



# Teaching and Learning Policy

**Policy updated: September 2026**  
**To be reviewed by: September 2027**

## **Version Control**

| <b>Date</b>      | <b>Change</b>                                                                                                                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jan 2016</b>  | Reviewed in response to the changes in the New National Curriculum and whole school policy.                                                                                                                               |
| <b>Apr 2019</b>  | Reviewed to reflect current practice on Learning Attitudes, Challenge and 'Live Marking'/Verbal feedback.                                                                                                                 |
| <b>Feb 2020</b>  | Reviewed to include Enrichment section and reference to Curriculum Intent document.                                                                                                                                       |
| <b>Jan 2024</b>  | Restructured and significantly re-written to reflect changes in current educational research-led practice; additions include reference to retrieval practice, knowledge organisers, knowledge gems and adaptive teaching. |
| <b>Mar 2025</b>  | Changes to the marking and assessment (live marking) removal of the MAT passport and how house points are earned.                                                                                                         |
| <b>Jan 2026</b>  | The policy has been adapted to include Academically more able and assessment and feedback.                                                                                                                                |
| <b>Sept 2026</b> | Marking has been added to the policy and vision and values updated.                                                                                                                                                       |

*Policy approved by LGB on: .....*

**At All Saints' we are 'known, loved and valued'.**

**DREAM - BELIEVE - ACHIEVE**

'For I know what I have planned for you, 'says the Lord. I have plans to prosper you, not to harm you. I have plans to give you a future filled with hope.'

**Jeremiah 29:11**

**Vision Statement**

*At All Saints' our vision is to encourage every child to dream without limits, believe in their God-given potential, and achieve their highest aspirations. Through our Christian values, rooted in the Fruits of the Spirit, we shape our curriculum, relationships and decision-making, ensuring that every child is known, loved and valued as a unique child of God (Jeremiah 29:11); fostering a strong sense of belonging and purpose.*

**DREAM - BELIEVE - ACHIEVE**



**St Edmundsbury and Ipswich**  
Diocesan Multi Academy Trust

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## 1. Introduction

Jesus said that he had come to bring “Life in all its fullness” (John 10: 10)

At All Saints’ CE School the staff and Governors understand that this fullness includes our belief in the uniqueness and value of every child, and our teaching is devoted to helping all children to learn to the best of their ability and develop towards their fullest potential. We aim to achieve excellence in education and to provide children with appropriate teaching and learning experiences for them to have happy and rewarding lives.

## 2. Intent

Our curriculum is tailored to our school community and this **Teaching and Learning Policy** directly links to our **Curriculum Policy**, which in turn is underpinned by six key themes or ‘**Big Ideas**’ that permeate our curriculum for every year group, allowing pupils to make connections and apply their learning:

- **Language**: children will understand subject-specific vocabulary and the development of language, allowing them to articulate their ideas
- **Britain**: children will learn about the impact of significant historical and geographical events technological, scientific and cultural shifts that have shaped the locality and modern Britain
- **People**: children will learn from the experiences, achievements and contributions of prominent people or societies
- **Faith**: children will understand and appreciate the Christian faith and the beliefs and values of those in our school community and the world, fostering mutual respect
- **Migration**: children will explore why people move from one country and travel to (or invade) another, and what legacy they bring
- **Creativity**: children will develop an understanding of how creativity has enriched our culture, and will learn the skills to be increasingly creative themselves

## 3. Quality Teaching

Teachers at All Saints’ aim to:

- provide carefully structured, sequenced lessons with adaptations made to enable all learners to achieve
- use questioning to enable all learners to respond at their own level
- give pupils pride and responsibility in their work, teaching them necessary skills to be increasingly independent using a range of scaffolding manipulatives to enable them access the learning
- develop well planned, active and pacy lessons that maintain high levels of interaction with the class
- provide correctly pitched, challenging work stemming from knowledge of our curriculum, how to teach it and how pupils learn
- create a positive, well-ordered atmosphere in the classroom
- show high expectations of all learners, whatever their abilities
- incorporate high levels of praise and encouragement
- use a variety of approaches, strategies and techniques
- ensure that every child makes progress from their starting point in that lesson
- use homework effectively, particularly to reinforce and extend what is being taught in class

## 4. Quality Learning

We believe that learning is most effective when:

- pupils are captivated and enthused by what they are learning
- it is an active process – a product of doing rather than receiving
- it is linked to prior knowledge
- pupils interact and collaborate with each other
- pupils use real-life experiences, manipulatives and images to ensure understanding
- learners take responsibility for their own learning, knowing what to use to support them, including working walls, knowledge organizers, dictionaries, word mats or a thesaurus
- it is reflective, enabling learners to apply, problem-solve and review their learning
- have a great relationship with adults in school

## 5. Teaching and Learning in practice

Learning Objectives are identified and shared with pupils. This is a two-step approach in which pupils are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from the activity (known as the 'success criteria'). There is a need to communicate why they are doing what they are doing and how it fits into the bigger picture of the subject. This is achieved by:

- outlining learning objectives at or near to the beginning of each lesson and then reinforced throughout the lesson
- ensuring that pupils understand what they need to do to be successful and include in their work.
- designing purposeful and pleasurable lessons to motivate pupils to learn
- recall from previous learning on the same topic/idea.

At All Saints' CE we frame this by using **WALT** ('We are learning to ...') and **WILF** ('What I am looking for'):

- **WALT:** the pupils understand desired learning outcomes. The teacher needs to inform pupils what is expected of them and how the work will be assessed. For the children to have a clear understanding the teacher will need to model the task effectively and describe or show the possible learning outcomes.

All learning is carefully mapped out in Learning Journeys with carefully sequenced lessons and identified knowledge that children are expected to learn and retain. The key learning is identified as a Knowledge Gem which shared with the children, displayed on working walls and stuck into workbooks so that children can see what they have been taught.

## 6. Review Learning to link and consolidate

Retrieval tasks are also built into teaching to ensure that children can remember key knowledge and apply it. Review helps create links with previous learning. This helps build secure foundations for subsequent learning, so that learners can progressively develop the skills, knowledge, understanding, attitudes and values contained in the curriculum.

As a school we place great emphasis on character development and nurturing positive attitudes to learning, promoting learning behaviors which build learning success.

An effective Mastery lesson should be organized sequentially and include opportunities for hands-on learning with use of concrete, pictorial and abstract modelling as well as opportunity for independent practice and application.

During a lesson, it is expected that children's learning will be continually assessed by the adults in the room, verbal feedback given and learners challenged or supported if more explanation is needed.

At the end of the lesson and at suitable times throughout there will be short plenaries which could include:

- previous learning being recapped by the teacher
- pupils being involved in the recap of previous learning
- recap of learning being done throughout the lesson in relation to learning objectives
- establishing what learners know, understand, can do, are aware of or have explored, correcting misconceptions where necessary
- providing time for reviewing and reflecting upon the learning that has taken place, as well as how and why they have learned.

## **7. Variety of Learning activity**

We aim to make our lessons an enjoyable and challenging experience, which stimulates learning by matching teaching techniques and strategies to the range of learning styles and needs within the class, so that all pupils are actively engaged:

- being confident, flexible, open-minded, willing to experiment and embrace change in terms of teaching style and adapt appropriately
- planning and delivering a range of activities that match the maturity of the learners and the material to be learned, and which reflect different learning preferences, giving the children time to make sense of the information
- using creativity, imagination and ICT resources to engage, enthuse, challenge and support learners, and reward their effort and achievement.
- engaging in a dialogue with students that centres on effective learning, what it looks like and how it can be developed.
- setting tasks in a time context
- children being aware of the timing in the lesson and of the longer-term deadlines
- activities set in a sequential order that promotes progression and complexity of learning
- children being involved in planning, developing and evaluating their own activity and learning experiences
- activities which are varied in order to access all learning styles and levels of ability

## **8. Levels of Challenge to enable all learners to succeed**

The use of adaptive teaching strategies accommodates the needs of individual pupils in our school. It ensures that teaching allows all learners to make at least their expected progress from their starting point. It will also stretch the less able to work as close to their capability as possible and make progress. Challenge for the more able enables them to apply their learning in order to achieve mastery in any given subject area.

## **9. More Able pupils**

### **Identification Strategies**

Identification strategies for More Able pupils are part of day-to-day classroom provision ensuring suitable and effective provision for all pupils to access the whole curriculum. There are many ways in which teachers can identify children's special abilities and talents and should consider the ways in

which the children communicate creative / insightful thinking and well as their focus and perseverance in particular areas of the curriculum.

Teachers can consider the following:

- Teacher observation
- Information received from previous class/school
- Information provided by parents
- Information provided by the children themselves
- Standardised test results

We need to remember that the More Able pupils may:

- Be high achievers in one area but unexceptional (or below average) in others
- Withdraw into a world of their own
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability to avoid peer group jealousy
- Have English as a second language
- Have poor co-ordination skills
- Not present their work legibly

Children displaying such behaviours are supported and referred to the SENDCo and Governor for SEND if appropriate.

## **10. Marking for Progress**

Marking is an integral part of the teaching and learning process and is used purposefully to support pupil progress. Effective marking aims to identify and address misconceptions, provide opportunities for pupils to consolidate and secure their learning, and offer appropriate challenge to deepen understanding and encourage further progress. Marking therefore is focused on the learning needs of pupils, enabling teachers to respond effectively through subsequent teaching and ensuring that feedback contributes meaningfully to improved outcomes.

### **Addressing misconceptions**

Marking for addressing misconceptions is an essential part of teaching and learning, enabling pupils to identify errors, develop accurate understanding and become increasingly confident and independent learners;

- **Promoting thinking and self-correction:** Provide pupils with a hint, prompt or relevant rule rather than the correct answer, encouraging them to reflect on their thinking, identify errors and self-correct.
- **Responding to common misconceptions:** Where a misconception is identified across the class, address it through whole-class feedback. This may include the use of fresh examples, worked examples or refutational teaching, explicitly identifying, explaining and correcting the incorrect understanding.
- **Creating a culture of learning from mistakes:** Establish a safe and supportive classroom environment in which pupils feel confident to acknowledge errors, ask questions and recognise mistakes as an important part of the learning process.

### **Consolidation**

Marking for consolidation focuses on strengthening pupils' existing accurate knowledge and ensuring that core concepts are secure before they progress to increasingly complex ideas;

**Reinforcement:** Feedback and follow-up activities should provide opportunities for repeated practice and retrieval of key knowledge, through strategies such as review activities, retrieval practice and varied application.

**Embedding learning:** Strategies such as summarising, synthesising, explaining and self-checking enable pupils to revisit prior learning, make connections and embed knowledge more securely.

**Purposeful practice:** Marking and subsequent learning activities should have a clear purpose and contribute directly to pupil progress. Practice should be deliberate and focused, ensuring that teacher time is used efficiently to achieve maximum impact on learning rather than simply marking for the sake of marking.

## Challenge

Marking for challenge involves extending learning for pupils who have demonstrated a secure understanding of the current learning, encouraging them to deepen their knowledge, apply it in unfamiliar contexts and develop more sophisticated thinking.

- **Extension and next steps:** Use marking and feedback to identify meaningful next steps, providing pupils with additional tasks or questions that extend and deepen their learning rather than simply increasing the quantity of work.
- **Deepening understanding:** Set challenging questions and tasks that require pupils to apply, analyse, evaluate or synthesise their knowledge in new or more complex contexts. For example, pupils may be asked to develop success criteria for a method, justify a decision or interpret results using their understanding.
- **Responsive challenge:** Challenge should be purposeful and responsive to pupils' demonstrated understanding. Teachers should use marking and feedback to identify when pupils are ready to move beyond the core learning and provide an appropriate level of cognitive challenge.
- **Efficient scaffolding:** Teachers can differentiate the level of challenge through the task, questioning or feedback rather than routinely planning entirely different activities for different pupils. This allows pupils to work towards the same learning intention while providing appropriate opportunities for greater depth and complexity.
- **Avoiding unnecessary workload:** Marking for challenge should add value to learning. It should focus on the quality and depth of pupils' thinking rather than simply requiring additional work, ensuring that teacher feedback leads to purposeful further learning.

## What Does Marking Look Like in Books?

Marking aims to be clear, consistent and purposeful, providing pupils with information that supports their learning and enables them to recognise their strengths, address misconceptions, consolidate learning and respond to further challenge.

The following agreed marking symbols and conventions are used consistently across the school and at an age-appropriate level:

| Marking         | Symbol | Marking              | Symbol |
|-----------------|--------|----------------------|--------|
| Verbal feedback | VF     | Punctuation          | (P)    |
| Supported       | S      | Capital Letters      | (CL)   |
| Independent     | I      | Spelling             | (Sp)   |
| Correct         | ✓      | New paragraph        | (//)   |
| Incorrect       | ●      | Missing word/sound   | (^)    |
| Next step       | ↵      | Tenses               | (T)    |
|                 |        | Upskilling           | ~      |
|                 |        | Check it makes sense | (?)    |

### Colour Coding

**Teacher marking:** green pen

**Pupil marking and responses:** purple pen

Teachers ensure that marking is purposeful and proportionate, with the emphasis placed on feedback and subsequent pupil action rather than the volume of marking. Where appropriate, pupils are given time to respond to feedback, correct errors and complete identified next steps.

## 11. The value of Assessment and Feedback

Both formative and summative assessment is of prime importance to staff, helping to inform their in-the-moment teaching, and also their planning of future activities for learners. Assessment can have a profound influence on pupil's motivation and self-esteem. Therefore it is important to enable pupils to see their progress from their starting points, and feedback must be both constructive and sensitive. We use live marking in all lessons with verbal feedback as much as possible to enable pupils to achieve the next steps in their learning. Our ability to share this information with parents effectively is key to pupils being supported as well as possible at home.

### Questioning

As the children learn to ask relevant questions and listen to answers, their learning is assisted and gaps in their knowledge are highlighted. Questioning is therefore used by the teacher as a method of ongoing assessment. At the beginning of lessons, it can also help to ascertain how much pupils know about a particular subject, providing insight into any misconceptions or highlighting ways in which children can solve problems. It reveals how effective pupils' learning has been and gives the teacher a platform from which to proceed with future learning.

### Learning Objectives

The sharing of learning objectives during the lesson assists with the process of self-assessment. Learning Objectives are clearly stated (by being written on the board and through dialogue), helping both the child and the teacher to focus on what they want to achieve during the lesson. Learning objectives also provide a backdrop against which achievement can be measured at the end of the lesson.

### Self-Assessment

The ability of children to reflect upon their work positively and realistically is important in the process of learning. It can promote self-esteem and motivation and so help children to achieve their potential. Children throughout the school are encouraged to discuss work against criteria, to identify achievement and, with the help of the teacher, to set achievable

targets. Teachers use adaptive teaching strategies to allow them to access tasks with no ceiling placed on their learning. This leads children to have high expectations of themselves.

## **12. Enrichment**

All Saints' CE Primary Enrichment is done through trips and a variety of learning experiences within everyday school life. These additional activities contribute to the learning experience of our pupils.

## **13. Links to other policies**

This policy links to the following policies:

- ***Curriculum***