pupils' understanding over time
- Adaptations ensuring accessibility for SEND pupils

This is embedded in teaching, planning, assessment and monitoring and reviewed annually.

DIGITAL LEARNING

We prepare pupils for the modern world by ensuring they:

- Use technology safely, responsibly and respectfully
- Develop confidence in digital tools for research, creativity and communication
- Understand online safety principles and apply them beyond school
- Access digital opportunities that promote independence and problem-solving

2026 Update: Digital learning reflects new guidance on healthy screen time and safe device use.

WELLBEING AND EMOTIONAL DEVELOPMENT

We support the whole child by ensuring pupils:

- Learn in a safe, nurturing environment
- Develop resilience, self-esteem and emotional regulation
- Feel valued, listened to and supported
- Build healthy relationships and positive attitudes to learning

Teaching practices align with revisions to *Keeping Children Safe in Education (2025)*.

ETHOS

Our ethos is visible in:

- A welcoming environment celebrating achievements
- Respectful, aspirational and kind pupils
- Positive relationships and strong community links
- Learning environments that are purposeful, stimulating and well-organised
- Displays that reflect the full curriculum and high expectations

In classrooms, visitors will see purposeful engagement, a calm learning climate, effective resourcing, supportive systems and evidence of pupil success.

WHEN CHILDREN ARE LEARNING

Effective learning is seen when:

- Teachers understand pupils' needs and respond effectively
- Assessment is woven through teaching
- Pupils are attentive, enthusiastic and respectful
- Learners show curiosity and pride in their work
- Staff and pupils listen well, ask questions and demonstrate empathy
- Pupils acquire new knowledge through engaging activities

ROLES AND RESPONSIBILITIES

Learning and teaching are a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- Value pupils as individuals
- Promote good relationships and belonging
- Uphold behaviour expectations
- Support equality and cultural diversity
- Reinforce positive behaviour and work
- Work collaboratively

Teachers will endeavour to:

- Provide a stimulating curriculum that enables high achievement
- Understand individual needs
- Ensure progressive, continuous learning
- Be well-prepared, organised role models
- Engage in professional development
- Build community links
- Work collaboratively with all stakeholders
- Promote safe, effective technology use
- Prioritise wellbeing, resilience and emotional security

PARTNERSHIP WITH FAMILIES, PUPILS AND THE COMMUNITY

Reddal Hill Primary School values strong, positive partnerships with parents, pupils and the wider community. These relationships play a vital role in supporting attendance, behaviour, wellbeing and successful learning. We work collaboratively with families to promote high expectations, secure routines and shared responsibility for each child's education. Pupils are encouraged to engage positively with their learning and contribute to a respectful school culture. Our community partners enhance the curriculum and enrich pupils' experiences, helping us to provide the very best outcomes for all.

SCIENCE OF LEARNING (METACOGNITION AND SELF-REGULATION)

We teach pupils how to learn, not just what to learn. This includes:

- Identifying prior knowledge and misconceptions
- Small steps, retrieval opportunities and clear sequencing
- Avoiding cognitive overload
- Teaching self-questioning, planning, monitoring and evaluating
- Spaced learning, dual coding and schema-building
- Emotional regulation to support cognitive load

2026 Curriculum Review: We strengthen coherence and progression across subjects in line with national reforms.

We shall ensure that learning is accessed by as many means as possible, e.g. Effective Lifelong Learning Inventory (ELLI), which supports our pupils in understanding how they learn, in all year groups. Also, pupils Year 5 and Year 6 partake in the Children's University (with Wolverhampton University) to promote a love for learning outside of school.

PLANNING

At Reddal Hill, the foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

Planning ensures that staff are clear on objectives, content, outcomes and progression. It:

- Supports high-quality teaching and learning
- Meets National Curriculum and EYFS requirements
- Ensures effective use of resources
- Promotes continuity, balance and progression

2026 Curriculum Preparation: Planning reflects strengthened expectations for sequencing, oracy, foundations in English and maths, and inclusive adaptation

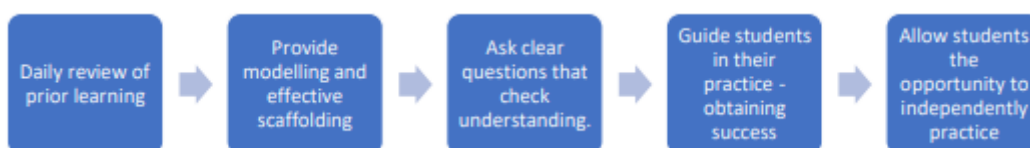
Planning takes place termly with reference to the National Curriculum 2014, the Early Years Foundation Stage and the Whole School Curriculum Plan. Weekly smarts are saved on the Staff Share drive and are based on assessment information, pupils' needs and subject expectations. At Reddal Hill, we are committed to raising standards of basic skills, including reading, writing, speaking and mathematics to support learning across the curriculum.

Subject leaders have key responsibilities, including monitoring coverage and progression, ensuring planning supports inclusive and adaptive practice, managing subject resources, supporting colleagues through release time and professional dialogue, and keeping up to date with developments in their subject. Teachers ensure breadth and balance within the curriculum and make appropriate cross-curricular links to enhance learning.

TEACHING STRATEGIES AND STYLES

- Effective teaching includes:
 - Observation, questioning, discussion
 - Reviewing learning
 - Interactive teaching and modelling
 - Reflection
 - High expectations and encouragement
 - Adaptation for individual needs
 - Opportunities for success for all pupils
- **Oracy (2026 Requirement):** Structured speaking and listening opportunities are embedded across subjects.

Activities should show a balance in terms of individual, group and whole class work. A variety of different strategies for effective teaching and learning will be used and will be based around a clear approach to teaching.



KEY SKILLS

At Reddal Hill Primary School, we recognise the importance of key skills which support learning across the curriculum. Opportunities are provided for pupils to develop:

- Application of number
- Communication
- Digital competence
- Problem solving
- Collaboration
- Independent learning and self-improvement

These skills are embedded in all subject areas to support pupils in becoming confident, capable and resilient learners.

Thinking Skills

Thinking skills are developed progressively across the curriculum. This includes:

- Creative thinking
- Enquiry and curiosity
- Information processing
- Reasoning
- Evaluation and reflection

These skills support pupils in making connections, thinking critically and approaching learning with confidence and independence.

Formative Assessment

At Reddal Hill, we recognise the importance of formative assessment and the critical role it plays in deepening learning. Formative assessment is built on the belief that every child can improve and on the importance of high self-esteem.

The four core elements are:

- Sharing learning goals
- Effective questioning
- Self- and peer-evaluation
- High-quality, actionable feedback

Formative assessment:

- Creates a positive learning environment
- Focuses all feedback on specific improvements pupils can make
- Helps pupils understand content, process and purpose
- Engages learners through problem-solving and challenge
- Provides opportunities for pupils to represent their understanding in multiple ways
- Creates space for reflection and meaningful dialogue
- Reviews what has been learned, how it was learned, and how it can be applied

This approach supports lifelong learning skills and aligns with evidence-based practice.

LEARNING PROCESSES

Pupils enter school at different stages of development and learn through a range of effective approaches. At Reddal Hill, pupils develop their skills through:

- Investigation and enquiry
- Practical exploration and hands-on learning
- Listening and observation
- Discussion and questioning
- Child-initiated learning where appropriate (particularly in EYFS and SEND contexts)
- Role play and imaginative engagement (EYFS/SEND)
- Retrieval and repetition to strengthen memory
- Problem-solving and decision-making

These approaches ensure that learning experiences are varied, engaging and responsive to pupils' needs, enabling all learners to make progress.

RETRIEVAL PRACTICE

Retrieval practice begins every lesson and is used throughout teaching to strengthen long-term memory and support metacognition.

ORGANISATION

Learning environments support independence, accessibility and purposeful learning. Resources are:

- Clearly organised and labelled
- Accessible to pupils
- Culturally inclusive

Support staff and volunteers enhance learning under teacher direction. Displays celebrate excellence and reflect high standards.

The learning environment will be managed in such a way as to facilitate different styles of learning.

DIFFERENTIATION

Curriculum tasks are adapted by pace, content, task, resources, extension, autonomy and support so all pupils can achieve ambitious outcomes.

HOMEWORK

Homework consolidates learning, involves parents, and prepares pupils for secondary expectations. KS1 and KS2 complete weekly English and maths tasks.

ASSESSMENT, RECORDING AND REPORTING

- Guides learning and identifies next steps
- Includes retrieval tasks, pre/post-unit checks, quizzes and discussion
- Tracks progress across subjects
- Informs planning and curriculum refinement

Attendance/CME (2026 Update): Assessment processes integrate statutory expectations for attendance monitoring and pupils at risk of missing education.

Summative assessments include SATs, phonics screening, multiplication checks and EYFS profiling.

MONITORING AND EVALUATION

Learning and teaching are monitored through:

- Book looks
- Lesson observations
- Pupil progress meetings
- Assessment analysis
- Subject leader reviews

Performance management informs professional development and drives improvement.

RESOURCES

Resources are accessible, well-maintained and used to support high-quality teaching. Digital resources reflect 2026 online safety expectations.

Visits and visitors enrich the curriculum. Time is used efficiently; pupils are encouraged to manage learning time responsibly.

Classroom and resources are the responsibility of classroom teachers and subject leaders who ensure that:

HEALTH AND SAFETY

The Headteacher and Site Manager are the nominated Health and Safety representatives. All concerns must be reported promptly. Risk assessments and safe practices are maintained throughout the school.