



BITTERNE
C of E PRIMARY

Teaching and Learning Policy

Headteacher: Mrs. Jen Johnson

Reviewed by	Headteacher	Authorised by	Governing Body
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Review Cycle	Annually	Signed by Chair of Governors	Rev Tony Palmer

HOPE

COURAGE

CREATIVITY



Together we soar...



1. Vision

Together We Soar...

At Bitterne Church of England Primary School every child is uniquely created and loved by God. Our teaching is rooted in our Christian values of Hope, Courage and Creativity. We believe all pupils are entitled to a broad, ambitious and knowledge-rich curriculum which develops wisdom, character and academic success. Teaching enables children to flourish spiritually, academically, socially and emotionally whilst preparing them for the next stage of education and life.

2. Purpose and Scope

This policy establishes the core expectations for teaching and learning across every curriculum subject and phase. It applies to English, mathematics and the wider curriculum equally. Separate subject guidelines set out discipline-specific approaches, but they sit beneath this policy and do not replace its whole-school expectations.

The policy is intended to secure consistently strong classroom practice whilst preserving professional judgement. Across all subjects, teaching should build secure knowledge, develop pupils' ability to think and communicate, identify and respond to learning needs, and ensure that pupils – particularly those eligible for Pupil Premium – make strong progress from their starting points.

3. Evidence Base

- Teachers' Standards (DfE).
- National Curriculum and subsequent statutory updates.
- EYFS Statutory Framework.
- Education Endowment Foundation (EEF) guidance and Teaching and Learning Toolkit, including oral language, feedback, metacognition and self-regulation, SEND in mainstream schools, literacy and Pupil Premium.
- Rosenshine's Principles of Instruction.
- Tom Sherrington's WalkThrus.
- Mary Myatt's work on high challenge, low threat and curriculum thinking.
- Shareen Wilkinson's work on disciplinary literacy.
- Cognitive science research relating to retrieval, spacing, interleaving, dual coding and cognitive load.

4. Our Principles of Great Teaching

- Maintain consistently high expectations for every learner; disadvantage, SEND or prior attainment must not become a ceiling on ambition.
- Teach for long-term learning, not simply short-term task completion.
- Build knowledge, vocabulary and conceptual understanding systematically.
- Secure strong foundations in basic skills: fluent number recall, accurate and fluent handwriting and spelling, confident reading, and effective writing are explicitly taught, practised and embedded across the curriculum.
- Teach explicitly before expecting independent performance and provide guided practice until pupils are ready for independence.



- Use deliberate practice, rehearsal and retrieval to build fluency and strengthen memory.
- Make oracy central to learning: pupils learn through purposeful speaking, listening, explaining, reasoning and discussion.
- Use assessment for learning continually to identify what pupils know, expose misconceptions and adapt teaching in the lesson.
- Use feedback to move learning forward and ensure pupils have opportunities to act upon it.
- Develop disciplinary thinking, reading, writing and talk in every subject.
- Prioritise the progress and participation of pupils eligible for Pupil Premium through high-quality teaching, precise diagnosis and timely response.
- Ensure learning is broadened and deepened throughout the lesson; completion of a task is not the end point of learning.
- Promote independence, resilience, reflection and metacognition.

5. Lesson Design: Learning Must Move Forward

Lessons will look different across subjects, but every lesson must be purposeful and responsive. Teachers plan from what pupils need to learn, not from activities to be completed. Effective teaching will typically draw on the following sequence:

- Retrieve and activate relevant prior knowledge (APK).
- Clarify the learning purpose and make meaningful connections to previous learning.
- Explicitly teach new knowledge, vocabulary, concepts or skills using clear explanation, modelling and worked examples.
- Provide guided practice with frequent checks for understanding.
- Use purposeful talk and collaborative rehearsal so pupils explain, justify, question, compare and refine their thinking.
- Move pupils towards increasingly independent practice.
- Apply learning in different, richer or less familiar contexts.
- Use assessment evidence to adapt, revisit, scaffold, extend or deepen learning.
- Review learning and make the next step explicit.

Task completion is not the measure of a successful lesson. If pupils complete planned work, they should be enabled to deepen, broaden, refine or apply the intended learning. Pupils must not routinely be given unrelated 'filler' activities – for example, being told to read a book simply because they have 'finished their work'. Reading for pleasure remains highly valued and should be deliberately protected and planned, but it must not replace continued teaching, challenge or application during curriculum learning time.

Appropriate responses may include probing questions, explaining or defending reasoning, correcting and improving work, applying learning to a novel context, making connections, comparing examples, generating examples or non-examples, undertaking greater depth within the same learning intention, or moving to the next carefully sequenced step.

6. Explicit Instruction, Modelling and Scaffolding

New knowledge and skills are taught directly. Teachers explain clearly, think aloud, model expert processes and break complex learning into manageable steps. Worked examples and exemplars are



used where helpful. Cognitive load is managed carefully, and scaffolds are temporary: they are adjusted and removed as pupils become more secure so that support leads to independence.

7. Oracy: Speaking and Listening for Learning

Oracy is a core component of high-quality teaching in every subject. It is not confined to English or to occasional presentation tasks. Purposeful classroom talk helps pupils develop vocabulary, rehearse ideas, make connections, reason, clarify misconceptions, build confidence and deepen understanding. EEF evidence identifies curriculum-integrated oral language approaches as a high-impact strategy, including for disadvantaged pupils.

- Teachers explicitly model high-quality spoken language, including subject-specific vocabulary and complete, well-structured responses.
- Pupils are taught how to listen actively, build on others' ideas, disagree respectfully, justify opinions and adapt talk for purpose and audience.
- Structured talk is planned into learning through strategies such as think-pair-share, partner rehearsal, sentence stems, dialogic questioning, debate, explanation and collaborative problem-solving.
- All pupils are expected to think and participate; teachers avoid classroom dialogue being dominated by the most confident volunteers.
- Pupils are given sufficient thinking and rehearsal time before public responses, this particularly supports pupils with SEND, EAL or pupils who are less confident.
- Teachers use talk as assessment evidence, listening carefully to pupils' explanations and reasoning to decide what to teach next.
- Subject-specific oracy is developed: pupils learn to speak, reason and communicate in ways appropriate to the discipline.

8. Practice, Rehearsal, Retrieval and Application

Pupils require repeated opportunities to practise important knowledge and skills. Deliberate practice develops fluency and automaticity; retrieval strengthens memory and reveals what is secure. Teachers use low-stakes quizzes, cumulative review, flashback tasks, oral retrieval, spaced practice and interleaving where appropriate. Retrieval is used to strengthen and inform learning, not simply to generate scores.

Practice must lead towards meaningful application. Once pupils are secure, they should use knowledge and skills with increasing independence and in unfamiliar or authentic contexts so that learning is broadened and deepened.

9. Strong Foundations: Basic Skills Across the Curriculum

Strong basic skills are the foundation for successful learning in every subject. Pupils should not have to choose between learning curriculum content and practising the core skills that enable them to access it. Teachers therefore teach, revisit and reinforce number, handwriting, spelling, reading and writing wherever they are authentically required by the subject.



These expectations apply across the curriculum, while remaining sensitive to the disciplinary purpose of the lesson. Basic skills should support access to and communication of subject knowledge; they should not distort the intended curriculum or turn every lesson into an English or mathematics lesson.

Number: pupils are expected to recall and use age-appropriate number facts, calculation strategies, measures, scales, graphs, data and mathematical vocabulary accurately whenever these are needed in curriculum learning.

Handwriting: pupils use the school's agreed handwriting approach consistently. Handwriting should become fluent, legible and increasingly automatic so that transcription does not create an unnecessary barrier to thinking or recording.

Spelling: previously taught spelling patterns, statutory spelling words and subject-specific vocabulary are expected to be applied across subjects. Teachers draw attention to important spellings, model them accurately and require pupils to correct and learn from errors at an appropriate point.

Reading: pupils read frequently and purposefully across the curriculum. Teachers explicitly support pupils to decode, read fluently, understand vocabulary, retrieve information, make inferences and comprehend increasingly complex subject texts. Reading should broaden knowledge as well as practise reading itself.

Writing: pupils write for meaningful curriculum purposes and are expected to apply previously taught sentence construction, grammar, punctuation, spelling and transcription skills. Teachers model the forms of writing appropriate to each discipline and maintain high expectations for accuracy, clarity and quality.

Where assessment identifies an insecure basic skill that is preventing a pupil from accessing current learning, teachers respond promptly through modelling, scaffolded practice, additional rehearsal or targeted support. Gaps should not simply be worked around indefinitely.

For pupils eligible for Pupil Premium, teachers pay particular attention to whether gaps in foundational literacy or numeracy are restricting access to the wider curriculum. Support is based on precise assessment of need and is designed to accelerate access, independence and success rather than reduce curriculum ambition.

10. Vocabulary, Reading, Writing and Disciplinary Literacy

Language is central to learning across the curriculum. Every subject explicitly teaches the vocabulary and language structures pupils need, alongside the distinctive ways that experts read, write, speak and think within that discipline. Teachers model academic language, select purposeful texts and provide meaningful opportunities for reading, writing and talk that support subject learning.

11. Assessment for Learning: Check, Adapt, Respond

Assessment for learning is an everyday feature of teaching, not an event at the end of a unit. Teachers continually gather evidence of learning and use it to decide what happens next. The purpose is to establish whether pupils have learned what was intended, identify misconceptions or gaps, and adapt teaching before those gaps become embedded.

- Plan questions that reveal thinking rather than simply confirm participation.
- Use strategies such as cold calling, no-hands-up questioning, mini-whiteboards, hinge questions, retrieval, observation, pupil explanation and carefully selected examples.



- Check the understanding of all pupils, not only those who volunteer or appear confident.
- Use pupil talk, work and responses as evidence and adapt explanation, modelling, grouping, scaffolding, practice or pace in response.
- Re-teach when understanding is insecure; do not move on simply because the planned activity has been completed.
- Provide additional challenge through depth and application when understanding is secure.
- Make success and next steps clear enough for pupils to evaluate and improve their own learning.

12. Feedback

Feedback should move learning forward. It is purposeful, proportionate and focused on the task, subject knowledge, process or self-regulation rather than praise alone. Immediate verbal feedback and responsive teaching are often valuable because they allow misconceptions to be addressed at the point of learning. Written feedback is used where it adds value.

Pupils must have meaningful opportunities to act on feedback – for example by correcting, redrafting, rehearsing again, explaining more precisely or applying advice to a subsequent example. Feedback is not complete until it has had the opportunity to influence learning.

13. Pupil Premium and Closing the Disadvantage Gap

Improving the educational outcomes of pupils eligible for Pupil Premium is a whole-school responsibility and a central expectation of classroom practice. High-quality teaching is the foundation of our approach. Teachers know which pupils are disadvantaged, understand their individual strengths and barriers to learning, and use assessment evidence rather than assumptions to determine support.

- Maintain ambitious curriculum and outcome expectations; disadvantaged pupils access the same rich curriculum and key knowledge as their peers.
- Use precise formative assessment to identify gaps, misconceptions, vocabulary needs and barriers to participation early.
- Prioritise disadvantaged pupils when checking for understanding, questioning, feedback and responsive support without creating stigma or limiting independence.
- Ensure disadvantaged pupils participate fully in purposeful classroom talk and have opportunities to rehearse and articulate high-quality responses.
- Use scaffolding, pre-teaching, explicit instruction, metacognitive support and additional practice where diagnosis indicates these are needed.
- Monitor whether classroom adaptations are improving learning and adjust them when they are not.
- Work with leaders to connect classroom provision with the school's wider Pupil Premium strategy and targeted academic support.

Pupil Premium status does not imply a single type of need. Decisions must be rooted in knowledge of the individual pupil and reliable evidence.



14. Adaptive Teaching, SEND and Inclusion

Teachers maintain ambitious expectations for pupils with SEND and other additional needs. Quality First Teaching is the starting point. Teachers identify barriers and make reasonable adjustments while preserving the integrity and ambition of the curriculum. Strategies may include explicit instruction, pre-teaching, additional modelling, carefully chosen scaffolds, flexible grouping, vocabulary support, guided practice, technology and appropriate adult support.

Adaptation should increase access to the intended learning, not replace it with unnecessary simplification. Teachers work with the SENDCo and other professionals as appropriate and evaluate whether adaptations are having the intended impact.

15. Questioning and Participation

Questioning is used to assess, probe and extend thinking. Teachers plan a balance of questions that retrieve knowledge, uncover misconceptions, require explanation and reasoning, and deepen understanding. All pupils are expected to think. Strategies such as cold calling, think-pair-share, mini-whiteboards, hinge questions, follow-up probing and 'say more' prompts help teachers secure broad participation and stronger assessment evidence.

16. Metacognition and Independence

Teachers explicitly model how successful learners plan, monitor and evaluate their thinking. They think aloud, make strategies visible, prompt pupils to select appropriate approaches and gradually reduce support. Pupils are taught to reflect on what helped them learn, recognise when a strategy is not working and make purposeful changes. Independence is developed through carefully faded support, not by leaving pupils to struggle without guidance.

17. Learning Environment and Use of Time

Learning environments are calm, purposeful, inclusive and organised to maximise learning time. Resources and displays support current learning and independence without unnecessary cognitive distraction. Transitions are efficient and routines are explicitly taught.

Every minute of curriculum time matters. Teachers plan for likely variation in pace and are ready to respond when pupils need re-teaching or when they are ready to go deeper. Unrelated worksheets, colouring, generic puzzles, unplanned device use or 'read when finished' should not be used as default time-fillers during lessons. Extension means extending the learning, not merely extending the amount of work.

18. Christian Distinctiveness

- Hope encourages ambition, perseverance and belief that everyone can improve.
- Courage encourages pupils to think deeply, contribute, take intellectual risks, learn from mistakes and persevere through challenge.
- Creativity encourages curiosity, imagination, flexible thinking and thoughtful application of knowledge.



Relationships reflect dignity, compassion, forgiveness and respect; every pupil's contribution is valued and every pupil is expected to participate.

19. Professional Development

Teaching continually improves through instructional coaching, collaborative planning, professional reading, evidence-informed CPD, moderation and regular subject development. Professional development focuses on implementation in classrooms and its impact on pupil learning. Monitoring is developmental and is used to identify strengths, secure consistency and target support.

20. Roles and Responsibilities

Governors: oversee the implementation and impact of the policy, including provision and outcomes for disadvantaged pupils.

Senior leaders: establish clear expectations, model effective practice, monitor implementation, provide professional development and respond to evidence about pupil outcomes.

Subject leaders: translate this policy into subject-specific guidance, exemplify disciplinary pedagogy and monitor how well pupils learn within their subject.

Phase leaders: support consistent classroom implementation, use assessment and monitoring evidence to improve teaching, and maintain a strong focus on Pupil Premium pupils.

Teachers: implement the policy in every subject, know their pupils well, use assessment responsively and ensure learning is continually moved forward.

Support staff: reinforce agreed teaching approaches, promote pupil thinking and independence, and communicate useful assessment information to teachers.

Pupils: participate actively, listen and speak purposefully, respond to feedback, practise, reflect and take increasing responsibility for their learning.

21. Whole-School Classroom Expectations: Non-Negotiables

- Lessons start and end on time. Resources and books are ready for the start of the lesson.
- Every lesson builds on prior learning and has a clear learning purpose.
- Strong foundations are everyone's responsibility: pupils apply and strengthen number, handwriting, spelling, reading and writing across subjects whenever these skills are relevant to the learning.
- New learning is explicitly taught and modelled before pupils are expected to perform independently.
- Dual coding is used to support recall and memory.
- Assessment for learning is continuous: teachers check, adapt and respond during the lesson.
- All pupils are expected to think, speak and participate; purposeful oracy is planned across the curriculum.
- Vocabulary is explicitly taught, modelled and revisited.
- Pupils have opportunities for retrieval, rehearsal, deliberate practice and application.
- Learning progresses from modelling and guidance towards independence.



- Learning is deepened or broadened when pupils are secure; task completion does not result in unrelated time-filling.
- Feedback identifies how learning can improve and pupils are given opportunities to act on it.
- Pupil Premium pupils are known, prioritised within responsive teaching and supported to access ambitious learning.
- Adaptations remove barriers without lowering the ambition of the curriculum.
- High expectations apply to every child in every subject.
- Teaching reflects Hope, Courage and Creativity.

22. What Leaders Should See in Classrooms

When this policy is embedded, classroom practice should show pupils thinking hard about worthwhile curriculum content; teachers eliciting evidence of understanding and responding to it; purposeful pupil talk; explicit vocabulary and modelling; strong participation from disadvantaged pupils and those with SEND; practice that builds fluency; and learning that is extended through depth, connection and application rather than additional low-value tasks; and consistently high expectations for pupils to apply and strengthen foundational number, handwriting, spelling, reading and writing skills across the curriculum.

23. Monitoring and Review

Implementation will be evaluated through learning walks, work scrutiny, pupil voice, planning review, coaching conversations, curriculum monitoring, assessment information and pupil outcomes. Monitoring will consider the experience and progress of Pupil Premium pupils explicitly, alongside SEND and other relevant groups. Leaders will evaluate not only whether agreed strategies are visible, but whether they are improving pupils' learning.

The purpose of monitoring is continuous improvement and professional growth. Findings will inform coaching, CPD, subject development and school improvement priorities.

24. Evidence-Informed Reference Points

The school will keep this policy under review as the evidence base develops. Particular reference will be made to current EEF guidance on oral language, feedback, metacognition and self-regulation, SEND, literacy, implementation and effective use of Pupil Premium. Evidence is used alongside professional judgement and knowledge of our pupils and context; it is not applied as a checklist or a substitute for responsive teaching.

25. Policies

This policy should be read in conjunction with:

- Pupil Premium Strategy
- Inclusion Strategy
- Enrichment Strategy
- Feedback Policy
- Assessment for Learning Policy



- Homework Policy
- SEND Policy
- Subject Guidelines