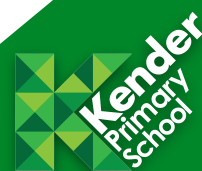




Kender Primary School

Teaching and Learning Policy

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Introduction Teaching and Learning at Kender

At Kender Primary School, our Teaching and Learning Policy is rooted firmly in our vision and values. As a culturally rich and fully inclusive community school, we are committed to providing high standards of learning for all children within an inspirational, stimulating and supportive environment. Our commitment to **“Delivering consistently excellent practice, driving consistently higher standards.”** underpins this policy and reflects our unwavering ambition for every pupil.

Following our most recent Ofsted inspection, we have sharpened our focus on ensuring that children are learning and remembering more. At Kender, we believe that learning is essential not only for success today, but for lifelong wellbeing and achievement. Our curriculum and teaching approaches are therefore carefully designed to develop successful citizens, now and for the future. Learning is sequenced thoughtfully, knowledge is revisited and embedded over time, and teaching is structured to ensure that children retain and apply what they know.

We are committed to encouraging creativity and enhancing engagement in every classroom. High-quality teaching at Kender balances clear, explicit instruction with opportunities for exploration, discussion and purposeful practice. We support inclusivity and promote independence, ensuring that every child — regardless of starting point — is equipped with the knowledge, skills and confidence to thrive. Through adaptive teaching and strong subject knowledge, staff address misconceptions swiftly and build secure foundations for long-term success.

Central to our approach is the belief that children flourish in a culture of positive relationships. Each child’s self-esteem is nurtured through respectful, supportive interactions with peers and staff, enabling them to develop their full potential academically, socially and physically. We recognise that excellence is achieved collectively; therefore, we strive to work in close partnership with parents, carers and the wider community, actively involving them in children’s learning journey.

This policy represents our shared commitment to consistent, high-quality practice across the school. By aligning our teaching with our values and strategic priorities, we ensure that every classroom at Kender Primary School is a place where children are inspired, challenged and empowered — learning more, remembering more, and achieving more.



6 Key Principles of Great Teaching

Explanation

Explanation is the clear introduction of new knowledge and skills. It is most effective when broken into small, manageable steps and linked to what pupils already know, helping to avoid cognitive overload and build secure understanding.

Modelling

Modelling is the demonstration of how to apply knowledge and skills through expert guidance and worked examples. By making thinking visible, it supports pupils in understanding the process before moving towards independence.

Challenge

Challenge ensures pupils are pushed to think deeply and work just beyond their current level of understanding. High expectations and purposeful struggle promote resilience, deeper learning and higher achievement.

Practice

Practice involves deliberate, repeated engagement with new learning to build fluency and long-term retention. Spaced and varied practice strengthens understanding and helps pupils embed knowledge securely.

Feedback

Feedback identifies gaps between current performance and desired outcomes. Precise and timely feedback guides improvement, helping pupils refine their knowledge and skills.

Questioning

Questioning tests, deepens and develops understanding. Effective questioning promotes hard thinking, checks for misconceptions and fosters rich classroom discussion.

As a staff team at Kender Primary School, we have worked collaboratively to explore these principles in depth, reflecting honestly on our current practice and considering how they align with our vision and values. Through professional dialogue, lesson study and research-informed discussion, we examined what high-quality teaching looks like in our context and how it supports our ambition of delivering consistently excellent practice and driving consistently higher standards. We considered how clear explanation, purposeful modelling, appropriate challenge, deliberate practice, precise feedback and skilful questioning contribute to children learning and remembering more. From this process, we have distilled our collective understanding into the following guidelines, which establish the shared principles and consistent approaches we will use across the school to ensure high-quality teaching and learning for all.

Kender Teaching and Learning Tools

Clear explanation is essential to building secure understanding, ensuring that new knowledge is introduced in a way that connects, sticks and supports long-term retention.

- Link learning to prior knowledge and real-life contexts
- Break learning into small, carefully sequenced steps to avoid cognitive overload
- Use recap strategies (e.g. Do Now, Flashback) to strengthen retrieval
- Highlight and revisit key vocabulary
- Make abstract concepts tangible and concrete
- Use minimal slides (no more than four) to maintain clarity and focus
- Use videos, analogies and acting out to support understanding
- Encourage pupils to articulate viewpoints and explain their thinking (e.g. Voice 21)

Modelling and explicit instruction are central to ensuring pupils understand not just what to do, but how and why, supporting clarity, confidence and independence in learning.

- I Do → We Do → You Do
- Think-aloud to make metacognition explicit
- Encourage pupils to verbalise their thinking
- Model successful and unsuccessful examples
- Model the use of scaffolds and how to correct errors
- Secure attention and use clear, simple language
- Use visuals, concrete materials and step-by-step demonstrations

High levels of challenge, underpinned by strong expectations, ensure that all pupils are supported and stretched to achieve their very best.

- High expectations for all pupils, including those with SEND
- Challenge embedded within the curriculum, not added as an afterthought
- Provide healthy struggle while avoiding the 'panic zone'
- Offer alternative routes to challenge to ensure equity
- Provide tailored next steps to move learning forward
- Encourage resilience and positive risk-taking
- Celebrate success to build confidence and self-belief

Purposeful practice is essential for securing fluency, deepening understanding and ensuring that learning moves towards mastery over time.

- Repeated, varied and spaced practice to strengthen retention
- Interleaving concepts to build connections across learning
- Tasks closely linked to core concepts to secure foundations
- I Do → We Do → You Do to develop fluency and independence
- Use of worked examples and concrete materials to support understanding
- Structured approaches such as SRSD in English
- Pre-teaching, Fluency Bee and project books to consolidate learning
- Focused practice in phonics, handwriting and booster sessions
- Opportunities for real-world application of learning
- Use of Showbie to share models, worked examples and voice-note feedback

Effective feedback is central to progress, ensuring that misconceptions are addressed swiftly and pupils understand how to improve their learning.

- Identify pupils who need immediate feedback to prevent misconceptions from embedding
- Address errors and misconceptions quickly and clearly
- Use conferencing, live marking and verbal feedback to guide improvement
- Build in mini-plenaries and class discussions to clarify understanding
- Promote self and peer assessment to develop ownership of learning
- Provide time for purple pen responses and model improvements
- Maintain a safe environment where pupils feel confident to ask questions and reflect on their learning

Questioning plays a vital role in both deepening understanding and informing both formative and summative assessment, enabling teachers to check for understanding in real time and adapt teaching to meet pupils' needs.

- Structured questioning: Pose → Pause → Pounce → Bounce
- Deep thinking through hinge questions (e.g. "How do you know?")
- Varied response strategies (whiteboards, talk partners, cold calling)
- Low-stakes quizzing, including the use of ICT
- Plenaries to inform next steps
- Continuous formative assessment and responsive adaptive teaching

Our monitoring, evaluation and reporting

Monitoring, evaluation, and reporting on the effectiveness of a teaching and learning policy involve systematically gathering and analysing evidence to determine how well the policy supports improving outcomes for pupils and the quality of teaching.

Monitoring focuses on ongoing checking (see term-by-term, School Improvement Calendars):

- classroom observations
- assessment data
- feedback from pupils, parents and staff
- Governor visits feedback
- School Improvement Partner visits
- External validation reports

Everything in place is designed to ensure the policy is being implemented as intended. Evaluation involves reviewing this evidence over time to judge its impact on learning, identify strengths and gaps, and inform improvements.

School Leaders communicate these findings clearly to school staff, governors and School Improvement partners.

Links to other curriculum areas

English, Phonics, Maths, Science, Computing, History, Geography, MFL, PE/ Games, Art, Music, Design Technology, RSE

Links to other policy documents

See curriculum documents.

Educational Visits, Mental Health & Wellbeing, Behaviour, SEND, Equalities & Diversity