



Teaching and Learning Policy

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Signed by Chair of Governors	William Moore	<i>W Moore</i>

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Kingsway Primary School

This policy sets out how teaching and learning work at Kingsway Primary School and reflects the shared practices, values and expectations of our staff. While written primarily to support professional practice, it also offers parents and carers a clear insight into how we enable all children to learn and thrive.

Purpose of This Document

This staff-facing Teaching and Learning Policy explains what high-quality teaching looks like in practice at Kingsway and clarifies the shared responsibilities of class teachers, subject coordinators and leaders.

It is designed to be:

- Supportive and enabling
- Clear about expectations
- Grounded in our values, curriculum intent and evidence-informed practice

This document should be read alongside subject curriculum documents, the Assessment and Pupil Progress Policy, SEND Information Report and our Relational Behaviour Policy.

Our Vision for Learning

At Kingsway Primary School, we believe that excellent teaching enables every child to succeed. Through strong relationships, a reading-rooted curriculum and adaptive teaching, we ensure learning is inclusive, ambitious and coherent.

Teaching is not about coverage; it is about what pupils know, remember and can do over time.

Our Core Values in the Classroom

Our values shape daily classroom practice and professional decision-making:

- **We Care about Togetherness** – classrooms are calm, relational and inclusive. Learning is collaborative and all pupils participate.
- **We Thrive on Difference** – difference is expected and planned for through adaptive teaching, not lowered expectations.
- **We are Passionate about Learning** – teaching prioritises knowledge, vocabulary, reading and thinking.
- **We are Inspired to Grow** – mistakes are a valued part of learning. Effort, practice and reflection are celebrated.

How Learning Happens

All staff share a common understanding that:

- Learning is a change in long-term memory
- Working memory is limited and can be overloaded
- Pupils remember what they are guided to think about
- Secure knowledge underpins confidence, independence and skill

Teaching at Kingsway therefore prioritises clarity, sequencing, practice and retrieval, enabling pupils to think deeply and retain learning over time.

Kingsway Teaching Principles (What We All Do)

High-quality teaching at Kingsway means that teachers:

- Teach new learning explicitly and in small, manageable steps
- Reduce cognitive load through clear explanations and purposeful resources
- Model thinking, language and processes
- Provide guided practice before independent practice
- Check understanding frequently and respond in the moment
- Revisit learning through retrieval and review
- Build in opportunities to practise and overlearn key knowledge

These principles apply in every year group and subject area and form the non-negotiable core of classroom practice.

Reading-Rooted Teaching

Reading is fundamental to learning, inclusion and life chances.

At Kingsway:

- Vocabulary is taught deliberately across all subjects
- High-quality texts are used to build knowledge and understanding
- Teachers read aloud daily
- Reading for pleasure is actively promoted
- Reading is recognised as a key driver of equity

Subject leaders ensure disciplinary literacy is explicitly planned for within their subjects.

A Keep-Up, Not Catch-Up Approach

Inclusion at Kingsway means keeping pupils learning alongside their peers.

This is achieved by:

- Anticipating barriers during planning
- Adapting explanations, resources and support
- Providing timely in-lesson intervention
- Using flexible scaffolding that is gradually reduced
- Avoiding unnecessary withdrawal from core learning

This approach reflects adaptive teaching, rather than task-level differentiation, and maintains high expectations for all pupils.

Metacognition and Developing Independence

Teaching at Kingsway supports pupils to become confident, reflective learners.

Teachers:

- Model thinking aloud and learning strategies
- Support pupils to explain and justify their thinking
- Encourage reflection on what supports learning
- Gradually build independence through scaffolded practice

Pupils are taught *how* to learn as well as *what* to learn.

Learning Beyond the Classroom

We recognise that learning is influenced by relationships, wellbeing, attendance and lived experience.

Teaching at Kingsway is underpinned by our relational approach, ensuring pupils feel safe, known and ready to learn. We work closely with families and external support services to remove barriers and enable consistent engagement with learning.

Expectations of Class Teachers

Class teachers are responsible for:

Planning and Teaching

- Delivering the agreed curriculum with fidelity
- Planning lessons aligned with Kingsway teaching principles
- Using subject-specific guidance and curriculum documents
- Ensuring lessons are inclusive, adaptive and ambitious

Classroom Practice

- Creating calm, purposeful learning environments
- Teaching reading, vocabulary and oracy daily
- Modelling learning clearly
- Providing opportunities for practice, retrieval and overlearning
- Ensuring all pupils are thinking and participating

Assessment and Responsiveness

- Using assessment to check understanding
- Identifying and addressing misconceptions promptly
- Adapting teaching within lessons
- Working effectively with additional adults

Relationships and Behaviour

- Building strong, trusting relationships

- Using relational approaches consistently
- Supporting emotional regulation to enable learning

Expectations of Subject Coordinators

Subject coordinators are responsible for:

Curriculum Leadership

- Developing and maintaining an ambitious, inclusive curriculum
- Ensuring progression, sequencing and coherence
- Embedding reading, vocabulary and knowledge within the subject

Supporting Teaching Quality

- Providing clear subject guidance
- Supporting consistent teaching approaches
- Identifying misconceptions and effective strategies
- Supporting adaptive teaching

Monitoring and Development

- Reviewing curriculum impact through books, pupil voice and discussion
- Identifying strengths and areas for development
- Supporting staff through coaching, CPD and modelling

Inclusion and Equity

- Ensuring ambition for all pupils
- Considering SEND, disadvantage and language needs
- Supporting the keep-up approach within the subject

What Subject Leadership Looks Like Over the Year

Subject leadership at Kingsway follows a supportive, proportionate and improvement-focused rhythm.

Autumn Term – Establish, Embed and Understand

- Clarify curriculum intent, key knowledge and vocabulary

- Support staff understanding and consistency
- Check curriculum implementation
- Identify resource or training needs

Spring Term – Monitor, Support and Develop

- Review how well pupils are learning and remembering
- Carry out purposeful monitoring and professional dialogue
- Identify areas for refinement and support CPD

Summer Term – Evaluate, Reflect and Plan Forward

- Evaluate curriculum impact
- Gather staff feedback
- Identify priorities for development
- Plan curriculum and CPD adjustments for the following year

Assessment, Pupil Progress and Tracking

Assessment at Kingsway is curriculum-led, inclusive and purposeful. It supports learning, teaching and improvement rather than compliance.

Teachers and leaders:

- Use assessment to understand learning, not label pupils
- Value professional judgement, strengthened through moderation
- Ensure reasonable adjustments for equity
- Maintain a clear line of sight between assessment, teaching and impact

Full detail is set out in the **Assessment and Pupil Progress Policy**.

Partnership with Parents and Carers

We work in partnership with parents and carers to support learning.

This includes:

- Shared expectations around reading and learning
- Clear and consistent communication about progress

- Recognising families as partners in helping pupils thrive

Professional Development and Collaboration

Kingsway is a learning staff community.

All staff:

- Reflect on practice
- Engage in professional learning
- Share expertise and ask questions
- Use evidence alongside professional judgement

Leaders support growth through coaching, CPD and professional dialogue.

Monitoring and Support

Monitoring at Kingsway:

- Focuses on learning and curriculum impact
- Is supportive and developmental
- Informs professional growth

It is never about compliance alone.

Review

This staff-facing policy will be reviewed biennially to ensure it continues to support effective teaching, learning and inclusion across Kingsway Primary School.