



WATTON WESTFIELD
INFANT & NURSERY

WATTON JUNIOR

'A Community of Ambition, Creativity and Kindness'

Teaching and Learning policy

This policy will be reviewed in full by the Governing Body on an annual basis.

Reviewed By	Local Governing Body
Meeting at which policy was reviewed and approved	June 2026
Next Review Date	June 2028

Contents

1.0	Roles and responsibilities	3
2.0	Policy Introduction and Rationale	3
3.0	Our Shared Vision, Mission, and Values	3
3.1	Strategic Realisation of Core Values	3
4.0	The Evidence-Informed Framework	4
5.0	Core Pedagogical Approaches	4
5.1	The WalkThrus Approach & Professional Development	4
5.2	Consistent Learning Routines	5
5.3	Checking for Understanding (CFU)	5
5.4	High-Quality Modelling, Scaffolding, and Metacognition	5
5.5	Feedback, including Marking	6
5.6	Retrieval Practice:	6
6.0	Inclusion, Adaptive Teaching, and SEND Provision	6
6.1	Adaptive Teaching	6
6.2	Deployment of Additional Adults	7
7.0	Home Learning	7
8.0	Review	7
9.0	Links with other policies and procedures	7

1.0 Roles and responsibilities

- **Review Body:** Local Governing Body.
- **Review Frequency:** Annual.
- **Scope:** This policy establishes the framework and pedagogical approaches governing classroom practice across Watton Westfield Infant & Nursery and Watton Junior Schools.
- **Implementation:** The schools' *Teaching and Learning Handbook* serves as the live and evolving operational guidance for classroom practice. The Handbook may be continually updated, refined, and expanded by school leadership within the boundaries of the strategic aims set out below.

2.0 Policy Introduction and Rationale

This policy defines the core, evidence-informed principles that guarantee high-quality education across every classroom in our schools. By aligning our schools under a shared pedagogical language and structural framework, we secure a seamless educational journey for all pupils.

While the statutory requirements within this policy are universally applicable, leaders and practitioners must apply professional judgment to ensure methods are tailored to the specific age, stage, and developmental needs of the children.

3.0 Our Shared Vision, Mission, and Values

Our educational approach is designed to deliver an inclusive, cohesive primary journey from the early years through to the end of the primary phase. We maintain unwavering high expectations, recognising that achievement is unique to each child.

Our teaching and learning framework is the primary vehicle through which we enact our core values: **'A Community of Ambition, Creativity and Kindness'**. These values must be actively woven into lesson design, classroom environments, and behavioural reinforcements.

3.1 Strategic Realisation of Core Values

To maintain a cohesive culture of achievement, all staff must intentionally use the language of our values to motivate, guide, and celebrate pupils.

Core Value	Pedagogical Approach	Classroom Expectation
Ambition	We cultivate resilience in the face of academic challenge and take pride in outcomes.	Set high cognitive challenges; provide scaffolding so all learners can succeed.
Creativity	We foster deep curiosity and teach pupils to be analytical problem-solvers.	Design inquiry-driven lessons; encourage critical thinking and diverse forms of expression.

Kindness	We lead with empathy and build positive relationships.	Create psychologically safe classrooms; embed collaborative learning.
Community	We operate in partnership with children, staff, families, and governors.	Ensure inclusive practices; maintain transparent communication and collective pride.

4.0 The Evidence-Informed Framework

All instructional strategies used across our schools must be anchored rigorously in educational research and cognitive learning science. The *Teaching and Learning Handbook* must continually develop its practical toolkits around five foundational pillars:

- **Rosenshine's Principles of Instruction:** Operationalised through systematic reviewing of learning, high-volume questioning, small-step sequencing, explicit modelling, and scaffolded stages of practice.
- **The Education Endowment Foundation (EEF) Guidance:** Prioritising metacognitive strategies, high-quality feedback mechanisms, adaptive instruction, and structured interventions.
- **Child Development:** Ensuring staff understand what approaches are appropriate for the age and stage of the children they teach and support, grounded in a clear understanding of what is biologically primary and what is secondary knowledge, and how these two strands of knowledge are developed.
- **Cognitive Load Theory:** Intentionally designing instructions around working memory limits and embedding structures that convert temporary performance into long-term memory retention.
- **National Frameworks:** Ensuring alignment with publications, such as the National Writing and Reading Frameworks, and other relevant national guidance as it is produced.

5.0 Core Pedagogical Approaches

To maintain a cohesive culture across all key stages, the *Teaching and Learning Handbook* will establish expectations for the following five core elements of instruction.

5.1 The WalkThrus Approach & Professional Development

To ensure a common pedagogical approach, both schools utilise Tom Sherrington and Oliver Caviglioli's *Teaching WalkThrus* as our core pedagogical reference texts. Leaders will align professional development, coaching cycles, and collaborative planning around the four core WalkThrus clusters:

- *Behaviour & Relationships*
- *Explaining & Modelling*
- *Questioning & Feedback*
- *Practice & Retrieval*

5.2 Consistent Learning Routines

Maximising the opportunity to learn requires predictability and clarity. Classrooms must eliminate passive, distracted habits by establishing explicit, automated routines. The handbook will maintain standardised, school-wide routines for the following:

- **'Ready to Learn':** The standard physical posture required for active listening (empty hands, sitting straight, tracking the talker, absolute silence).
- **'Talk Partners':** Structured, accountable peer-to-peer interactions using assigned partners and explicit role allocations.
- **'Signal to Stop':** A uniform routine that guarantees total whole-class focus within 5 seconds without teachers raising their voices.
- **'Mini-Whiteboards' (Show-Me Boards):** Our primary mechanism for securing an immediate, whole-class data sweep, eliminating passive disengagement and protecting pupils from individual anxiety.

5.3 Checking for Understanding (CFU)

Teachers must continuously measure what children *have understood*, rather than asking *if* they understand.

Instruction must follow an active, responsive cycle. Teachers will sample the room using structured routines (such as *Cold Call*, *Think-Pair-Share*, and *Show-Me Boards*), identify misconceptions neutrally, and dynamically choose to either move forward or immediately pivot and re-teach the concept.

Checking for Understanding is central to the continual cycle of adaptive practice, so that the information gathered from checking pupils' understanding has a direct impact on the learning sequence.

5.4 High-Quality Modelling, Scaffolding, and Metacognition

Instruction is designed to show *how a solution is built*, not merely what a finished answer looks like. This is achieved through:

- **Masterful Modelling Principles:** Teachers must utilise carefully chosen exemplars, and model their thinking as well as the outcome
- **The FAME Approach:** Lesson transitions will be operationalised using *Fading* (including backwards fading), *Alternation* (micro-level "I Do, You Do" loops), *Mistakes* (dissecting predictable errors), and *Explanation* (prompting active pupil rationale).
- **Scaffolding Philosophy:** Scaffolding is a temporary external support operating within a pupil's Zone of Proximal Development (ZPD). Scaffolds must be monitored, adjusted and systematically dismantled as a child's competence increases. We scaffold the barrier to the curriculum, never the expectation of the outcome. Staff will deploy the **Least-to-Most Support Framework** during independent work to avoid creating dependency or fluency illusions.
- **The Metacognitive Cycle:** Teachers will explicitly provide time and vocabulary for pupils to *Plan, Monitor, and Evaluate* their cognitive strategies before, during, and after tasks. Success

criteria must be actively co-constructed and used as a real-time self-monitoring tool rather than a passive rubric.

5.5 Feedback, including Marking

The core purpose of all feedback is to move the learner closer to their goal in a sustainable, time-efficient manner that minimises excessive teacher workload.

The Handbook outlines approaches to meaningful feedback that is matched to the age and stage of pupils, and the learning task.

Feedback is most effective when it is:

- **Timely:** provided at a point in time when a learner is able to reflect and respond
- **Targeted:** focused clearly on the learning objective and success criteria for the learning task
- **Acted upon:** learners must be provided with the time to reflect and act upon feedback, either through further attempts at the same or a similar task, editing and improving their work, or planning their approach to a subsequent task

Whilst some feedback is provided through written marking, staff will use a range of verbal and written feedback, feed back to the whole class, groups and individuals as appropriate.

Where written marking is used – *recognised as the approach with the greatest workload implications* – this will be planned into the learning sequence so that it can be reflected upon by learners and responded to. Not all learners, depending on their age and stage, will be proficient in accessing written marking, and this will be carefully managed to ensure impact and inclusion.

5.6 Retrieval Practice

Learning requires a permanent change in long-term memory. To protect curriculum delivery from the illusion of fluency, schools must systematically embed opportunities to recall prior knowledge (e.g., *Daily Retrieval Reviews*, quizzes, and *Exit Tickets*) spaced across intervals to consolidate past knowledge over time.

6.0 Inclusion, Adaptive Teaching, and SEND Provision

Our schools maintain an unwavering commitment to full classroom inclusion. We explicitly reject traditional, workload-heavy practices of differentiation that lower expectations or isolate vulnerable learners.

6.1 Adaptive Teaching

All pupils target the same high-level, ambitious learning outcomes. Teachers must adaptively adjust instruction "in the moment" through the temporary application of scaffolds, flexible groupings, and concrete resources. To achieve this daily, staff must embed the EEF's **"Five-a-Day" High-Leverage Habits** into every lesson sequence:

- Explicit Instruction
- Cognitive and Metacognitive Scaffolding
- Flexible Grouping
- Questioning to Activate Thinking
- Using Concrete Resources and Technology

6.2 Deployment of Additional Adults

Learning support Assistants (LSAs) are invaluable assets for narrowing the attainment gap and must be deployed as expert learning facilitators.

- **Teachers** are legally responsible for planning lessons, clarifying success criteria, and briefing LSAs on potential misconceptions and targeted student assignments prior to the session.
- **Learning Support Assistants** must fluidly apply the *Least-to-Most Support Hierarchy*. TAs must strictly operate under the **Principle of Planned Withdrawal**, consciously stepping back and removing their physical presence the exact moment a child demonstrates competence to safeguard against learned helplessness and cultivate true pupil self-regulation.

7.0 Home Learning

Teachers are responsible for encouraging home learning, through:

- Setting the expectation that pupils read regularly at home, and providing reading books that are age-appropriate and decodable based on a pupil's age and stage
- Providing parents and carers with a child's current phonics and/or spelling focus so that these can be practiced at home
- Providing parents and carers with resources to support their child's developing mathematical fluency (e.g. number bonds, times tables)
- Inviting pupils to attempt other curriculum-linked home learning activities, at least once per half term.

8.0 Review

Ahead of the review of this policy, senior leaders will review monitoring and quality assurance data in the following areas:

- Staff Voice, including implications on staff workload
- Pupil outcomes
- Observations from learning walks and work scrutiny
- Pupil voice activities

Senior leaders will also consider the implications of prominent publications that might strengthen the evidence-base for effective practice

9.0 Links with other policies and procedures

This policy should be read in conjunction with the following policies and procedures:

- Teaching and Learning Handbook (schools' procedures)
- EYFS Policy (Trust-adopted Policy)
- Handwriting Policy (Trust-adopted Policy)
- Monitoring and Quality Assurance Guidance (schools' procedures)
- Curriculum Planning (the schools' curriculum)