



# Princecroft

## PRIMARY SCHOOL

Incorporating the Hive Nursery

# Teaching and Learning Policy

Review date	September 2025
Date of next policy review	September 2026

*This policy is in line with the Single Equality Policy*

**Princecroft Primary School  
Princecroft Lane  
Warminster  
Wiltshire  
BA12 8NT**

**Headteacher: Mrs Gemma Pierson**

**E-mail: [admin@princecroft.wilts.sch.uk](mailto:admin@princecroft.wilts.sch.uk)**

# **Teaching and Learning Policy**

## **Aims**

Staff at Princecroft School are wholly committed to raising standards and ensuring high-quality teaching and in every classroom. Our expectation is that all pupils experience engaging, challenging and well-structured lessons that enable them to achieve highly.

This policy aims to support teachers in becoming the most effective practitioners they can be, drawing on evidence-based practice, cognitive science, research, and professional experience. Staff should also refer to the *Teaching and Learning Handbook* for subject-specific guidance.

By adopting a consistent, whole-school approach to teaching and learning, we aim to:

- Ensure consistency of practice across all classrooms;
- Enable teachers to teach as effectively as possible;
- Create purposeful and supportive learning environments;
- Give children the skills they need to become lifelong learners;
- Develop deep understanding, by helping children connect new and existing knowledge, so they become fluent and confident in applying skills;
- Secure long-term knowledge retention by developing well-connected schemas of understanding;
- Enable children to become confident, engaged and motivated learners;
- Promote self-respect, respect for others and appreciation of diverse cultures and values;
- Foster positive learning behaviours.

## **Roles and Responsibilities**

Teaching and learning is a shared responsibility across the whole school community (see also our Home–School Agreement).

### **Teachers will:**

- Uphold the Teachers' Standards for teaching and professional conduct.
- Actively engage parents/carers in their child's learning, both individually and at school events.
- Clearly explain the purpose of home learning.
- Update parents/carers on progress through regular consultations, two progress reports, and an end-of-year report.

**Support staff will:**

- Know pupils well and adapt support to individual needs.
- Contribute flexibly and resourcefully to teaching and learning.
- Use agreed assessment for learning strategies.
- Provide effective feedback, both verbal and written, as appropriate.
- Contribute to engaging lessons and learning opportunities.
- Communicate observations of pupils to teachers.
- Ask clarifying questions to ensure expectations are understood.
- Identify and use resources to support learning.
- Maintain high expectations and celebrate achievement.
- Model themselves as learners.

**Subject leaders at our school will:**

- Design and maintain well-sequenced, broad, and balanced curriculum plans.
- Ensure progression in knowledge and skills across lessons and year groups.
- Use budgets effectively to resource their subject.
- Support teachers to address challenges and improve practice.
- Allocate sufficient curriculum time for depth, mastery, and excellence.
- Monitor progress using a range of evidence (work scrutiny, data, observations).
- Act on monitoring outcomes to strengthen provision.
- Share clear intentions for their subject.
- Promote collaboration and the sharing of best practice.

**Senior leaders will:**

- Articulate and promote a clear, ambitious vision for high-quality, inclusive education.
- Set and celebrate high expectations for all.
- Hold staff and pupils accountable for outcomes.
- Plan, implement, and evaluate strategies for continuous improvement.
- Manage resources to support effective teaching and learning.
- Provide coaching, mentoring, and professional guidance.
- Oversee CPD to improve subject knowledge and pedagogy.
- Promote teamwork and peer support among staff.
- Address underachievement swiftly through targeted interventions.

**Pupils will:**

- Take responsibility for their learning and support their peers.
- Demonstrate positive behaviour for learning, respecting others' right to learn.
- Attend lessons punctually and prepared with the correct equipment.

- Be curious, engaged, ambitious, and confident learners.
- Understand what they need to do to improve.
- Show focus and effort in their work.
- Complete home learning tasks as required.
- Follow the expectations set out in the Behaviour Policy.

**Parents and carers of pupils at our school will:**

- Value and support their child's learning.
- Ensure their child is prepared and ready to learn each day.
- Promote good attendance and punctuality.
- Participate in discussions about progress and attainment.
- Communicate promptly with the school.
- Encourage their child to take responsibility for their learning.
- Support home learning.

**Governors at our school will:**

- Monitor the impact of teaching and learning strategies on pupil outcomes.
- Hold the headteacher to account for implementation of this policy.
- Ensure related policies support high-quality teaching and are applied effectively.

**Teaching and Learning strategies**

At Princecroft, staff engage reflectively with research and evidence-based approaches. One key framework is **Rosenshine's Principles of Instruction**, which underpin lesson design.

# 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.



<p><b>01 DAILY REVIEW</b></p> <p>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.</p>	<p><b>02 NEW MATERIAL IN SMALL STEPS</b></p> <p>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.</p>
<p><b>03 ASK QUESTIONS</b></p> <p>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.</p>	<p><b>04 PROVIDE MODELS</b></p> <p>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.</p>
<p><b>05 GUIDE STUDENT PRACTICE</b></p> <p>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.</p>	<p><b>06 CHECK STUDENT UNDERSTANDING</b></p> <p>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.</p>
<p><b>07 OBTAIN HIGH SUCCESS RATE</b></p> <p>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.</p>	<p><b>08 SCAFFOLDS FOR DIFFICULT TASKS</b></p> <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p><b>09 INDEPENDENT PRACTICE</b></p> <p>Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	<p><b>10 WEEKLY &amp; MONTHLY REVIEW</b></p> <p>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.</p>

Typical lesson features include:

- Daily review and retrieval of prior learning.
- New content presented in small steps, ensuring mastery before progression.
- Use of varied questioning to check and deepen understanding.
- Clear teacher modelling, using visual and practical aids where helpful.
- Guided practice with teacher support.
- Frequent checks for understanding.
- Opportunities for pupils to experience challenge with a high rate of success.
- Use of scaffolds and models where needed.
- Independent practice to consolidate learning.
- Regular reviews of content.
- Explicit vocabulary teaching.
- High expectations for oracy, with children expected to answer in full sentences.

## **Differentiation or adaptive teaching**

We recognise that high-quality teaching benefits all learners, and lessons are adapted to meet diverse needs, including pupils with **SEND, EAL, disadvantage, or higher ability**.

Strategies may include:

- Effective deployment of support staff.
- Collaboration with the SENCO, pupils, and parents to plan provision.
- Use of additional resources (e.g. concrete maths apparatus, writing frames, word banks).
- Liaison with external professionals for specialist advice.

## **Classroom Environments**

A well-organised, calm environment is essential for effective learning. At Princecroft, classrooms should inspire pupils without being overstimulating, and children are taught to respect and take responsibility for their surroundings.

Each classroom will:

- Display the Calm School Code.
- Display SLANT and SHAPE posters to reinforce learning behaviours and oracy.
- Show current learning for Sounds-Write and Kinetic Letters.
- Use a working wall for writing (toolkit, key learning, text map, prompts).
- Keep maths, reading, and topic working walls up to date.
- Be tidy, labelled, and organised, with pupils contributing to upkeep.
- Establish routines for efficient use and return of resources.

## **Planning**

Lessons will be carefully planned to ensure progress in the short, medium, and long term.

We use the following published schemes:

Phonics	Sounds-Write
Handwriting	Kinetic Letters
Writing	Talk for Writing
Maths	White Rose Math's, MAP (mental arithmetic practice), LbQ (learning by questions)
Science	CUSP

PE	PE Hub
Computing	Teach Computing
PSHE	SCARF
Classics	Maximum Classics
Other Subjects	Written in-house by subject specialists

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

The curriculum is designed to build **rich schemas**, with golden threads such as *democracy, discovery, monarchy, religion, invasion, warfare* woven across subjects and year groups. Key experiences are embedded within our **“11 by 11” programme**, enriching and consolidating classroom learning through purposeful visits and experiences.

### **Monitoring and Evaluation**

- Subject leaders and the headteacher regularly monitor and moderate pupils' work.
- Pupil Progress Meetings take place termly, reviewing provision maps and intervention impact.
- Lesson observations, book scrutinies, and feedback are used to support teacher development.
- Link governors participate in monitoring with subject leaders.
- Pickwick Academy Trust undertakes 12 monitoring visits annually.

### **Home learning**

Home learning supports pupils in making links between school learning and the wider world.

- Tasks are purposeful, manageable, and clearly explained.
- Reception–Year 4: Reading and maths recall facts.
- Years 5–6: Weekly English and maths tasks, alongside reading and recall facts.
- All pupils: Opportunities for thematic projects.

### **Marking and feedback**

Feedback will be timely, specific, and actionable.

- Emphasis is on **in-lesson verbal feedback and short written prompts**, rather than lengthy post-lesson marking.
- Group or whole-class feedback may be used to address misconceptions.
- Teachers adapt lessons responsively to maximise learning.
- LbQ provides immediate, live-tracked feedback.

### **Assessment, recording and reporting**

We track pupils' progress using a combination of formative and summative assessment.

We have 3 dedicated assessment weeks in the year where children take formal assessments and a robust 'on-entry' assessment establishes starting points for new children joining the school mid-year.

All assessment data is logged on Insight Tracker and leaders use reports and analysis to make judgements about the effectiveness of teaching and learning and to plan next steps. Such reports are shared with Pickwick Academy Trust and Governors.

### **Review**

This policy will be reviewed annually by the headteacher and shared with the Local Governing Committee.