



Welcome to
Homerswood



A pathway to grow, be curious and discover

Teaching and Learning Policy

Homerswood Primary and Nursery School

Ratified : October 2025

Review : October 2026

1. Purpose

This policy outlines our approach to teaching and learning in our school grounded in Barak Rosenshine's Principles of Instruction.

Our aims are:

- To establish an agreed approach to what constitutes quality teaching and learning.
- To ensure consistency, promote high-quality instruction, and support all learners in achieving their potential.
- To enable staff to identify key features of effective teaching and learning and help ensure they match the abilities, attainments, interests and experiences of pupils.
- To provide an agreed focus for the monitoring and evaluation of teaching and learning
- To instil a love of learning and the ability to make connections.
- To incorporate other aspects of the curriculum including British Values, relationships, health and sex education, personal and social education, spiritual and moral, cultural education and equality.

2. Vision and Rationale

At Homerswood Primary and Nursery School, we believe that learning promotes sustained progress and achievement for all pupils, including those with SEND, disadvantaged and most able pupils. Effective teaching is fundamental to pupil success. Rosenshine's principles (derived from cognitive science, classroom research, and studies of master teachers) provide a clear, practical framework that helps students build secure, long-term understanding.

3. Principles and Implementation - at all stages, Teachers will provide adaptive teaching that prioritises positive outcomes for learners

1. Begin lessons with a short review of previous learning

- Teachers will routinely start lessons with 5–10 minutes of review activities (e.g., retrieval practice, low-stakes quizzing, questioning).

- Purpose: Activate prior knowledge, reduce forgetting, and strengthen memory traces.

2. Present new material in small steps

- Teachers will avoid cognitive overload by breaking content into manageable chunks. This will include giving explicit instruction.
- Scaffolding and sequencing will ensure clarity before progressing to complex tasks.

3. Ask a large number of questions and check for understanding

- Teachers will use targeted, open and closed questions throughout the lesson to assess comprehension.
- Techniques such as lollipop sticks names, and mini whiteboards may be used.

4. Provide models

- Teachers will model processes (e.g., worked examples, thinking aloud) to demonstrate what success looks like.
- Modeling will include cognitive strategies and metacognitive talk.

5. Guide student practice

- Teachers will offer guided practice through scaffolding, paired work, and worked examples before independent tasks.
- Immediate feedback will help correct misconceptions early.

6. Check for student understanding

- Teachers will continuously check for understanding throughout the lesson using a range of assessment for learning (AfL) formative assessment techniques.

- Misconceptions will be addressed before moving on.

7. Provide scaffolds

- Teachers will scaffold learning through visual aids, sentence starters, structured frameworks, and peer support in order for all to be successful.
- Gradual release of responsibility will build learner independence.

8. Require and monitor independent practice

- Teachers will provide opportunities for students to apply learning independently after guided practice.
- This stage reinforces retention and transfer to long-term memory.

9. Engage pupils in weekly and monthly review

- Teachers will incorporate regular spaced review and retrieval practice to consolidate long-term knowledge.
- Curriculum plans will include deliberate spiraling of key concepts and skills.

4. Classroom Environments are:

- Welcoming, safe and secure
- Should be calm, purposeful with natural light
- Resources should be accessible to pupils
- Should be organised and tidy
- Layouts should allow for independent learning and achievement
- Displays should showcase relevant work, with an English and Maths working wall, celebrating me board, and examples of children's work self chosen that they wish to celebrate and are proud of.
- Pupil mental health and well being is promoted through regular conversation and understanding of feeling, the well being scale and the learning zones.

5. Roles and Responsibilities

Teachers

- Plan and deliver lessons informed by the principles using schemes of work from external providers. Teachers adapt these plans to meet the needs of the children in their class.
- Use data and formative assessment to adapt instruction and support learners.
- Engage in continuous professional development to refine instructional techniques.

Subject Leaders

- Ensure curriculum design supports Rosenshine's principles.
- Monitor teaching quality through lesson observations, book looks, and learning walks.
- Provide support and coaching for staff in evidence-based practices.

Pupils

- Actively engage in all stages of instruction, including reviews, conferencing sessions, guided practice, and independent work.
- Take responsibility for retrieval practice and revision outside of lessons.

Parents and Carers

- Support student learning at home through reinforcement of review and practice.
- Engage with the school to understand expectations and approaches.

5. Celebrating Me

Each year group displays '**Celebrating Me**' statements in their classroom. These statements outline the expectations for pupils' personal and social development. Pupils review and discuss these statements each term, encouraging ongoing self-awareness and personal growth. Reflections on these statements are included in end-of-year reports, with contributions from both teachers and pupils through self-reflection.

6. WALT (We Are Learning To)

Learning objectives, referred to as **WALT**, should align with *Assessment for Learning* principles and be clearly communicated to pupils. These objectives help children understand what they are expected to achieve by the end of a lesson or learning sequence. WALT statements should be introduced at the start of the lesson and regularly referred to, reinforcing clarity and focus throughout the learning process.

In books, the WALTs for each subject should be displayed as follows:

English - write long date and process step

Maths - short date and learning step (Step 1, Step 2) Steps and sequences stuck in at the start of units

For foundation subjects; stick in the knowledge organisers (merge page 1 and 3 onto one sheet).

The long date should either be written or printed on a sticker depending on the needs of the children.

In History, Geography and RE; write the 'Big Question' for the first session and then just the long date for subsequent sessions.

In Science; write steps (Step 1, Step 2)

In Art; write the unit name (Textiles: Puppets) for the first session and then just the long date for subsequent sessions.

7. Feedback

(Refer to the Feedback policy for detailed procedures)

Effective feedback is integral to pupil progress. It should provide clear, constructive guidance on how pupils can improve and develop their work. Visual marking codes are used consistently to indicate the type of feedback provided and the level of support received. For example:

- **S** – Supported by an adult
- **VF** – Verbal Feedback

Feedback should be timely and discussion based. Teachers should provide timely, in the moment verbal next steps that the children respond to by

making adaptations using a purple pen. This should be evident throughout the recorded work. Written feedback is only used where it will benefit the child.

8. Conferencing

Conferencing involves scheduled, one-to-one sessions between each pupil and an adult in the classroom on a three weekly basis. These sessions are designed to support pupils in their writing by providing targeted, personalised guidance. The aim is to empower pupils as writers, helping them identify their next steps, build confidence, and maximise their writing potential.

9. Monitoring and Evaluation

- SLT and middle leaders will monitor implementation through year group reviews.
- Feedback will be used to inform CPD and school improvement planning.
- Student progress data will be used to assess impact.
- See Monitoring schedule for more detailed information

10. Review

This policy will be reviewed annually to reflect evolving best practice and our school priorities.

Written by: Mica Kettle (Headteacher) in conjunction with teachers.

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